STATE MATCH SUPPLEMENT

Delaware Standards

English Language Arts,
Mathematics, and Science
Grades 8–12

and

EXPLORE®, PLAN®, the ACT®, and WorkKeys®

November 2010

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Preface

This document is a supplement to the *State Match Delaware Standards English Language Arts, Mathematics, and Science Grades 8–12 and EXPLORE, PLAN, the ACT, and WorkKeys (November 2010)*. This supplement identifies specific ACT College Readiness Standards that correspond to each Delaware Grade-Level Expectation in a side-by-side format. The left side of each page presents the Delaware Standards (highlighted if measured by ACT's corresponding testing program). The right side of each page presents the specific ACT College Readiness Standard(s) and WorkKeys skill(s) that correspond to each Delaware GLE.

Delaware Standards listed here are from the Delaware Standards as presented on the Delaware Department of Education's website in October 2010.

Delaware Standards	Publication Date
English Language Arts	January 2010
Mathematics	April 2010
Science	2006

SUPPLEMENT

TABLES 1A–1G:

ENGLISH LANGUAGE ARTS

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
1.1. Writers will produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice. **1.2.** Writers will produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions. **1.3.** Writers will produce examples that illustrate the following discourse classifications: by the completion of the grade, writers will be able to write persuasive, informative, and expressive pieces.	
Purpose	
• Students understand that persuasive writing is audience-centered; the needs of the intended audience are the most important consideration. Students understand that persuasive writing involves taking a position on a debatable issue to convince an audience.	
• Students understand that informative writing is subject-centered; the need to communicate information clearly so that the audience can understand the content/subject is the most important consideration.	
• Students understand that expressive writing is author-centered; the most important consideration is the writer's intent to tell a story or make meaning of an experience (reflection, self-discovery), to achieve personal goals, or to create literary pieces.	
Audience	
• Students understand that writing has an intended audience. In order to meet the needs of that audience, students ▪ write in a manner that demonstrates an awareness of the audience (e.g., prior knowledge, motivation) ▪ communicate necessary background information and/or definitions ▪ acknowledge reader's positions or beliefs about ideas or issues and understand implication for the writer ▪ write to audiences that can be increasingly distant (e.g., unknown but familiar personalities/roles such as local politicians, in addition to more familiar "others" from previous grades)	
Form	
• Students self-select appropriate forms and/or respond to assignments for a variety of occasions. Appropriate forms include but are not limited to the following: **Persuasive** Letters to appropriate individuals/organizations (e.g., editor, boards, business, personnel) Persuasive essay Advertisements Editorials Reviews Proposals **Informative** Letters to appropriate individuals/organizations (e.g., editor, boards, businesses, personnel) Summaries Reports (e.g., book report, research reports) Essays Articles (e.g., newspaper article, magazine) Messages/memos and notices Biography and autobiography Reviews Proposals **Expressive** Stories Journals Poems Memoirs Personal essays	

= Measured by EXPLORE English and/or Reading tests

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
Development	
Persuasive Writing	
• Present a clear defensible position that supports or opposes a debatable issue or question	
• Support the position with reasons that could include relevant facts, statistics, credible personal and expert opinions, examples, and/or insightful commentary	**Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Identify the central idea or main topic of a straightforward piece of writing Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement
• Acknowledge and evaluate readers' anticipated position(s) on the issue and/or anticipated opposition (e.g., acknowledge alternative view points, propose solutions, make concessions)	
• Choose an original (e.g., beyond the obvious) and effective title, when appropriate	
• Use rhetorical devices (e.g., rhetorical question, repetition, direct address) when appropriate	
• Avoid unsupported reasons (e.g., begging, "it's not fair," circular reasoning, partial truths, jumping to conclusions, jargon, faulty cause/effect statements)	
• Use persuasive and propaganda techniques (e.g. appeal to emotion, name calling, exaggeration/hyperbole, bandwagon, transfer, testimonial) when appropriate	
• Identify and use primary and secondary sources when appropriate, avoiding plagiarism	
• Text-based writing: combine information from text and prior knowledge to elaborate upon ideas in writing (text-to self, text-to-text, text-to world connections) that reveal to the reader the writer's depth of understanding of the issue	
Informative Writing	
• Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment	
• Write an effective title, when appropriate	
• Provide relevant information, reasons, and/or details to elaborate or clarify the subject (e.g., personal opinion based on experience/observation, verifiable facts, examples, explanations, definitions)	**Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Delete a clause or sentence because it is obviously irrelevant to the essay Identify the central idea or main topic of a straightforward piece of writing Determine relevancy when presented with a variety of sentence-level details Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Delete material primarily because it disturbs the flow and development of the paragraph Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement
• Analyze and use information from multiple primary and secondary sources to support theses and to generate new ideas and/or perspectives, avoiding plagiarism	
• Text-based writing: combine information from text and prior knowledge to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the topic	

= Measured by EXPLORE English and/or Reading tests

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
Expressive Writing	
• Develop increasingly more abstract and interesting ideas for writing that are fresh and original	
• Create a title that reflects the subject and engages the reader	
• Use dialogue, description, and narration when appropriate	**Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Identify the central idea or main topic of a straightforward piece of writing Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement
• Use vivid sensory images(e.g., feelings, sight, smell) and figurative language (e.g., metaphor, simile) to elaborate details that will convey feelings and/or illustrate events and characters	**Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Identify the central idea or main topic of a straightforward piece of writing Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement
• Use rhetorical devices (e.g., rhetorical question, repetition, direct address) when appropriate	
• Use strategies such as humor, non-literal language (e.g., idioms, puns, double-meanings) to engage the reader	
• Text-based writing: use text and prior knowledge to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the topic	
Organization	
Persuasive Writing	
• Present reasons in a logical order (weakest to strongest argument, strongest to weakest argument)	**Organization, Unity, and Coherence:** Select the most logical place to add a sentence in a paragraph Decide the most logical place to add a sentence in an essay Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic
• Organize writing by selecting text structures that strengthen the argument	**Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward

= Measured by EXPLORE English and/or Reading tests

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
• Develop an introduction that presents a simple thesis and ▪ takes a clear position ▪ clarifies the issue in a way that clearly ▪ establishes a need for solution/action ▪ provides necessary background ▪ commands readers' attention (e.g., invokes or appeals to reader) when appropriate	**Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
• Use subtle transition words/phrases that show increasingly more abstract relationships and make connections	**Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*)
• Develop a conclusion that moves beyond summary (e.g., "call to action" or "next step", answers the "so what?" question about the significance of the issue, raises related issues or consequence of non-action)	**Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
Informative Writing	
• Present information in a logical order (e.g., most important to least important information, general to specific)	**Organization, Unity, and Coherence:** Select the most logical place to add a sentence in a paragraph Decide the most logical place to add a sentence in an essay Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic
• Organize writing by selecting text structures that clarify or explain the subject	**Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
• Develop an introduction/hook that presents a thesis that goes beyond the obvious and provides necessary background	**Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
• Use subtle transition words/phrases that show increasingly more abstract relationships and make connections	**Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*)
• Develop a conclusion that moves beyond summary (e.g., reinforcing the importance of the information, raising related issues)	**Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward

= Measured by EXPLORE English and/or Reading tests

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
Expressive Writing	
• Organize writing to engage the reader using a variety of forms and genres	**Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
• Use paragraphs to transition between ideas and control and enhance message	
• Develop an introduction that hooks the reader and establishes the mood	**Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
• Use transition words/phrases that show increasingly more complex relationships and make connections	**Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*)
• Use order other than chronological (e.g., flashback, foreshadow, flash-forward)	
• Develop a conclusion that moves beyond summary (e.g., provide resolution/closure, pose purposeful questions to the reader to keep the reader thinking)	**Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
Sentence Structure (& Style/Voice)	
• In order to capture the audience's attention and establish a distinctive style, tone, and voice: ■ use complete sentences to express thoughts ■ vary sentence structure (e.g., simple, compound, complex, compound-complex sentences) ■ vary kinds of sentences (declarative, explanatory, interrogative, imperative) ■ vary sentence lengths ■ vary sentence beginnings (experiment with placement of phrases and clauses in sentences) ■ write sentences that create purpose-specific rhythm and flow naturally	**Sentence Structure and Formation:** Use conjunctions or punctuation to join simple clauses Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems

= Measured by EXPLORE English and/or Reading tests

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
Word Choice (& Style/Voice)	
• Use vivid and precise words with the audience's needs and writer's purpose, style and voice in mind. The writer will: ■ use more specific, concrete language, and phrasing ■ use adjectives and adverbs to describe, illustrate, and modify (clarify meaning) ■ use action verbs when possible ■ use words that convey appropriate voice (e.g., attitude, emotion, point of view, commitment) ■ use a variety of accurate words and phrases that avoid repetition ■ use a purposeful range of formal/informal language depending on the audience ■ use non-literal language (e.g., idioms, slang, figurative language, pun, dialect) ■ use words that have denotations or connotations appropriate for the writing purpose ■ use words that create appropriate mood for the writing occasion	**Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Identify the central idea or main topic of a straightforward piece of writing Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement **Word Choice in Terms of Style, Tone, Clarity, and Economy:** Revise sentences to correct awkward and confusing arrangements of sentence elements Revise vague nouns and pronouns that create obvious logic problems Delete obviously synonymous and wordy material in a sentence Revise expressions that deviate from the style of an essay Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled") Use the word or phrase most consistent with the style and tone of a fairly straightforward essay Determine the clearest and most logical conjunction to link clauses Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence Identify and correct ambiguous pronoun references Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay
Conventions (& Style/Voice)	
• Use Standard Written English conventions (and when appropriate, variations thereof) to achieve purpose and create effective style and voice. Deviations from SWE (e.g., dialect, slang) should have a specific rhetorical function	**Sentence Structure and Formation:** Use conjunctions or punctuation to join simple clauses Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence **Conventions of Usage:** Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts Recognize and use the appropriate word in frequently confused pairs such as *there* and *their*, *past* and *passed*, and *led* and *lead* Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., *long for*, *appeal to*) Ensure that a verb agrees with its subject when there is some text between the two Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences

= Measured by EXPLORE English and/or Reading tests

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
	Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using *have* rather than *of* **Conventions of Punctuation:** Delete commas that create basic sense problems (e.g., between verb and direct object) Provide appropriate punctuation in straightforward situations (e.g., items in a series) Delete commas that disturb the sentence flow (e.g., between modifier and modified element) Use commas to set off simple parenthetical phrases Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) Use punctuation to set off complex parenthetical phrases Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by *and*) Use apostrophes to indicate simple possessive nouns Recognize inappropriate uses of colons and semicolons
• Use standard punctuation (commas, colons, hyphens, dashes, and italics) correctly	**Conventions of Punctuation:** Delete commas that create basic sense problems (e.g., between verb and direct object) Provide appropriate punctuation in straightforward situations (e.g., items in a series) Delete commas that disturb the sentence flow (e.g., between modifier and modified element) Use commas to set off simple parenthetical phrases Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) Use punctuation to set off complex parenthetical phrases Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by *and*) Use apostrophes to indicate simple possessive nouns Recognize inappropriate uses of colons and semicolons
• In addition to using standard punctuation students will ▪ use punctuation to show increasingly abstract relationships (e.g., comma for clarity such as to set off phrases, clauses, colon for lists, parentheses, appositives, semicolon) ▪ use punctuation for rhetorical effect (e.g., dash)	**Conventions of Punctuation:** Use commas to set off simple parenthetical phrases Use punctuation to set off complex parenthetical phrases Recognize inappropriate uses of colons and semicolons
• In addition to standard grammar and usage rules, ▪ control agreement of subject/verb, pronoun/antecedent ▪ control verb and pronoun use (e.g., consistency with verb tense, number, pronoun gender)	**Word Choice in Terms of Style, Tone, Clarity, and Economy:** Revise vague nouns and pronouns that create obvious logic problems Identify and correct ambiguous pronoun references **Sentence Structure and Formation:** Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence **Conventions of Usage:** Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts Ensure that a verb agrees with its subject when there is some text between the two

= Measured by EXPLORE English and/or Reading tests

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
	Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences
• Use conventional spellings with ▪ commonly misspelled words ▪ homophones, homographs, homonyms ▪ frequently used words	

= Measured by EXPLORE English and/or Reading tests

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
ORAL COMMUNICATION	
1.4. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	
• Choose words and use voice appropriate to audience and purpose (e.g., inform, persuade, entertain)	
• Speak and listen for a variety of audiences (e.g., classroom, real-life) and purposes (e.g., awareness, enjoyment, information, problem solving)	
• Identify and discuss criteria for effective oral presentations (e.g., eye contact, projection, tone, volume, rate, articulation)	
• Use visual techniques appropriately	
• Share brief impromptu remarks about topics of interest to oneself and others	
• Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and etiquette appropriate to the occasion	
• Perform expressive oral readings of prose, poetry, and drama	
• Prepare and conduct interviews	
• Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience	
• Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	
1.5. Listen to and comprehend oral communications.	
• Follow basic directions	
• Listen attentively by making eye contact, facing the speaker, asking questions, and paraphrasing what is said and organizing for clarity	
• Ask and respond to questions from teachers and other group members	
• Summarize and explain information conveyed in an oral communication accounting for key ideas, structure, and relationship of parts to the whole	
• Distinguish among purposes for listening (e.g., gaining information, being entertained) and take notes as appropriate	
• Recall significant details and sequence accurately	
• Follow a speaker's argument and represent it in notes	
• Evaluate the reliability of information in oral communication using criteria based on ▪ the topic ▪ the context ▪ analysis of logic, evidence, propaganda devices (e.g., bandwagon, double speak, name-calling) ▪ style	
1.6. Develop vocabulary and the ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.	
• Use words that reflect a growing range of interests and knowledge	
• Clarify and explain words and ideas	
• Give and follow oral directions	
• Use complex sentence structure	
• Use appropriate noun/verb agreement, verb tense, pronouns, prefixes and suffixes	
• Consult dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly	
• Use knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words	

= Measured by EXPLORE English and/or Reading tests

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
ORAL COMMUNICATION	
• Identify common figures of speech and use them appropriately in oral communication	
• Identify common figures of speech (e.g., similes, metaphors, personification) and describe how writers use them to achieve specific effects	
• Use punctuation marks that distinguish statements, questions, exclamations, and commands	
1.7. Participate effectively in a discussion.	
• Initiate conversation with peers and adults	
• Follow rules for conversation	
• Participate in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)	
• Listen attentively, demonstrating respect for the opinion of others	
• Respond responsibly and courteously to other's remarks	
• Explain opinions by citing evidence and referring to sources	
• Evaluate the stated ideas and opinions of others, seeking clarification through questions	
• Invite ideas and opinions of others into the discussion	
• Accept and use helpful criticism	
• Summarize the main points of a discussion orally, and in writing, specifying areas of agreement and disagreement	
• Participate in discussion without dominating	

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.1. Using appropriate texts, students will be able to select and apply efficient, effective decoding skills and other word recognition strategies to comprehend printed texts.	
• Vocabulary: Apply and use the meanings of high frequency Greek and Latin derived roots and affixes to determine the meaning of unknown words (e.g.: bio, derm, anti, graph, tele)	
• Fluency: Read orally from familiar text at an appropriate rate, with accuracy and prosody	
2.2a. Students will be able to develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by using context clues to determine the meanings of words.	
• Use prior knowledge in conjunction with the following strategies to determine the meaning of unknown words by ▪ reading and rereading other sentences in the text to identify and use words that help unlock the meaning of unknown words ▪ analyzing illustrations to clarify meanings of abstract words and concepts ▪ looking for and using context clues provided by synonyms and antonyms ▪ using knowledge of homonyms and homographs to avoid reading confusion ▪ using word cues (e.g., metaphors, similes) ▪ using appositives ▪ selecting the correct definition of words that have multiple meanings	**Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
2.3a. Students will be able to self-monitor comprehension while reading by (a) generating a purpose for reading.	
• Use "During Reading" strategies by ▪ assimilating prior knowledge ▪ making and revising predictions ▪ generating and answering questions ▪ summarizing ▪ rereading to clarify information ▪ adjusting reading rate ▪ inferring information ▪ using mental imagery ▪ seeking the meaning of unknown vocabulary ▪ analyzing story/literary elements and text structure	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages **Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives

= Measured by EXPLORE English and/or Reading tests

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
2.3c. Using appropriate texts, students will be able to self-monitor comprehension while reading by (c) taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text.	
• Use illustrations to construct meaning from text	
• Visualize what was read for a deeper understanding	
• Make, confirm, adjust predictions	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Reread difficult parts slowly and carefully	
• Explain personal connections to the ideas or information in the text(s)	
• Skim text to search for connections between and among ideas	
• Restate in own words the main events in the text	
• Periodically summarize while reading	**Main Ideas and Author's Approach:** Summarize basic events and ideas in more challenging passages
• Periodically paraphrase important ideas or information	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages

= Measured by EXPLORE English and/or Reading tests

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages **Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Use a graphic organizer or other note taking technique to record important ideas or information	

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.4a. Students will be able to demonstrate an overall understanding of printed texts by (a) making predictions as needed.	
• Predict likely outcomes based on clues in a text, knowledge of text structure, and knowledge of a variety of genres	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Adjust previous predictions based on new information in a text	
• Identify logical, additional and/or complementary information (e.g., "next" chapter or section) for a text	
2.4b (I/T). Students will be able to demonstrate an overall understanding of technical and informative texts by (b) identifying text features and text structures.	
• Apply essential information from text features (e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices) to enhance understanding of text	
• Analyze text structures in informative/technical texts (sequence/chronological order, classification, definition, process, description, comparison, problem/solution, simple cause/effect) to make meaning of text	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Analyze the unique features of various informative texts (e.g., newspapers, magazines, product information, consumer materials, manuals, editorials) to enhance understanding of the text	
2.4b (L). Students will be able to demonstrate an overall understanding of literary texts by (b) identifying the story elements (e.g., characters, setting, and plot) and story structures (conflict, resolution, cause/effect).	
• Identify character(s) in a literary text or speaker(s) in a poem	**Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Locate important details in uncomplicated passages Locate and interpret minor or subtly stated details in uncomplicated passages
• Describe the roles (e.g., protagonist/hero, antagonist/villain) characters play in a literary text	
• Describe the changes in setting (flashback, foreshadowing)	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages
• Identify various types of conflict (man vs. man, man vs. nature, man vs. self, man vs. society)	
• Identify conflict(s), climax(s)/turning point(s) and resolution(s)	**Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages

= Measured by EXPLORE English and/or Reading tests

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Identify significant details related to the plot to analyze the pattern of organization (compare/contrast, problem/solution, sequence, cause/effect)	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Distinguish between main plot and multiple subplots	
• Identify point of view (first person, third person limited, third person objective, omniscient)	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
2.4c. Students will be able to demonstrate an overall understanding of printed texts by (c) recognizing and interpreting figurative language and literary devices (e.g., simile, metaphor, allusion) and (e) differentiating between literal and non-literal meanings.	
• Identify and interpret figurative language and literary devices (e.g., alliteration, repetition, rhythm, dialogue, rhyme, idioms, simile, metaphor, personification, exaggeration or hyperbole, humor, double meanings, puns, symbols, imagery, mood, allusion, puns, and irony)	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Analyze how figurative language and literary devices extend meaning	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Differentiate between literal and non-literal meaning	**Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
2.4d. Students will be able to demonstrate an overall understanding of printed texts by (d) retelling a story or restating an informative text through speaking and/or writing.	
• Summarize a literary text, identifying the main and supporting characters, events, setting, and problem/solution	
• Summarize the strongly implied reasons for why or how events happen in a literary text	
• Summarize the main ideas and supporting details in an informative/ technical text	
• Retell/restate in order the important events in a text	
• Restate in order the steps of a task in an informative/technical text	
2.4e. Students will be able to demonstrate an overall understanding of printed texts by (e) organizing the important points of the text via summaries, outlines, and/or graphic organizers.	
• Create graphic organizers to assist in comprehension of a text	

= Measured by EXPLORE English and/or Reading tests

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Use an appropriate organizer based on the structure of the text (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect)	
• Create an outline	
• Summarize a text capturing the most important parts of the original piece	**Main Ideas and Author's Approach:** Summarize basic events and ideas in more challenging passages
2.4f. Students will be able to demonstrate an overall understanding of printed texts by (f) identifying the author's purpose.	
• Analyze the author's overall purpose(s) for writing (e.g., persuade, entertain, inform, describe, explain how) a text	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Summarize basic events and ideas in more challenging passages
• Identify the intended messages of advertisements, entertainment programs, and news sources	
• Describe how the author's purposes shape the content	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages Summarize basic events and ideas in more challenging passages **Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages
• Describe the difference between a stated purpose and an underlying reason in TV commercials and advertisements	
• Create meaning from a variety of media	
2.4g. Students will be able to demonstrate an overall understanding of printed texts by (g) comparing information between and within texts.	
• Compare subtle but relevant similarities and/or differences in ideas, viewpoints, or characters within a single text	**Sequential, Comparative, and Cause-Effect Relationships:** Identify relationships between main characters in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages
• Compare subtle but relevant similarities and/or differences in ideas, viewpoints, purposes, plots, settings, or characters presented in two or more texts	
• Analyze subtle changes in characters (e.g., change in attitude, situation)	**Sequential, Comparative, and Cause-Effect Relationships:** Identify relationships between main characters in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages
2.4h. Students will demonstrate an overall understanding of printed texts by (h) discriminating between fact and opinion.	
• Discriminate between facts and/or subtle opinions in text(s)	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Identify facts in a text and determine their relevance to the issue	**Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Identify implied opinions in a text	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Use word clues (believe, feel, think, worst, best, least, most, never, always) to determine that a statement is an opinion	
• Question information in a text to determine if it is factual	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
2.4i. Students will be able to demonstrate an overall understanding of informative and technical printed texts by (i) making inferences.	
• Make strongly implied inferences about content and concrete ideas in a text and identify appropriate text support	**Main Ideas and Author's Approach:** Summarize basic events and ideas in more challenging passages **Supporting Details:** Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
• Make inferences about author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used)	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages **Supporting Details:** Make simple inferences about how details are used in passages
• Make reasonable predictions as they read	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
• Test and revise predictions as they read further	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
• Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read	
• Make connections between conclusions they draw and other beliefs or knowledge	
• Make critical or analytical judgments about what they read	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Summarize basic events and ideas in more challenging passages **Supporting Details:** Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Use texts to make generalizations	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
• Create self-motivated interpretations of text that are adapted as they continue to read and after they read	
2.4j. Students will be able to demonstrate an overall understanding of printed texts by (j) accepting or rejecting the validity of the information and giving supporting evidence.	
• Use criteria to evaluate the validity and reliability of primary and secondary source information	
• Use criteria to evaluate author's credibility in order to determine validity and reliability of a source	
• Use criteria to evaluate author's perspective in order to determine validity and reliability of a source	
• Use date of publication to evaluate the validity and reliability of a source	
• Use criteria to evaluate the author's use of ▪ logic ▪ propaganda ▪ bias ▪ language ▪ motives in order to determine validity and reliability of a source	
2.4k/2.6b. Students will be able to demonstrate an overall understanding of printed texts by (k) relating the content of the text to real-life situations and (b) applying information from printed, electronic, and oral texts to complete authentic tasks.	
• Draw on prior knowledge and experience to connect personally to text (text-to-self connections)	
• Draw on prior knowledge of the world (other books, television, movies) to make text-to-world connections	
• Analyze how connections (text-to-self, text-to-world) are contributing to their understanding of the text	
• Employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and non-print (e.g., computers, electronic media, interviews) sources for inquiry projects and other authentic tasks	
2.5a. Students will be able to critically analyze and evaluate information and messages presented through print by (a) connecting and synthesizing information from many sources.	
• Connect and synthesize information from many sources to generate new information/new ideas or expand prior knowledge (text-to-text and text-to-self connections)	
• Synthesize information by comparing, eliminating and merging disparate pieces into one coherent whole	
2.5b. Students will be able to critically analyze and evaluate information and messages presented through print by (b) formulating and expressing opinions.	
• Synthesize experience and knowledge of the world (text-to-world connections) to make, support and apply judgments (that may not be dichotomous) about issues in: ▪ literary text(e.g., character's actions, morals of narratives or poems) ▪ nonfiction	
• Use information in a text to develop a logical opinion	

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.5d. Students will be able to critically analyze and evaluate information and messages presented through print using critical and divergent thinking, and assimilating prior knowledge to draw conclusions.	
• Use prior knowledge of a concept along with information in a text to: ▪ draw conclusions (including implied main ideas) that require analysis and/or evaluation ▪ evaluate the author's viewpoint or attitude toward a topic or idea when strongly implied ▪ evaluate the effect of an author's use of formatting and design techniques (e.g., paragraphing, headings/subheadings, pictures/ illustrations, columns, font styles [bold, underline, italics, caps], punctuation choices)	
2.5e. Students will be able to critically analyze and evaluate information and messages presented through print and by (e) recognizing the impact of non-literal expressions in informative and technical texts and interpret the effect of literary devices.	
• Analyze how an author's use of literary devices (figurative language, dialogue and description) and non-literal expressions (idioms, double meanings, puns) in a text affects readers	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Evaluate the impact of specific figurative and non-literal (idiomatic) expressions on the meaning of a text	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Evaluate an author 's decision to use specific figurative and non-literal (idiomatic) expressions in a text	
2.5f. Students will be able to critically analyze and evaluate information and messages presented through print by (i) evaluating texts and media presentations for bias and misinformation, by (k) evaluating texts for their completeness, accuracy, and clarity of communication (e.g., overcome problems of ambiguity), and by (a) evaluating how the content, techniques, and form of texts and media affect them.	
• Evaluate the fairness and trustworthiness of author's message (author's bias)	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Evaluate how persuasive techniques and author's choices (e.g., word choices) shape readers' understandings	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Evaluate the strengths and weaknesses of multiple text(s), sources, format, and argument	
• Analyze the completeness, accuracy, and/or clarity of the information in a complex text	
• Identify and evaluate information that needs to be checked for accuracy (e.g., data, statistics, sources) and evaluate the credibility of sources	
• Evaluate the credibility of messages (e.g., thoroughness, depth, breadth, balance, use of fact and opinion, inclusion of logical and/or emotional arguments)	
• Analyze ambiguous information in complex texts	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages **Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language

= Measured by EXPLORE English and/or Reading tests

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
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2.5g. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (g) (h) acknowledging the possibility of a variety of interpretations of the same text; proposing other interpretations as valid if supported by the text.	
• Analyze texts by reading and reacting to passages from a piece of text and critical interpretations of that same work	
• Listen to and critique opposing interpretations of the same piece of text and consider, through classroom dialogue and independent reading, how these opinions were formed	
• Compare and contrast opposing interpretations of the same reading and consider how these opinions were formed through classroom dialogue and independent writing	
• Practice critical thinking by defending the validity of an assigned point of view even if it opposes their personal interpretation of the reading	
2.5i, 2.5j. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (i) recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (advertising, campaigns, news formats, etc.).	
• Identify and describe propaganda techniques (e.g., name calling, exaggeration/hyperbole, bandwagon, testimonial, broad generalization, red herring)	
• Identify persuasive techniques (e.g., appeal to emotion, appeal to authority, cause/effect, repetition, rhetorical question	
• Recognize and identify how propaganda and persuasive techniques are used in a variety of forms (e.g., television, commercials, movies, advertisements, newspapers, billboards, magazines, catalogues and packaging) to enhance the meaning of a text	
2.5l. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (l) evaluating the literary merit of various texts and media presentations (d) recognizing literary merit.	
• Read a variety of texts and evaluate them using these criteria to determine their literary merit: ▪ has a unique writing style ▪ has details ▪ has a purpose ▪ has clear, distinctive characters ▪ is understandable ▪ has an expressive vocabulary ▪ has an unpredictable plot ▪ has a variety of episodes/action ▪ has an expressive vocabulary	

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.6a. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech and mass media and extend meaning by (a) offering a personal response to texts.	
• Revisit text to search for connections between and among ideas	
• Find and explain personal connections to the topics, events, characters, actions, ideas or information in text(s)	
2.7b. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (b) identifying the underlying purposes of media messages (e.g., profit vs. nonprofit, humanitarianism, support of artistry).	
• Identify underlying purposes (e.g., profit vs. nonprofit, humanitarianism, support of artistry) of media messages	
• Analyze the difference between a stated purpose and an underlying purpose in media messages (e.g., TV commercials, radio, Internet, video games, advertisements)	

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE College Readiness Standards
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
3.1a1. Identify and locate a variety of sources including printed materials, personal interviews, oral reporting, forums, and technological forms of information.	
• Locate information using appropriate sources and strategies	
• Determine valid resources for researching a topic, including primary and secondary resources	
• Evaluate the importance and quality of sources	
• Use multiple sources of information (books, television, videos/DVDs, resource people, cassettes, dictionaries, recordings, encyclopedias, and available databases)	
• Select essential sources (e.g., dictionaries, encyclopedias, interviews, observations, electronic media, computer databases) appropriate to topic	
• Use text features (e.g., guide words, indices, glossaries, key words, table of contents, cross references, appendices) to access information	
• Use traditional and electronic search tools	
• Use teacher-selected Internet sites and data bases to access information	
3.1a2. Develop and use procedures to gather information and ideas; (a1) (a) developing and following a process for research completion.	
• Formulate a research question or thesis statement	
• Determine a clear purpose, topic and audience for research	
• Gather information from more than one source	
• Locate information using appropriate sources and strategies	
• Read, view, listen or interact with information and decide what is valuable for research	
• Extract information (e.g., take notes, make copies)	
• Organize and interpret gathered information using various graphic organizers (e.g., outlining, webbing)	
• Record sources in a standard bibliographic format	
• Relay facts from research	
• Summarize ways in which the research process and product can be improved	
3.1b. Independently extract information to achieve a specific purpose; extract information relevant to a specific purpose.	
• Use various technologies (e.g., appropriate word processing functions, photocopier, audiovisual equipment, scanner) to extract needed information	
• Determine the most appropriate form of technology for the task of extracting needed information	
• Decide what information is valuable for a particular situation	
• Select and use various methods (e.g., web, chart) to manage information	
• Create own system for organizing information	
3.2a. Use technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos and graphics.	
• Use technology to synthesize information by ▪ making a graphic organizer ▪ making an outline ▪ using a meaningful format (text, drawings, graphs, diagrams, and graphics) to express ideas ▪ producing a video production	

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE College Readiness Standards
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
• Use various forms of technology ▪ word processing ▪ presentation programs ▪ digital cameras ▪ scanners ▪ multimedia to formulate writing and/or communicate knowledge of products	
3.2b. Independently present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.	
• Decide how the information fits together	
• Decide how the information would best be presented	
• Recognize the need to put information from sources in their own words	
• List sources of information in bibliographic form	
• Present gathered information in an oral or written format, which ▪ uses sentences organized in paragraph form to tell about a designated topic ▪ incorporates information from more than one source ▪ includes information relevant to topic and purpose ▪ identifies source of information ▪ fulfills the identified purpose as clearly indicated in the topic sentence ▪ utilizes an organizational plan for combining paragraphs to address a designated purpose and topic ▪ incorporates information from multiple sources ▪ summarizes and/or paraphrases information from sources	
3.3a2. Establish criteria by which sources and information can be analyzed for accuracy, bias, stereotypes, and validity.	
• Differentiate between primary and secondary sources	
• Independently select sources which are authoritative from teacher selected data bases (e.g., UD Library Search)	
• Independently analyze source and information for accuracy, bias, stereotypes, and validity	
• Formulate conclusions based upon information relevant to a specific purpose	
• Use information to express ideas relevant to specific purpose	
• Demonstrate how information retrieved does or does not address original problem	
• Evaluate information in terms of credibility and accuracy	
• Use technology to facilitate evaluation	
3.3b1. Independently interpret information as appropriate to a specific purpose.	
• Use retrieved information to accomplish a specific purpose	
• Prioritize sources based on relevance	
• Reevaluate their position on the topic and your research strategy	
• Consider whether they have uncovered any worthwhile information that might take their research in a different direction	
• Consider whether they have uncovered any worthwhile information that has caused them to see their topic from a new perspective	
• Consider whether research needs to be redirected in any way based on material uncovered based on relevance	

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE College Readiness Standards
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
3.3b2. Independently draw conclusions based upon information relevant to a specific purpose; independently formulate logical conclusions based upon information relevant to a specific purpose.	
• Use prior knowledge of a concept along with information in a text to ▪ Draw conclusions (including implied main ideas) that require analysis and/or evaluation ▪ Evaluate the author's viewpoint or attitude toward a topic or idea when strongly implied ▪ Evaluate the effect of an author's use of basic formatting and design techniques (e.g., paragraphing, headings/subheadings, pictures/illustrations, columns, font styles [bold, underline, italics, caps], punctuation choices	

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
4.1a. Connect their own experience to those of literary characters; explain the reasons for a character's actions; identify with characters.	
• Describe the reasons for a character's actions in a literary text, critically analyzing the text	**Sequential, Comparative, and Cause-Effect Relationships:** Recognize clear cause-effect relationships described within a single sentence in a passage Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Identify clear cause-effect relationships in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages
• Make and support relevant connections between the reader's personal situations and motivations of characters in a text	
4.1b. Connect their own experience to those of literary characters by responding to the sensory, intellectual, and emotional elements.	
• Evaluate the effect of the author's use of imagery and figurative language on a reader	
• Use ideas from the text to evaluate personal responses to literature (text-to-self connections)	
4.1c. Connect their own experience to those of literary characters by relating to the feelings of characters or varying ages, genders, nationalities, races, cultures, religions, and disabilities.	
• Read and analyze stories from different cultures and eras to broaden cultural awareness	
• Demonstrate an understanding of the experiences and feelings of fictional characters (e.g., show empathy for, disagree with, compare to personal or other familiar experiences) based on age, gender, nationalities, races, cultures, and/or disabilities	
• Compare works of literature from the same historical period written by authors from different (cultural, generational and gender) perspectives	
4.1e. Connect own experiences to those of literary characters by seeking other literary texts and media as the result of literary experience.	
• As a result of reading a literary text, students will connect to other texts using the following as guides for connections: ▪ What does this remind me of in another book I've read? ▪ How is this text similar to other things I've read? ▪ How is this different to other books I've read? ▪ Have I read about something like this before? ▪ Seek other texts and media with similar themes and connections	
4.2a. Respond to literary text by making inferences about content, events, characters, setting, and author's decisions.	
• Make strongly implied inferences about content and abstract ideas in a text and identify appropriate text support	**Main Ideas and Author's Approach:** Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Summarize basic events and ideas in more challenging passages **Supporting Details:** Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Make inferences about author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used)	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages **Supporting Details:** Make simple inferences about how details are used in passages
• Make reasonable predictions as they read	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Test and revise predictions as they read further	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read	
• Make connections between conclusions they draw and other beliefs or knowledge	
• Make critical or analytical judgments about what they read	**Main Ideas and Author's Approach:** Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Summarize basic events and ideas in more challenging passages **Supporting Details:** Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages

= Measured by EXPLORE English and/or Reading tests

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Analyze texts to make generalizations	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Create self-motivated interpretations of text that are adapted as they continue to read and after they read	
• Identify how author's choices affect theme	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages
• Draw conclusions about characters and events in a text	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
4.2b. Understand the differences between genres.	
• Use knowledge of distinctive characteristics of various genres including but not limited to ▪ fiction (e.g., short story, poetry, folk tale, mystery, tall tale, fairy tales, novels, fable, myth, fantasy, science fiction, historic fiction, and realistic fiction) ▪ literary nonfiction (e.g., letter, magazine, biography, speeches, autobiography) ▪ drama (e.g., classic and/or contemporary multi-act plays) to analyze the meaning of the text	

= Measured by EXPLORE English and/or Reading tests

TABLE 1A

DELAWARE English Language Arts Grade 8 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
4.2c. Interpret the impact of the author's decisions such as word choice, style, content, and literary elements; understand the author's intent in choosing a particular genre.	
• Analyze the effect of author's choices (word and content) on the reader	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Analyze how the author's writing style influences the reader	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Analyze how an author creates mood by choosing words with specific connotations	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Compare styles among texts to determine effects of author's choices	
• Compare characteristics and elements of various literary forms including short stories, poetry, essays, plays, speeches and novels	
• Analyze the most likely reason an author uses a particular genre in a given situation	
4.2f. Identify the effect of point of view.	
• Analyze how point of view affects a literary text (e.g., how a story would be different if told from a different point of view)	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Analyze how point of view impacts the reader	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
4.3a. Respond to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities; respond to literary text and media representative of various nations and cultures.	
• Read and evaluate complex stories from different cultures and eras to broaden cultural awareness	
• Begin to empathize with experiences and feelings of fictional characters based on age, gender, nationalities, races, cultures, and/or disabilities	
• Compare works of literature from the same historical period written by authors from different (cultural, generational, and gender) perspectives	
4.4a. Use literature as a resource for shaping decisions.	
• Read stories and relate characters' experiences to shape own decisions by asking questions: ■ I felt like that character when I…. ■ If that happened to me, I would…. ■ I can relate to that character because one time….	
4.4b. Understand social and political issues.	
No GLEs at this grade level	

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
1.1. Writers will produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice. **1.2.** Writers will produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions. **1.3.** Writers will produce examples that illustrate the following discourse classifications: by the completion of the grade, writers will be able to write persuasive, informative, and expressive pieces.	
Purpose	
• Students understand that persuasive writing is audience-centered; the needs of the intended audience are the most important consideration. Students understand that persuasive writing involves taking a position on a debatable issue to convince an audience.	
• Students understand that informative writing is subject-centered; the need to communicate information clearly so that the audience can understand the content/subject is the most important consideration.	
• Students understand that expressive writing is author-centered; the most important consideration is the writer's intent to tell a story or make meaning of an experience (reflection, self-discovery), to achieve personal goals, or to create literary pieces.	
Audience	
• Students understand that writing has an intended audience. In order to meet the needs of that audience, students ▪ write in a manner that demonstrates an awareness of the audience (e.g., prior knowledge, motivation) ▪ communicate necessary background information and/or definitions for a given audience ▪ acknowledge reader's positions or beliefs about ideas or issues and understand implication for the writer ▪ write to audiences that can be increasingly distant (e.g., unknown but familiar personalities/roles such as local politicians, in addition to more familiar "others" from previous grades)	

= Measured by EXPLORE English and/or Reading tests

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
Form	
• Students self-select appropriate forms and/or respond to assignments for a variety of occasions. Appropriate forms include but are not limited to the following: **Persuasive** Letters to appropriate individuals/organizations (e.g., editor, boards, business, personnel) Persuasive essay Advertisements Editorials Reviews Proposals Debate briefs Position papers **Informative** Letters to appropriate individuals/organizations (e.g., editor, boards, businesses, personnel) Summaries Reports (e.g., book report, research reports) Essays Articles (e.g., newspaper feature article, specialized magazine article) Messages/memos and notices Biography and autobiography Reviews Proposals **Expressive** Stories Journals Poems Memoirs Personal essays	
Development	
Persuasive Writing	
• Present a clear defensible position that supports or opposes a debatable issue or question	
• Support position with reasons that could include relevant facts, statistics, credible personal and expert opinions, examples, and/or insightful commentary	**Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Identify the central idea or main topic of a straightforward piece of writing Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement
• Acknowledge and evaluate readers' anticipated position(s) on the issue and/or anticipated opposition (e.g., recognize alternative view points, propose solutions, make concessions, present a rebuttal)	
• Create an original (e.g., beyond the obvious) and effective title, when appropriate	
• Use rhetorical devices (e.g., rhetorical question, repetition, direct address) when appropriate	
• Avoid unsupported reasons/logical fallacies (e.g., begging, "it's not fair," circular reasoning, partial truths, jumping to conclusions, jargon, faulty cause/effect statements)	
• Use persuasive and propaganda techniques (e.g., appeal to emotion, name calling, exaggeration/hyperbole, bandwagon, transfer, testimonial) when appropriate	

= Measured by EXPLORE English and/or Reading tests

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
• Identify and use primary and secondary sources when appropriate, avoiding plagiarism	
• Text-based writing: combine information from text and prior knowledge to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the issue	
Informative Writing	
• Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment	
• Write an effective title, when appropriate	
• Provide relevant information, reasons, and/or details to elaborate or clarify the subject (e.g., personal opinion based on experience/observation, verifiable facts, examples, explanations, definitions)	**Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Delete a clause or sentence because it is obviously irrelevant to the essay Identify the central idea or main topic of a straightforward piece of writing Determine relevancy when presented with a variety of sentence-level details Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Delete material primarily because it disturbs the flow and development of the paragraph Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement
• Analyze and use information from multiple primary and secondary sources to support obvious generalizations and theses and to generate new ideas and/or perspectives, avoiding plagiarism	
• Text-based writing: combine information from text and prior knowledge to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the topic	
Expressive Writing	
• Develop increasingly more abstract and interesting ideas for writing that are fresh and original	
• Create a title that reflects the subject and engages the reader	
• Use dialogue, description, and narration when appropriate	**Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Identify the central idea or main topic of a straightforward piece of writing Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement
• Use vivid sensory images, figurative language, monologue and allusion to elaborate details that will convey feelings and/or illustrate events and characters	**Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Identify the central idea or main topic of a straightforward piece of writing Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement
• Use rhetorical devices (e.g., rhetorical question, repetition, direct address) when appropriate	
• Use strategies such as humor, non-literal language (e.g., idioms, puns, double-meanings) to engage the reader	

= Measured by EXPLORE English and/or Reading tests

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
• Text-based writing: use text and prior knowledge to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the topic	
Organization	
Persuasive Writing	
• Present reasons in a logical order (weakest to strongest argument, strongest to weakest argument, inductive or deductive reasoning)	**Organization, Unity, and Coherence:** Select the most logical place to add a sentence in a paragraph Decide the most logical place to add a sentence in an essay Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic
• Organize writing by selecting text structures that strengthen the argument	**Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
• Develop an introduction that presents a thesis and ▪ takes a clear position ▪ clarifies the issue in a way that clearly establishes a need for solution/action ▪ provides necessary background ▪ commands readers' attention (e.g., invokes or appeals to reader) when appropriate ▪ provides criteria for evaluation of opposition	**Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
• Use subtle transition words/phrases that show increasingly more abstract relationships and make connections (e.g., controlling the pace, tracing development of the perspective)	**Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*)
• Develop a conclusion that moves beyond summary (e.g., "call to action" or "next step", answers the "so what?" question about the significance of the issue, raises related issues or consequence of non-action, provides perspective)	**Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
Informative Writing	
• Plan how to present information in a logical order (e.g., most important to least important information, general to specific)	**Organization, Unity, and Coherence:** Select the most logical place to add a sentence in a paragraph Decide the most logical place to add a sentence in an essay Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
• Organize writing by selecting text structures that clarify or explain the subject	**Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
• Develop an introduction/hook that presents a thesis that goes beyond the obvious and provides necessary background	**Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
• Use subtle transition words/phrases that show increasingly more abstract relationships and make connections	**Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*)
• Develop a conclusion that moves beyond summary (e.g., reinforcing the importance of the information, raising related issues, and/or generating a new hypothesis)	**Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
Expressive Writing	
• Organize writing to engage the reader using a variety of forms and genres	**Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
• Use paragraphs to transition between ideas and control and enhance message	
• Develop an introduction that hooks the reader and establishes the mood and tone	**Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
• Use transition words/phrases that show increasingly more complex relationships and make connections	**Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*)

= Measured by EXPLORE English and/or Reading tests

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
• Use order other than chronological (e.g., flashback, foreshadow, flash-forward)	
• Develop a conclusion that moves beyond summary (e.g., provide resolution/closure, pose purposeful questions to the reader to keep the reader thinking, refers back to the introduction/hook for circular endings)	**Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
Sentence Structure (& Style/Voice)	
• In order to capture the audience's attention and establish a distinctive style, tone and voice: ▪ use complete sentences to express thoughts ▪ vary sentence structure (e.g., simple, compound, complex, compound-complex sentences) ▪ vary kinds of sentences (declarative, explanatory, interrogative, imperative) ▪ vary sentence lengths ▪ vary sentence beginnings (experiment with placement of phrases and clauses in sentences) ▪ write sentences that create purpose-specific rhythm and flow naturally	**Sentence Structure and Formation:** Use conjunctions or punctuation to join simple clauses Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems
Word Choice (& Style/Voice)	
• Use vivid and precise words with the audience's needs and writer's purpose, style and voice in mind. The writer will: ▪ use more specific, concrete language and phrasing ▪ use adjectives and adverbs to describe, illustrate, and modify (clarify meaning) ▪ use action verbs when possible ▪ use words that convey appropriate voice (e.g., attitude, emotion, point of view, commitment) and add depth to writing ▪ use a variety of accurate words and phrases that avoid repetition ▪ use a purposeful range of formal/informal language depending on the audience ▪ use non-literal language (e.g., idioms, slang, figurative language, pun, dialect) ▪ use words that have denotations or connotations appropriate for the writing purpose ▪ use words that create consistent style and tone for the writing occasion ▪ purposely use active and passive voice	**Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Identify the central idea or main topic of a straightforward piece of writing Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement **Word Choice in Terms of Style, Tone, Clarity, and Economy:** Revise sentences to correct awkward and confusing arrangements of sentence elements Revise vague nouns and pronouns that create obvious logic problems Delete obviously synonymous and wordy material in a sentence Revise expressions that deviate from the style of an essay Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled") Use the word or phrase most consistent with the style and tone of a fairly straightforward essay Determine the clearest and most logical conjunction to link clauses Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence Identify and correct ambiguous pronoun references Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay
Conventions (& Style/Voice)	
• Use Standard Written English conventions (and when appropriate, variations thereof) to achieve purpose and create effective style and voice. Deviations from SWE (e.g., dialect, slang) should have a specific rhetorical function	**Sentence Structure and Formation:** Use conjunctions or punctuation to join simple clauses Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
	Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence **Conventions of Usage:** Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts Recognize and use the appropriate word in frequently confused pairs such as *there* and *their*, *past* and *passed*, and *led* and *lead* Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., *long for*, *appeal to*) Ensure that a verb agrees with its subject when there is some text between the two Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using *have* rather than *of* **Conventions of Punctuation:** Delete commas that create basic sense problems (e.g., between verb and direct object) Provide appropriate punctuation in straightforward situations (e.g., items in a series) Delete commas that disturb the sentence flow (e.g., between modifier and modified element) Use commas to set off simple parenthetical phrases Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) Use punctuation to set off complex parenthetical phrases Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by *and*) Use apostrophes to indicate simple possessive nouns Recognize inappropriate uses of colons and semicolons
• Use standard punctuation (commas, colons, hyphens, dashes, and italics) correctly	**Conventions of Punctuation:** Delete commas that create basic sense problems (e.g., between verb and direct object) Provide appropriate punctuation in straightforward situations (e.g., items in a series) Delete commas that disturb the sentence flow (e.g., between modifier and modified element) Use commas to set off simple parenthetical phrases Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) Use punctuation to set off complex parenthetical phrases Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by *and*) Use apostrophes to indicate simple possessive nouns Recognize inappropriate uses of colons and semicolons

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
• In addition to using standard punctuation students will ▪ use punctuation to show increasingly abstract relationships (e.g., comma for clarity such as to set off phrases, clauses, colon for lists and to show relationships, parentheses, appositives, semicolon) ▪ use punctuation for rhetorical effect (e.g., dash)	**Conventions of Punctuation:** Use commas to set off simple parenthetical phrases Use punctuation to set off complex parenthetical phrases Recognize inappropriate uses of colons and semicolons
• In addition to standard grammar and usage rules, ▪ control agreement of subject/verb, more complex pronoun/antecedent (e.g., indefinite pronouns) ▪ control verb and pronoun use (e.g., consistency with verb tense, number, pronoun gender) ▪ use active and passive voice to achieve purpose	**Word Choice in Terms of Style, Tone, Clarity, and Economy:** Revise vague nouns and pronouns that create obvious logic problems Identify and correct ambiguous pronoun references **Sentence Structure and Formation:** Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence **Conventions of Usage:** Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts Ensure that a verb agrees with its subject when there is some text between the two Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences
• Use conventional spellings with ▪ commonly misspelled words ▪ homophones, homographs, homonyms ▪ frequently used words	

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
ORAL COMMUNICATION	
1.4. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	
• Choose words and use voice appropriate to audience and purpose (e.g., inform, persuade, entertain)	
• Speak and listen for a variety of audiences (e.g., classroom, real-life) and purposes (e.g., awareness, enjoyment, information, problem solving)	
• Identify and discuss criteria for effective oral presentations (e.g., eye contact, projection, tone, volume, rate, articulation)	
• Use visual techniques appropriately	
• Share impromptu remarks about topics of interest to oneself and others	
• Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and etiquette appropriate to the occasion	
• Perform expressive oral readings of prose, poetry, and drama	
• Prepare and conduct interviews	
• Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience	
• Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	
• Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience	
1.5. Listen to and comprehend oral communications.	
• Follow basic directions	
• Listen attentively by making eye contact, facing the speaker, asking questions, and paraphrasing what is said	
• Ask and respond to questions from teachers and other group members	
• Summarize and explain information conveyed in an oral communication accounting for key ideas, structure, and relationship of parts to the whole	
• Distinguish among purposes for listening (e.g., gaining information, being entertained) and take notes as appropriate	
• Recall significant details and sequence accurately	
• Follow a speaker's argument and represent it in notes	
• Evaluate the reliability of information in oral communication using criteria based on ▪ the topic ▪ the context ▪ analysis of logic, evidence, propaganda devices (e.g., bandwagon, double speak, name-calling) ▪ style	
1.6. Develop vocabulary and the ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.	
• Use words that reflect a growing range of interests and knowledge	
• Clarify and explain words and ideas	
• Give and follow oral directions	
• Use complex sentence structure	
• Use appropriate noun/verb agreement, verb tense, pronouns, prefixes and suffixes	
• Consult dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly	

= Measured by EXPLORE English and/or Reading tests

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
ORAL COMMUNICATION	
• Use knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words	
• Identify common figures of speech and use them appropriately in oral communication	
• Identify common figures of speech (e.g., similes, metaphors, personification, hyperbole, allusion) and describe how writers use them to achieve specific effects ▪ Use them appropriately	
• Use punctuation marks that distinguish statements, questions, exclamations, and commands	
1.7. Participate effectively in a discussion.	
• Initiate conversation with peers and adults	
• Participate in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)	
• Listen attentively, demonstrating respect for the opinion of others	
• Respond responsibly and courteously to other's remarks	
• Explain opinions by citing evidence and referring to sources	
• Evaluate the stated ideas and opinions of others, seeking clarification through questions	
• Invite ideas and opinions of others into the discussion	
• Accept and use helpful criticism	
• Summarize the main points of a discussion orally, and in writing, specifying areas of agreement and disagreement	
• Participate in discussion without dominating	

= Measured by EXPLORE English and/or Reading tests

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.1. Using appropriate texts, students will be able to select and apply efficient, effective decoding skills and other word recognition strategies to comprehend printed texts.	
• Vocabulary: Apply and use the meanings of high frequency Greek and Latin derived roots and affixes to determine the meaning of unknown words (e.g.: bio, derm, anti, graph, tele)	
• Fluency: Read orally from familiar text at an appropriate rate, with accuracy and prosody	
2.2a. Students will be able to develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by using context clues to determine the meanings of words.	
• Use prior knowledge in conjunction with the following strategies to determine the meaning of unknown words by ▪ reading and rereading other sentences in the text to identify and use words that help unlock the meaning of unknown words ▪ analyzing illustrations to clarify meanings of abstract words and concepts ▪ looking for and using context clues provided by synonyms and antonyms ▪ using knowledge of homonyms and homographs to avoid reading confusion ▪ using word cues (e.g., metaphors, similes) ▪ using appositives ▪ selecting the correct definition of words that have multiple meanings	**Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
2.3a. Students will be able to self-monitor comprehension while reading by (a) generating a purpose for reading.	
• Use "During Reading" strategies by ▪ assimilating prior knowledge ▪ making and revising predictions ▪ generating and answering questions ▪ summarizing ▪ rereading to clarify information ▪ adjusting reading rate ▪ inferring information ▪ using mental imagery ▪ seeking the meaning of unknown vocabulary ▪ analyzing story/literary elements and text structure	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages **Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives

= Measured by EXPLORE English and/or Reading tests

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
2.3c. Using appropriate texts, students will be able to self-monitor comprehension while reading by (c) taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text.	
• Use illustrations to construct meaning from text	
• Visualize what was read for a deeper understanding	
• Make, confirm, adjust predictions	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Reread difficult parts slowly and carefully	
• Explain personal connections to the ideas or information in the text(s)	
• Skim text to search for connections between and among ideas	
• Restate in own words the main events in the text	
• Frequently summarize while reading	**Main Ideas and Author's Approach:** Summarize basic events and ideas in more challenging passages
• Frequently paraphrase important ideas or information	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages **Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Use a graphic organizer or other note taking technique to record important ideas or information	

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.4a. Students will be able to demonstrate an overall understanding of printed texts by (a) making predictions as needed.	
• Predict likely outcomes based on clues in a text, knowledge of text structure, and knowledge of a variety of genres	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Adjust previous predictions based on new information in a text	
• Identify logical, additional and/or complementary information (e.g., "next" chapter or section) for a text	
2.4b (I/T). Students will be able to demonstrate an overall understanding of technical and informative texts by (b) identifying text features and text structures.	
• Apply essential information from text features (e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices) to enhance understanding of text	
• Analyze text structures in informative/technical texts (sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect) to make meaning of text	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Analyze the unique features of various informative texts (e.g., newspapers, magazines, product information, consumer materials, manuals, editorials) to enhance understanding of the text	
2.4b (L). Students will be able to demonstrate an overall understanding of literary texts by (b) identifying the story elements (e.g., characters, setting, and plot) and story structures (conflict, resolution, cause/effect).	
• Identify character(s) in a literary text or speaker(s) in a poem	**Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Locate important details in uncomplicated passages Locate and interpret minor or subtly stated details in uncomplicated passages
• Describe the roles (e.g., protagonist/hero, antagonist/villain) characters play in a literary text	
• Describe the changes in setting (flashback, foreshadowing)	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages
• Identify various types of conflict (man vs. man, man vs. nature, man vs. self, man vs. society)	
• Identify conflict(s), climax(s)/turning point(s) and resolution(s)	**Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages

= Measured by EXPLORE English and/or Reading tests

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Identify significant details related to the plot to analyze the pattern of organization (compare/contrast, problem/solution, sequence, cause/effect)	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Distinguish between main plot and multiple subplots	
• Identify point of view (first person, third person limited, third person objective, omniscient)	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Identify the story structure/organizational pattern in a literary text (e.g., time order, geographic order, order of Importance, cause/effect, classification	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
2.4c. Students will be able to demonstrate an overall understanding of printed texts by (c) recognizing and interpreting figurative language and literary devices (e.g., simile, metaphor, allusion) and (e) differentiating between literal and non-literal meanings.	
• Identify and interpret figurative language and literary devices (e.g., alliteration, repetition, rhythm, dialogue, rhyme, idioms, simile, metaphor, personification, exaggeration or hyperbole, humor, double meanings, symbols, imagery, mood, allusion, puns, irony, and tone)	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Analyze how figurative language and literary devices extend meaning	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Differentiate between literal and non-literal meaning	**Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
2.4d. Students will be able to demonstrate an overall understanding of printed texts by (d) retelling a story or restating an informative text through speaking and/or writing.	
• Summarize a literary text, identifying the main and supporting characters, events, setting, and problem/solution	
• Summarize the strongly implied reasons for why or how events happen in a literary text	
• Summarize the main ideas and supporting details in an informative/technical text	
• Retell/restate in order the important events in a text	
• Restate in order the steps of a task in an informative/technical text	

= Measured by EXPLORE English and/or Reading tests

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.4e. Students will be able to demonstrate an overall understanding of printed texts by (e) organizing the important points of the text via summaries, outlines, and/or graphic organizers.	
• Create graphic organizers to assist in comprehension of a text	
• Use an appropriate organizer based on the structure of the text (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect)	
• Create an outline	
• Summarize a text capturing the most important parts of the original piece	**Main Ideas and Author's Approach:** Summarize basic events and ideas in more challenging passages
2.4f. Students will be able to demonstrate an overall understanding of printed texts by (f) identifying the author's purpose.	
• Analyze the author's overall purpose(s) for writing (e.g., persuade, entertain, inform, describe, explain how) a text	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Summarize basic events and ideas in more challenging passages
• Identify the intended messages of advertisements, entertainment programs, and news sources	
• Analyze how the author's purposes shape the content	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages Summarize basic events and ideas in more challenging passages **Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages
• Analyze the difference between a stated purpose and an underlying reason in TV commercials and advertisements	
• Create meaning from a variety of media	
2.4g. Students will be able to demonstrate an overall understanding of printed texts by (g) comparing information between and within texts.	
• Compare subtle but relevant similarities and/or differences in ideas, viewpoints, or characters within a single text	**Sequential, Comparative, and Cause-Effect Relationships:** Identify relationships between main characters in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages
• Compare subtle but relevant similarities and/or differences in ideas, viewpoints, purposes, plots, settings, or characters presented in two or more texts	
• Analyze subtle changes in characters (e.g., change in attitude, situation)	**Sequential, Comparative, and Cause-Effect Relationships:** Identify relationships between main characters in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages

= Measured by EXPLORE English and/or Reading tests

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.4h. Students will demonstrate an overall understanding of printed texts by (h) discriminating between fact and opinion.	
• Discriminate between facts and/or subtle opinions in text(s)	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Identify facts in a text and determine their relevance to the issue	**Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Identify implied opinions in a text and determine their relevance to the issue	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Use word clues (e.g., believe, feel, think, worst, best, least, most, never, always) to determine that a statement is an opinion	
• Question information in a text to determine if it is factual	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
2.4i. Students will be able to demonstrate an overall understanding of informative and technical printed texts by (i) making inferences.	
• Make strongly implied inferences about content and concrete ideas in a text and identify appropriate text support	**Main Ideas and Author's Approach:** Summarize basic events and ideas in more challenging passages **Supporting Details:** Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages

= Measured by EXPLORE English and/or Reading tests

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
• Explain inferences about author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used)	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages **Supporting Details:** Make simple inferences about how details are used in passages
• Make reasonable predictions as they read	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
• Test and revise predictions as they read further	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
• Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read	
• Make connections between conclusions they draw and other beliefs or knowledge	
• Make critical or analytical judgments about what they read	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Summarize basic events and ideas in more challenging passages **Supporting Details:** Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages

= Measured by EXPLORE English and/or Reading tests

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
• Analyze texts to make generalizations	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
• Create interpretations of text that are adapted as they continue to read and after they read	
2.4j. Students will be able to demonstrate an overall understanding of printed texts by (j) accepting or rejecting the validity of the information and giving supporting evidence.	
• Use criteria to evaluate the validity and reliability of primary and secondary source information	
• Use criteria to evaluate author's credibility in order to determine validity and reliability of a source	
• Use criteria to evaluate author's perspective in order to determine validity and reliability of a source	
• Use date of publication to evaluate the validity and reliability of a source	
• Use criteria to evaluate the author's use of ▪ logic ▪ propaganda ▪ bias ▪ language ▪ motives in order to determine validity and reliability of a source	
2.4k/2.6b. Students will be able to demonstrate an overall understanding of printed texts by (k) relating the content of the text to real-life situations and (b) applying information from printed, electronic, and oral texts to complete authentic tasks.	
• Draw on prior knowledge and experience to connect personally to text (text-to-self connections)	
• Draw on prior knowledge of the world (other books, television, movies) to make text-to-world connections	
• Analyze how connections (text-to-self, text-to-world) are contributing to their understanding of the text	
• Employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and non-print (e.g., computers, electronic media, interviews) sources for inquiry projects and other authentic tasks	
2.5a. Students will be able to critically analyze and evaluate information and messages presented through print by (a) connecting and synthesizing information from many sources.	
• Connect and synthesize information from increasingly different sources to generate new information/new ideas or expand prior knowledge (text-to-text and text-to-self connections)	
• Synthesize information by comparing, eliminating and merging disparate pieces into one coherent whole	

= Measured by EXPLORE English and/or Reading tests

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.5b. Students will be able to critically analyze and evaluate information and messages presented through print by (b) formulating and expressing opinions.	
• Synthesize experience and knowledge of the world (text-to-world connections) to make, support and apply judgments (that may not be dichotomous) based on the evaluation of complex issues in: ▪ literary text (e.g., character's actions, morals of narratives or poems) ▪ nonfiction	
• Analyze information in a text to develop a logical opinion	
2.5d. Students will be able to critically analyze and evaluate information and messages presented through print using critical and divergent thinking, and assimilating prior knowledge to draw conclusions.	
• Use prior knowledge of a concept along with information in a text to: ▪ draw conclusions (including implied main ideas) that require analysis and/or evaluation ▪ evaluate the author's viewpoint or attitude toward a topic or idea ▪ evaluate the effect of an author's use of formatting and design techniques (e.g., paragraphing, headings/subheadings, pictures/illustrations, columns, font styles [bold, underline, italics, caps], punctuation choices)	
2.5e. Students will be able to critically analyze and evaluate information and messages presented through print and by (e) recognizing the impact of non-literal expressions in informative and technical texts and interpret the effect of literary devices.	
• Evaluate how an author's use of literary devices (figurative language, dialogue and description) and non-literal expressions (idioms, double meanings, puns, irony) in a text affects readers	**Supporting Details:** Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Evaluate the impact of specific figurative and non-literal (idiomatic) expressions on the meaning of text	**Supporting Details:** Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Evaluate an author 's decision to use specific figurative and non-literal (idiomatic) expressions in a text	

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.5f. Students will be able to critically analyze and evaluate information and messages presented through print by (i) evaluating texts and media presentations for bias and misinformation, by (k) evaluating texts for their completeness, accuracy, and clarity of communication (e.g., overcome problems of ambiguity), and by (a) evaluating how the content, techniques, and form of texts and media affect them.	
• Evaluate the fairness and trustworthiness of author's message (author's bias)	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Evaluate how persuasive techniques and author's choices (e.g., word choices) shape readers' understandings	**Supporting Details:** Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Evaluate the strengths and weaknesses of multiple text(s), sources, format, and argument	
• Analyze the completeness, accuracy, and/or clarity of the information in a complex text	
• Identify and evaluate information that needs to be checked for accuracy (e.g., data, statistics, sources) and evaluate the credibility of sources	
• Evaluate the credibility of messages (e.g., thoroughness, depth, breadth, balance, use of fact and opinion, inclusion of logical and/or emotional arguments)	
• Analyze ambiguous information in complex texts	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages **Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage

= Measured by EXPLORE English and/or Reading tests

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
2.5g. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (g) (h) acknowledging the possibility of a variety of interpretations of the same text; proposing other interpretations as valid if supported by the text.	
• Analyze texts by reading and reacting to passages from a piece of text and critical interpretations of that same work	
• Listen to and critique opposing interpretations of the same reading and consider how these opinions were formed through classroom dialogue and independent writing	
• Synthesize diverse interpretations of the same reading and compare and contrast them through classroom dialogue and independent writing	
• Practice critical thinking by defending the validity of an assigned point of view even if it opposes their personal interpretation of the reading	
2.5i, 2.5j. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (i) recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (advertising, campaigns, news formats, etc.).	
• Identify and describe propaganda techniques (e.g., name calling, exaggeration/hyperbole, bandwagon, testimonial, broad generalization, red herring, circular thinking, parallelism)	
• Identify persuasive techniques (e.g., appeal to emotion, appeal to authority, cause/effect, repetition, rhetorical question)	
• Recognize and identify how propaganda and persuasive techniques are used in a variety of forms (e.g. television, commercials, movies, advertisements, newspapers, billboards, magazines, catalogues and packaging) to enhance the meaning of a text	

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.5l. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (l) evaluating the literary merit of various texts and media presentations (d) recognizing literary merit.	
• Read a variety of texts and evaluate them using these criteria to determine their literary merit: ▪ has a unique writing style that is appropriate ▪ has details ▪ has a purpose ▪ has clear, distinctive characters ▪ is understandable ▪ has an expressive vocabulary ▪ has an unpredictable plot that is developed ▪ has a variety of episodes/action ▪ has an expressive vocabulary ▪ interpretation of the theme or concept ▪ presentation of information including accuracy, clarity, and organization ▪ delineation of setting	
2.6a. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech and mass media and extend meaning by (a) offering a personal response to texts.	
• Revisit text to search for connections between and among ideas	
• Find and explain personal connections to the topics, events, characters, actions, ideas or information in text(s)	
2.7b. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (b) identifying the underlying purposes of media messages (e.g., profit vs. nonprofit, humanitarianism, support of artistry).	
• Identify underlying purposes (e.g., profit vs. nonprofit, humanitarianism, support of artistry) of media messages	
• Analyze the difference between a stated purpose and an underlying purpose in media messages (e.g., TV commercials, radio, Internet, video games, advertisements)	

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE College Readiness Standards
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
3.1a1. Identify and locate a variety of sources including printed materials, personal interviews, oral reporting, forums, and technological forms of information.	
• Locate information using appropriate sources and strategies	
• Determine valid resources for researching a topic, including primary and secondary sources	
• Evaluate the importance and quality of sources	
• Use multiple sources of information (books, television, videos/DVDs, resource people, cassettes, dictionaries, recordings, encyclopedias, and available databases)	
• Select essential sources (e.g., dictionaries, encyclopedias, interviews, observations, electronic media, computer databases) appropriate to topic	
• Use text features (e.g., guide words, indices, glossaries, key words, table of contents, cross references, appendices) to access information	
• Use traditional and electronic search tools	
• Use teacher-selected Internet sites and data bases to access information	
3.1a2. Develop and use procedures to gather information and ideas; (a1) (a) developing and following a process for research completion.	
• Formulate a research question or thesis statement	
• Determine a clear purpose, topic and audience for research	
• Gather information from more than one source	
• Locate information using appropriate sources and strategies	
• Read, view, listen or interact with information and decide what is valuable for research	
• Extract information (e.g., take notes, make copies)	
• Organize and interpret gathered information using various graphic organizers (e.g., outlining, webbing)	
• Record sources in a standard bibliographic format	
• Relay facts from research	
• Summarize ways in which the research process and product can be improved	
3.1b. Independently extract information to achieve a specific purpose; extract information relevant to a specific purpose.	
• Use various technologies (e.g., appropriate word processing functions, photocopier, audiovisual equipment, scanner) to extract needed information	
• Determine the most appropriate form of technology for the task of extracting needed information	
• Decide what information is valuable for a particular situation	
• Select and use various methods (e.g., web, chart) to manage information	
• Create own system for organizing information	
3.2a. Use technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos and graphics.	
• Use technology to synthesize information by ▪ making a graphic organizer ▪ making an outline ▪ using a meaningful format (text, drawings, graphs, diagrams, and graphics) to express ideas ▪ producing a video production	

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE College Readiness Standards
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
• Use various forms of technology ▪ word processing ▪ presentation programs ▪ digital cameras ▪ scanners ▪ multimedia to formulate writing and/or communicate knowledge of products	
3.2b. Independently present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.	
• Decide how the information fits together	
• Decide how the information would best be presented	
• Recognize the need to put information from sources in their own words	
• List sources of information in bibliographic form that follows a designated format (MLA, APA)	
• Present gathered information in an oral or written format, which ▪ uses sentences organized in paragraph form to tell about a designated topic ▪ incorporates information from more than one source ▪ includes information relevant to topic and purpose ▪ identifies source of information ▪ fulfills the identified purpose as clearly indicated in the thesis statement ▪ utilizes an organizational plan for combining paragraphs to address a designated purpose and topic ▪ incorporates information from multiple sources ▪ summarizes and/or paraphrases information from sources	
3.3a2. Establish criteria by which sources and information can be analyzed for accuracy, bias, stereotypes, and validity.	
• Differentiate between primary and secondary sources	
• Independently select sources which are authoritative including UD Library Search	
• Independently analyze source and information for accuracy, bias, stereotypes, and validity	
• Formulate conclusions based upon information relevant to a specific purpose	
• Use information to express ideas relevant to specific purpose	
• Demonstrate how information retrieved does or does not address original problem	
• Evaluate information in terms of credibility, accuracy, and social, economic, political, legal and ethical issues that may impact it	
• Use technology to facilitate evaluation	
3.3b1. Independently interpret information as appropriate to a specific purpose.	
• Use retrieved information to accomplish a specific purpose	
• Prioritize sources based on relevance	
• Reevaluate their position on the topic and your research strategy	
• Consider whether they have uncovered any worthwhile information that might take their research in a different direction	
• Consider whether they have uncovered any worthwhile information that has caused them to see their topic from a new perspective	
• Consider whether research needs to be redirected in any way based on material uncovered based on relevance	

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE College Readiness Standards
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
3.3b2. Independently draw conclusions based upon information relevant to a specific purpose; independently formulate logical conclusions based upon information relevant to a specific purpose.	
• Use prior knowledge of a concept along with information in a text to: ▪ Draw conclusions (including implied main ideas) that require analysis and/or evaluation ▪ Evaluate the author's viewpoint or attitude toward a topic or idea when strongly implied ▪ Evaluate the effect of an author's use of basic formatting and design techniques (e.g., paragraphing, headings/subheadings, pictures/illustrations, columns, font styles [bold, underline, italics, caps], punctuation choices)	

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
4.1a. Connect their own experience to those of literary characters; explain the reasons for a character's actions; identify with characters.	
• Evaluate a character's actions in a literary text, critically analyzing the text	**Sequential, Comparative, and Cause-Effect Relationships:** Recognize clear cause-effect relationships described within a single sentence in a passage Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Identify clear cause-effect relationships in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages
• Make and support insightful connections between the reader's personal situations and motivations of characters in a text	
4.1b. Connect their own experience to those of literary characters by responding to the sensory, intellectual, and emotional elements.	
• Evaluate the effect of the author's use of imagery and figurative language on a reader	
• Use ideas from the text to evaluate personal responses to literature (text-to-self connections)	
4.1c. Connect their own experience to those of literary characters by relating to the feelings of characters or varying ages, genders, nationalities, races, cultures, religions, and disabilities.	
• Read and analyze stories from different cultures and eras to broaden cultural awareness	
• Demonstrate an understanding of the experiences and feelings of fictional characters (e.g., show empathy for, disagree with, compare to personal or other familiar experiences) based on age, gender, nationalities, races, cultures, and/or disabilities	
• Compare works of literature from the same historical period written by authors from different (cultural, generational and gender) perspectives	
4.1e. Connect own experiences to those of literary characters by seeking other literary texts and media as the result of literary experience.	
• As a result of reading a literary text, students will connect to other texts using the following as guides for connections: ▪ What does this remind me of in another book I've read? ▪ How is this text similar to other things I've read? ▪ How is this different to other books I've read? ▪ Have I read about something like this before? ▪ Seek other texts and media with similar themes and connections	
4.2a. Respond to literary text by making inferences about content, events, characters, setting, and author's decisions.	
• Make strongly implied inferences about content, abstract ideas, events, characters, setting, and mood in a text and identify appropriate text support	**Main Ideas and Author's Approach:** Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Summarize basic events and ideas in more challenging passages **Supporting Details:** Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Meanings of Words: Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Make inferences about author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used)	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages **Supporting Details:** Make simple inferences about how details are used in passages
• Make reasonable predictions as they read	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Test and revise predictions as they read further	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read	
• Make connections between conclusions they draw and other beliefs or knowledge	
• Make critical or analytical judgments about what they read	**Main Ideas and Author's Approach:** Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Summarize basic events and ideas in more challenging passages **Supporting Details:** Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Analyze texts to make generalizations	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Create self-motivated interpretations of text that are adapted as they continue to read and after they read	
• Analyze connections between self and literary themes	
• Draw conclusions about characters and events in a text	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
4.2b. Understand the differences between genres.	
• Use knowledge of distinctive characteristics of various genres including but not limited to ▪ fiction (e.g., short story, poetry, folk tale, mystery, tall tale, fairy tales, novels, fable, myth, fantasy, science fiction, historic fiction, and realistic fiction) ▪ literary nonfiction (e.g., letter, magazine, biography, speeches, autobiography) ▪ drama (e.g., classic and/or contemporary multi-act plays) to analyze the meaning of the text	
4.2c. Interpret the impact of the author's decisions such as word choice, style, content, and literary elements; understand the author's intent in choosing a particular genre.	
• Evaluate the effect of author's choices (word and content) on the reader	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages

= Measured by EXPLORE English and/or Reading tests

TABLE 1B

DELAWARE English Language Arts Grade 9 Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Meanings of Words: Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Analyze how the author's writing style influences the reader	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Evaluate the effectiveness of an author's choice of words with specific connotations to create mood	
• Compare styles among texts to determine effects of author's choices	
• Compare characteristics and elements of various literary forms including short stories, poetry, essays, plays, speeches and novels	
• Evaluate an author's decision to use a particular genre in a given situation	
4.2f. Identify the effect of point of view.	
• Analyze how point of view affects a literary text (e.g., how a story would be different if told from a different point of view)	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Analyze how point of view impacts the reader	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Evaluate the effect of an author's use of point of view such as first vs. third, limited vs. omniscient, and subjective vs. objective	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
4.3a. Respond to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities; respond to literary text and media representative of various nations and cultures.	
• Read and evaluate complex stories from different cultures and eras to broaden cultural awareness	
• Empathize with experiences and feelings of fictional characters based on age, gender, nationalities, races, cultures, and/or disabilities	
• Compare works of literature from the same historical period written by authors from different (cultural, generational, and gender) perspectives	
4.4a. Use literature as a resource for shaping decisions.	
• Read stories and relate characters' experiences to shape own decisions by asking questions: ■ I felt like that character when I…. ■ If that happened to me, I would…. ■ I can relate to that character because one time….	
4.4b. Understand social and political issues.	
• Compare works of literature from the same historical period written by authors from different cultural, generational, and gender perspectives	
• Analyze an author's viewpoint and message in relation to the historical and cultural context of the author's work	
• Identify social, historical, cultural and biographical influences on literary works	

= Measured by EXPLORE English and/or Reading tests

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
1.1. Writers will produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice. **1.2.** Writers will produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions. **1.3.** Writers will produce examples that illustrate the following discourse classifications: by the completion of the grade, writers will be able to write persuasive, informative, and expressive pieces.	
Purpose	
• Students understand that persuasive writing is audience-centered; the needs of the intended audience are the most important consideration. Students understand that persuasive writing involves taking a position on a debatable issue to convince an audience.	
• Students understand that informative writing is subject-centered; the need to communicate information clearly so that the audience can understand the content/subject is the most important consideration.	
• Students understand that expressive writing is author-centered; the most important consideration is the writer's intent to tell a story or make meaning of an experience (reflection, self-discovery), to achieve personal goals, or to create literary pieces.	
Audience	
• Students understand that writing has an intended audience. In order to meet the needs of that audience, students ▪ write in a manner that demonstrates an awareness of the audience (e.g., prior knowledge, motivation) ▪ communicate necessary background information and/or definitions for a given audience ▪ acknowledge reader's positions or beliefs about ideas or issues, understand implications for the writer, and adjust content accordingly ▪ write to audiences that can be increasingly distant and abstract (e.g., unknown audiences such as politicians, leaders/owners of businesses [CEOs], in addition to more familiar "others" from previous grades)	

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
Form	
• Students self-select appropriate forms and/or respond to assignments for a variety of occasions. Appropriate forms include, but are not limited to the following: **Persuasive** Letters to appropriate individuals/organizations (e.g., editor, boards, business, personnel) Persuasive essays Advertisements Editorials Reviews Proposals Debate briefs Position papers Legislative/legal documents **Informative** Letters to appropriate individuals/organizations (e.g., editor, boards, businesses, personnel) Summaries Reports (e.g., book reports, research reports) Essays Articles (feature and/or specialized) Messages/memos and notices Biography and autobiography Reviews/literary criticism Proposals Character analyses **Expressive** Stories Journals Poems Memoirs Personal essays	
Development	
Persuasive Writing	
• Present a clear defensible position that supports, opposes, or qualifies the issue/question	
• Support position with reasons that could include relevant facts, statistics, credible personal and expert opinions, examples, and/or insightful commentary	**Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Identify the central idea or main topic of a straightforward piece of writing Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation
• Acknowledge and evaluate readers' anticipated position(s) on the issue and/or anticipated opposition (e.g., recognize alternative view points, propose solutions, make concessions, present a rebuttal)	
• Acknowledge assumptions within arguments and recognize unstated assumptions in opposition	

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
• Write an original (e.g., beyond the obvious) and effective title, when appropriate	
• Avoid unsupported reasons/logical fallacies (e.g., begging, "it's not fair," circular reasoning, partial truths, jumping to conclusions, jargon, faulty cause/effect statements, inadequately warranted claims)	
• Use (when appropriate) persuasive and propaganda techniques (e.g., appeal to emotion, name calling, exaggeration/hyperbole, bandwagon, transfer, testimonial, parallelism, analogy) when appropriate	
• Identify and use primary and secondary sources when appropriate, avoiding plagiarism	
• Text-based writing: combine information from text and prior knowledge to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the issue	
Informative Writing	
• Select an interesting, manageable and thought-provoking subject or focus for writing and one that meets the requirements of the assignment	
• Write an effective title, when appropriate	
• Provide relevant information, reasons, and/or details to elaborate or clarify the subject (e.g., personal opinion based on experience/observation, verifiable facts, examples, explanations, definitions)	**Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Delete a clause or sentence because it is obviously irrelevant to the essay Identify the central idea or main topic of a straightforward piece of writing Determine relevancy when presented with a variety of sentence-level details Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Delete material primarily because it disturbs the flow and development of the paragraph Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation
• Analyze and use information from multiple primary and secondary sources to support generalizations and theses, and to generate new ideas and/or perspectives, avoiding plagiarism	
• Text-based writing: combine information from text and prior knowledge to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the topic	
Expressive Writing	
• Develop increasingly more abstract and interesting ideas for writing that are fresh and original	
• Create a title that reflects the subject and engages the reader	
• Use dialogue, description, and narration when appropriate	**Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Identify the central idea or main topic of a straightforward piece of writing

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
	Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation
• Use vivid sensory images, figurative language, monologue, and/or allusion to elaborate details that will convey feelings and/or illustrate events and characters	**Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Identify the central idea or main topic of a straightforward piece of writing Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation
• Use rhetorical devices (e.g., rhetorical question, repetition, direct address) when appropriate	
• Use strategies such as humor, non-literal language (e.g., puns, double-meanings, purposeful use of ambiguity), alternative narrative techniques (e.g., stream-of-consciousness) to engage the reader	
• Text-based writing: combine information from text and prior knowledge, to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the topic	
Organization	
Persuasive Writing	
• Present reasons in a logical order (e.g., weakest to strongest argument, strongest to weakest argument, inductive or deductive reasoning)	**Organization, Unity, and Coherence:** Select the most logical place to add a sentence in a paragraph Decide the most logical place to add a sentence in an essay Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic
• Organize writing by selecting text structures that strengthen the argument	**Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
	Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs
• Develop an introduction that presents a thesis and ▪ takes a clear position and establishes self as authority ▪ clarifies the issue in a way that clearly establishes a need for solution/action ▪ provides necessary background ▪ commands readers' attention (e.g., invokes or appeals to reader) when appropriate ▪ provides criteria for evaluation of opposition	**Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
• Use subtle transition words/phrases that show increasingly more abstract relationships and make connections (e.g., controlling the pace, tracing development of the perspective and/or logic of the argument)	**Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Locate and interpret minor or subtly stated details in more challenging passages
• Develop a conclusion that moves beyond summary (e.g., "call to action" or "next step," answers the "so what?" question about the significance of the issue, raises related issues or consequence of non-action, provides perspective)	**Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
Informative Writing	
• Plan how to present information in a logical order (e.g., most important to least important information, general to specific, inductive or deductive reasoning)	**Organization, Unity, and Coherence:** Select the most logical place to add a sentence in a paragraph Decide the most logical place to add a sentence in an essay Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic
• Organize writing by selecting text structures that clarify or explain the subject	**Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs
• Develop an introduction/hook that presents a thesis that goes beyond the obvious and provides necessary background	**Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
• Use subtle transition words/phrases that show increasingly more abstract relationships and make connections	**Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Locate and interpret minor or subtly stated details in more challenging passages
• Develop a conclusion that moves beyond summary (e.g., reinforcing the importance of the information, raising related issues, and/or generating a new hypothesis)	**Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
• Organize writing to engage the reader (e.g., by using other forms and genres)	**Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs
• Use paragraphs to transition between ideas and control and enhance message	
Expressive Writing	
• Organize writing to engage the reader (e.g., by using other forms and genres)	**Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward Locate and interpret minor or subtly stated details in more challenging passages
• Use paragraphs to transition between ideas and control and enhance message	
• Develop an introduction that hooks the reader and establishes the mood and tone	**Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
• Use transition words/phrases that show increasingly more complex relationships and make connections	**Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Locate and interpret minor or subtly stated details in more challenging passages
• Use order other than chronological (e.g., flashback, foreshadow, flash-forward)	
• Develop a conclusion that moves beyond summary (e.g., provide resolution/closure, pose purposeful questions to the reader to keep the reader thinking, refer back to the introduction/hook for circular endings)	**Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
Sentence Structure (& Style/Voice)	
• In order to capture the audience's attention and establish a distinctive style, tone and voice ▪ use complete sentences to express thoughts ▪ vary sentence structure (e.g., simple, compound, complex, compound-complex sentences) ▪ vary kinds of sentences (declarative, explanatory, interrogative, imperative) ▪ vary sentence lengths ▪ vary sentence beginnings (experiment with placement of phrases and clauses in sentences) ▪ write sentences that create purpose-specific rhythm and flow naturally	**Sentence Structure and Formation:** Use conjunctions or punctuation to join simple clauses Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs
Word Choice (& Style/Voice)	
• Use vivid and precise words with the audience's needs and writer's purpose, style and voice in mind: ▪ use specific, concrete language and phrasing ▪ use adjectives and adverbs to describe, illustrate, and modify (clarify meaning) ▪ use action verbs when possible ▪ use words that convey appropriate voice (e.g., attitude, emotion, point of view, commitment) and add depth to writing ▪ use a variety of accurate words and phrases that avoid repetition ▪ use a purposeful range of formal/informal language depending on the audience ▪ use non-literal language (e.g., idioms, slang, figurative language, dialect, pun) ▪ use words that have denotations or connotations appropriate for the writing purpose ▪ use words that create consistent style and tone for the writing occasion ▪ purposely use active and passive voice	**Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Identify the central idea or main topic of a straightforward piece of writing Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation **Word Choice in Terms of Style, Tone, Clarity, and Economy:** Revise sentences to correct awkward and confusing arrangements of sentence elements Revise vague nouns and pronouns that create obvious logic problems Delete obviously synonymous and wordy material in a sentence Revise expressions that deviate from the style of an essay Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled") Use the word or phrase most consistent with the style and tone of a fairly straightforward essay Determine the clearest and most logical conjunction to link clauses Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence

= Measured by PLAN English and/or Reading tests

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
	Identify and correct ambiguous pronoun references Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay
Conventions (& Style/Voice)	
• Use Standard Written English conventions (and when appropriate, variations thereof) to achieve purpose and create effective style and voice. Deviations from SWE (e.g., dialect, slang) should have a specific rhetorical function	**Sentence Structure and Formation:** Use conjunctions or punctuation to join simple clauses Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole **Conventions of Usage:** Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts Recognize and use the appropriate word in frequently confused pairs such as *there* and *their*, *past* and *passed*, and *led* and *lead* Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., *long for*, *appeal to*) Ensure that a verb agrees with its subject when there is some text between the two Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using *have* rather than *of* Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom* Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun) **Conventions of Punctuation:** Delete commas that create basic sense problems (e.g., between verb and direct object) Provide appropriate punctuation in straightforward situations (e.g., items in a series) Delete commas that disturb the sentence flow (e.g., between modifier and modified element) Use commas to set off simple parenthetical phrases Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
	Use punctuation to set off complex parenthetical phrases Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by *and*) Use apostrophes to indicate simple possessive nouns Recognize inappropriate uses of colons and semicolons Use commas to set off a nonessential/nonrestrictive appositive or clause Use a semicolon to indicate a relationship between closely related independent clauses
• Use standard punctuation (commas, colons, hyphens, dashes, italics, and ellipses) correctly	**Conventions of Punctuation:** Delete commas that create basic sense problems (e.g., between verb and direct object) Provide appropriate punctuation in straightforward situations (e.g., items in a series) Delete commas that disturb the sentence flow (e.g., between modifier and modified element) Use commas to set off simple parenthetical phrases Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) Use punctuation to set off complex parenthetical phrases Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by *and*) Use apostrophes to indicate simple possessive nouns Recognize inappropriate uses of colons and semicolons Use commas to set off a nonessential/nonrestrictive appositive or clause Use a semicolon to indicate a relationship between closely related independent clauses
• In addition to standard punctuation ▪ use punctuation to show increasingly abstract relationships (e.g., comma for clarity such as to set off phrases, clauses, appositives; semi-colon; colon to show relationships, parentheses) ▪ use punctuation for rhetorical effect (e.g., dash, colon, ellipses)	**Conventions of Punctuation:** Delete commas that create basic sense problems (e.g., between verb and direct object) Provide appropriate punctuation in straightforward situations (e.g., items in a series) Delete commas that disturb the sentence flow (e.g., between modifier and modified element) Use commas to set off simple parenthetical phrases Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) Use punctuation to set off complex parenthetical phrases Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by *and*) Use apostrophes to indicate simple possessive nouns Recognize inappropriate uses of colons and semicolons Use commas to set off a nonessential/nonrestrictive appositive or clause Use a semicolon to indicate a relationship between closely related independent clauses
• Demonstrate control of grammar in sophisticated sentence structures (compound, complex, compound-complex) ▪ agreement of subject/verb, pronoun/antecedent ▪ verb use (tense) ▪ pronoun use (number, gender)	**Word Choice in Terms of Style, Tone, Clarity, and Economy:** Revise vague nouns and pronouns that create obvious logic problems Identify and correct ambiguous pronoun references **Sentence Structure and Formation:** Use conjunctions or punctuation to join simple clauses Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
	Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole **Conventions of Usage:** Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts Ensure that a verb agrees with its subject when there is some text between the two Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom* Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)
• Use active and passive voice appropriately and consistently	**Sentence Structure and Formation:** Decide the appropriate verb tense and voice by considering the meaning of the entire sentence
• Spell frequently used words correctly, and use effective strategies for spelling unfamiliar words	
• Use purposeful parallel structure	**Sentence Structure and Formation:** Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
ORAL COMMUNICATION	
1.4. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	
• Choose words and use voice appropriate to audience and purpose (e.g., inform, persuade, entertain)	
• Speak and listen for a variety of audiences (e.g., classroom, real-life) and purposes (e.g., awareness, enjoyment, information, problem solving)	
• Identify and discuss criteria for effective oral presentations (e.g., eye contact, projection, tone, volume, rate, articulation)	
• Use visual techniques appropriately	
• Share impromptu remarks about topics of interest to oneself and others	
• Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and etiquette appropriate to the occasion	
• Perform expressive oral readings of prose, poetry, and drama	
• Prepare and conduct interviews	
• Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience	
• Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	
• Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience	
1.5. Listen to and comprehend oral communications.	
• Follow basic directions	
• Listen attentively by making eye contact, facing the speaker, asking questions, and paraphrasing what is said	
• Ask and respond to questions from teachers and other group members	
• Summarize and explain information conveyed in an oral communication accounting for key ideas, structure, and relationship of parts to the whole	
• Distinguish among purposes for listening (e.g., gaining information, being entertained) and take notes as appropriate	
• Recall significant details and sequence accurately	
• Follow a speaker's argument and represent it in notes	
• Evaluate the reliability of information in oral communication using criteria based on ▪ the topic ▪ the context ▪ analysis of logic, evidence, propaganda devices (e.g., bandwagon, double speak, name-calling) ▪ style	
1.6. Develop vocabulary and the ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.	
• Use words that reflect a growing range of interests and knowledge	
• Clarify and explain words and ideas	
• Give and follow oral directions	
• Use complex sentence structure	
• Use appropriate noun/verb agreement, verb tense, pronouns, prefixes and suffixes	
• Consult dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly	

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
ORAL COMMUNICATION	
• Use knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words	
• Identify common figures of speech and use them appropriately in oral communication	
• Identify common figures of speech (e.g., similes, metaphors, personification, hyperbole, allusion) and describe how writers use them to achieve specific effects ▪ Use them appropriately	
• Use punctuation marks that distinguish statements, questions, exclamations, and commands	
1.7. Participate effectively in a discussion.	
• Initiate conversation with peers and adults	
• Participate in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)	
• Listen attentively, demonstrating respect for the opinion of others	
• Respond responsibly and courteously to other's remarks	
• Explain opinions by citing evidence and referring to sources	
• Evaluate the stated ideas and opinions of others, seeking clarification through questions	
• Invite ideas and opinions of others into the discussion	
• Accept and use helpful criticism	
• Summarize the main points of a discussion orally, and in writing, specifying areas of agreement and disagreement	
• Participate in discussion without dominating	

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.1. Using appropriate texts, students will be able to select and apply efficient, effective decoding skills and other word recognition strategies to comprehend printed texts.	
• Vocabulary: Apply and use the meanings of high frequency Greek and Latin derived roots and affixes to determine the meaning of unknown words (e.g.: bio, derm, anti, graph, tele)	
• Fluency: Read orally from familiar text at an appropriate rate, with accuracy and prosody	
2.2a. Students will be able to develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by using context clues to determine the meanings of words.	
• Use prior knowledge in conjunction with the following strategies to determine the meaning of unknown words by ■ reading and rereading other sentences in the text to identify and use words that help unlock the meaning of unknown words ■ analyzing illustrations to clarify meanings of abstract words and concepts ■ looking for and using context clues provided by synonyms and antonyms ■ using knowledge of homonyms and homographs to avoid reading confusion ■ using word cues (e.g., metaphors, similes) ■ using appositives ■ selecting the correct definition of words that have multiple meanings	**Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
2.3a. Students will be able to self-monitor comprehension while reading by (a) generating a purpose for reading.	
• Use "During Reading" strategies by ■ assimilating prior knowledge ■ making and revising predictions ■ generating and answering questions ■ summarizing ■ rereading to clarify information ■ adjusting reading rate ■ inferring information ■ using mental imagery ■ seeking the meaning of unknown vocabulary ■ analyzing story/literary elements and text structure	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages **Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives

= Measured by PLAN English and/or Reading tests

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
2.3c. Using appropriate texts, students will be able to self-monitor comprehension while reading by (c) taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text.	
• Use illustrations to construct meaning from text	
• Visualize what was read for a deeper understanding	
• Make, confirm, adjust predictions	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Reread difficult parts slowly and carefully	
• Explain personal connections to the ideas or information in the text(s)	
• Skim text to search for connections between and among ideas	
• Restate in own words the main events in the text	
• Frequently summarize while reading	**Main Ideas and Author's Approach:** Summarize basic events and ideas in more challenging passages
• Frequently paraphrase important ideas or information	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages

= Measured by PLAN English and/or Reading tests

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages **Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Use a graphic organizer or other note taking technique to record important ideas or information	
2.4a. Students will be able to demonstrate an overall understanding of printed texts by (a) making predictions as needed.	
• Predict likely outcomes based on clues in a text, knowledge of text structure, and knowledge of a variety of genres	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Adjust previous predictions based on new information in a text	
• Identify logical, additional and/or complementary information (e.g., "next" chapter or section) for a text	
2.4b (I/T). Students will be able to demonstrate an overall understanding of technical and informative texts by (b) identifying text features and text structures.	
• Apply essential information from text features (e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices) to enhance understanding of text	
• Analyze text structures in informative/technical texts (sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect) to make meaning of text	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Analyze the unique features of various informative texts (e.g., newspapers, magazines, product information, consumer materials, manuals, editorials) to enhance understanding of the text	
2.4b (L). Students will be able to demonstrate an overall understanding of literary texts by (b) identifying the story elements (e.g., characters, setting, and plot) and story structures (conflict, resolution, cause/effect).	
• Identify character(s) in a literary text or speaker(s) in a poem	**Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Locate important details in uncomplicated passages Locate and interpret minor or subtly stated details in uncomplicated passages
• Describe the roles (e.g., protagonist/hero, antagonist/villain) characters play in a literary text	
• Describe the changes in setting (flashback, foreshadowing)	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages
• Identify various types of conflict (man vs. man, man vs. nature, man vs. self, man vs. society)	
• Identify conflict(s), climax(s)/turning point(s) and resolution(s)	**Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages
• Identify significant details related to the plot to analyze the pattern of organization (compare/contrast, problem/solution, sequence, cause/effect)	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Distinguish between main plot and multiple subplots	
• Identify point of view (first person, third person limited, third person objective, omniscient)	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Identify the story structure/organizational pattern in a literary text (e.g., time order, geographic order, order of Importance, cause/effect, classification	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
2.4c. Students will be able to demonstrate an overall understanding of printed texts by (c) recognizing and interpreting figurative language and literary devices (e.g., simile, metaphor, allusion) and (e) differentiating between literal and non-literal meanings.	
• Identify and interpret figurative language and literary devices (e.g., alliteration, repetition, rhythm, dialogue, rhyme, idioms, simile, metaphor, personification, exaggeration or hyperbole, humor, double meanings, symbols, imagery, mood, allusion, puns, irony, and tone)	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Analyze how figurative language and literary devices extend meaning	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Differentiate between literal and non-literal meaning	**Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
2.4d. Students will be able to demonstrate an overall understanding of printed texts by (d) retelling a story or restating an informative text through speaking and/or writing.	
• Summarize a literary text, identifying the main and supporting characters, events, setting, and problem/solution	
• Summarize the strongly implied reasons for why or how events happen in a literary text	
• Summarize the main ideas and supporting details in an informative/technical text	
• Retell/restate in order the important events in a text	
• Restate in order the steps of a task in an informative/technical text	
2.4e. Students will be able to demonstrate an overall understanding of printed texts by (e) organizing the important points of the text via summaries, outlines, and/or graphic organizers.	
• Create graphic organizers to assist in comprehension of a text	
• Use an appropriate organizer based on the structure of the text (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect)	
• Create an outline	

= Measured by PLAN English and/or Reading tests

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Summarize a text capturing the most important parts of the original piece	**Main Ideas and Author's Approach:** Summarize basic events and ideas in more challenging passages
2.4f. Students will be able to demonstrate an overall understanding of printed texts by (f) identifying the author's purpose.	
• Analyze the author's overall purpose(s) for writing (e.g., persuade, entertain, inform, describe, explain how) a text	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Summarize basic events and ideas in more challenging passages
• Identify the intended messages of advertisements, entertainment programs, and news sources	
• Analyze how the author's purposes shape the content	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages Summarize basic events and ideas in more challenging passages **Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages
• Analyze the difference between a stated purpose and an underlying reason in TV commercials and advertisements	
• Create meaning from a variety of media	
2.4g. Students will be able to demonstrate an overall understanding of printed texts by (g) comparing information between and within texts.	
• Compare subtle but relevant similarities and/or differences in ideas, viewpoints, or characters within a single text	**Sequential, Comparative, and Cause-Effect Relationships:** Identify relationships between main characters in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages
• Compare subtle but relevant similarities and/or differences in ideas, viewpoints, purposes, plots, settings, or characters presented in two or more texts	
• Analyze subtle changes in characters (e.g., change in attitude, situation)	**Sequential, Comparative, and Cause-Effect Relationships:** Identify relationships between main characters in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages
2.4h. Students will demonstrate an overall understanding of printed texts by (h) discriminating between fact and opinion.	
• Discriminate between facts and/or subtle opinions in text(s)	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives

= Measured by PLAN English and/or Reading tests

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Identify facts in a text and determine their relevance to the issue	**Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Identify implied opinions in a text and determine their relevance to the issue	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Use word clues (e.g., believe, feel, think, worst, best, least, most, never, always) to determine that a statement is an opinion	
• Question information in a text to determine if it is factual	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
2.4i. Students will be able to demonstrate an overall understanding of informative and technical printed texts by (i) making inferences.	
• Make strongly implied inferences about content and concrete ideas in a text and identify appropriate text support	**Main Ideas and Author's Approach:** Summarize basic events and ideas in more challenging passages **Supporting Details:** Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages

= Measured by PLAN English and/or Reading tests

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
• Explain inferences about author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used)	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages **Supporting Details:** Make simple inferences about how details are used in passages
• Make reasonable predictions as they read	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
• Test and revise predictions as they read further	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
• Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read	
• Make connections between conclusions they draw and other beliefs or knowledge	
• Make critical or analytical judgments about what they read	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Summarize basic events and ideas in more challenging passages **Supporting Details:** Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Analyze texts to make generalizations	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
• Create interpretations of text that are adapted as they continue to read and after they read	
2.4j. Students will be able to demonstrate an overall understanding of printed texts by (j) accepting or rejecting the validity of the information and giving supporting evidence.	
• Use criteria to evaluate the validity and reliability of primary and secondary source information	
• Use criteria to evaluate author's credibility in order to determine validity and reliability of a source	
• Use criteria to evaluate author's perspective in order to determine validity and reliability of a source	
• Use date of publication to evaluate the validity and reliability of a source	
• Use criteria to evaluate the author's use of ▪ logic ▪ propaganda ▪ bias ▪ language ▪ motives in order to determine validity and reliability of a source	
2.4k/2.6b. Students will be able to demonstrate an overall understanding of printed texts by (k) relating the content of the text to real-life situations and (b) applying information from printed, electronic, and oral texts to complete authentic tasks.	
• Draw on prior knowledge and experience to connect personally to text (text-to-self connections)	
• Draw on prior knowledge of the world (other books, television, movies) to make text-to-world connections	
• Analyze how connections (text-to-self, text-to-world) are contributing to their understanding of the text	
• Employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and non-print (e.g., computers, electronic media, interviews) sources for inquiry projects and other authentic tasks	
2.5a. Students will be able to critically analyze and evaluate information and messages presented through print by (a) connecting and synthesizing information from many sources.	
• Connect and synthesize information from increasingly different sources to generate new information/new ideas or expand prior knowledge (text-to-text and text-to-self connections)	
• Synthesize information by comparing, eliminating and merging disparate pieces into one coherent whole	
2.5b. Students will be able to critically analyze and evaluate information and messages presented through print by (b) formulating and expressing opinions.	
• Synthesize experience and knowledge of the world (text-to-world connections) to make, support and apply judgments (that may not be dichotomous) based on the evaluation of complex issues in: ▪ literary text (e.g., character's actions, morals of narratives or poems) ▪ nonfiction	
• Analyze information in a text to develop a logical opinion	

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.5d. Students will be able to critically analyze and evaluate information and messages presented through print using critical and divergent thinking, and assimilating prior knowledge to draw conclusions.	
• Use prior knowledge of a concept along with information in a text to: ▪ draw conclusions (including implied main ideas) that require analysis and/or evaluation ▪ evaluate the author's viewpoint or attitude toward a topic or idea ▪ evaluate the effect of an author's use of formatting and design techniques (e.g., paragraphing, headings/subheadings, pictures/illustrations, columns, font styles [bold, underline, italics, caps], punctuation choices)	
2.5e. Students will be able to critically analyze and evaluate information and messages presented through print and by (e) recognizing the impact of non-literal expressions in informative and technical texts and interpret the effect of literary devices.	
• Evaluate how an author's use of literary devices (figurative language, dialogue and description) and non-literal expressions (idioms, double meanings, puns, irony) in a text affects readers	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Evaluate the impact of specific figurative and non-literal (idiomatic) expressions on the meaning of text	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Evaluate an author 's decision to use specific figurative and non-literal (idiomatic) expressions in a text	
2.5f. Students will be able to critically analyze and evaluate information and messages presented through print by (i) evaluating texts and media presentations for bias and misinformation, by (k) evaluating texts for their completeness, accuracy, and clarity of communication (e.g., overcome problems of ambiguity), and by (a) evaluating how the content, techniques, and form of texts and media affect them.	
• Evaluate the fairness and trustworthiness of author's message (author's bias)	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Evaluate how persuasive techniques and author's choices (e.g., word choices) shape readers' understandings	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Evaluate the strengths and weaknesses of multiple text(s), sources, format, and argument	
• Analyze the completeness, accuracy, and/or clarity of the information in a complex text	
• Identify and evaluate information that needs to be checked for accuracy (e.g., data, statistics, sources) and evaluate the credibility of sources	
• Evaluate the credibility of messages (e.g., thoroughness, depth, breadth, balance, use of fact and opinion, inclusion of logical and/or emotional arguments)	
• Analyze ambiguous information in complex texts	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages **Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language

= Measured by PLAN English and/or Reading tests

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
2.5g. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (g) (h) acknowledging the possibility of a variety of interpretations of the same text; proposing other interpretations as valid if supported by the text.	
• Analyze texts by reading and reacting to passages from a piece of text and critical interpretations of that same work	
• Listen to and critique opposing interpretations of the same reading and consider how these opinions were formed through classroom dialogue and independent writing	
• Synthesize diverse interpretations of the same reading and compare and contrast them through classroom dialogue and independent writing	
• Practice critical thinking by defending the validity of an assigned point of view even if it opposes their personal interpretation of the reading	
2.5i, 2.5j. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (i) recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (advertising, campaigns, news formats, etc.).	
• Identify and describe propaganda techniques (e.g., name calling, exaggeration/hyperbole, bandwagon, testimonial, broad generalization, red herring, circular thinking, parallelism)	
• Identify persuasive techniques (e.g., appeal to emotion, appeal to authority, cause/effect, repetition, rhetorical question)	
• Recognize and identify how propaganda and persuasive techniques are used in a variety of forms (e.g. television, commercials, movies, advertisements, newspapers, billboards, magazines, catalogues and packaging) to enhance the meaning of a text	
2.5l. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (l) evaluating the literary merit of various texts and media presentations (d) recognizing literary merit.	

= Measured by PLAN English and/or Reading tests

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Read a variety of texts and evaluate them using these criteria to determine their literary merit: ▪ has a unique writing style that is appropriate ▪ has details ▪ has a purpose ▪ has clear, distinctive characters ▪ is understandable ▪ has an expressive vocabulary ▪ has an unpredictable plot that is developed ▪ has a variety of episodes/action ▪ has an expressive vocabulary ▪ interpretation of the theme or concept ▪ presentation of information including accuracy, clarity, and organization ▪ delineation of setting	
2.6a. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech and mass media and extend meaning by (a) offering a personal response to texts.	
• Revisit text to search for connections between and among ideas	
• Find and explain personal connections to the topics, events, characters, actions, ideas or information in text(s)	
2.7b. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (b) identifying the underlying purposes of media messages (e.g., profit vs. nonprofit, humanitarianism, support of artistry).	
• Identify underlying purposes (e.g., profit vs. nonprofit, humanitarianism, support of artistry) of media messages	
• Analyze the difference between a stated purpose and an underlying purpose in media messages (e.g., TV commercials, radio, Internet, video games, advertisements)	

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN College Readiness Standards
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
3.1a1. Identify and locate a variety of sources including printed materials, personal interviews, oral reporting, forums, and technological forms of information.	
• Locate information using appropriate sources and strategies	
• Determine valid resources for researching a topic, including primary and secondary sources	
• Evaluate the importance and quality of sources	
• Use multiple sources of information (books, television, videos/DVDs, resource people, cassettes, dictionaries, recordings, encyclopedias, and available databases)	
• Select essential sources (e.g., dictionaries, encyclopedias, interviews, observations, electronic media, computer databases) appropriate to topic	
• Use text features (e.g., guide words, indices, glossaries, key words, table of contents, cross references, appendices) to access information	
• Use traditional and electronic search toolsUse teacher-selected Internet sites and data bases to access information	
3.1a2. Develop and use procedures to gather information and ideas; (a1) (a) developing and following a process for research completion.	
• Formulate a research question or thesis statement	
• Determine a clear purpose, topic and audience for research	
• Gather information from more than one source	
• Locate information using appropriate sources and strategies	
• Read, view, listen or interact with information and decide what is valuable for research	
• Extract information (e.g., take notes, make copies)	
• Organize and interpret gathered information using various graphic organizers (e.g., outlining, webbing)	
• Record sources in a standard bibliographic format	
• Relay facts from research	
• Summarize ways in which the research process and product can be improved	
3.1b. Independently extract information to achieve a specific purpose; extract information relevant to a specific purpose.	
• Use various technologies (e.g., appropriate word processing functions, photocopier, audiovisual equipment, scanner) to extract needed information	
• Determine the most appropriate form of technology for the task of extracting needed information	
• Decide what information is valuable for a particular situation	
• Select and use various methods (e.g., web, chart) to manage information	
• Create own system for organizing information	
3.2a. Use technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos and graphics.	
• Use technology to synthesize information by ▪ making a graphic organizer ▪ making an outline ▪ using a meaningful format (text, drawings, graphs, diagrams, and graphics) to express ideas ▪ producing a video production	

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN College Readiness Standards
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
• Use various forms of technology ▪ word processing ▪ presentation programs ▪ digital cameras ▪ scanners ▪ multimedia to formulate writing and/or communicate knowledge of products	
3.2b. Independently present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.	
• Decide how the information fits together	
• Decide how the information would best be presented	
• Recognize the need to put information from sources in their own words	
• List sources of information in bibliographic form that follows a designated format (MLA, APA)	
• Present gathered information in an oral or written format, which ▪ uses sentences organized in paragraph form to tell about a designated topic ▪ incorporates information from more than one source ▪ includes information relevant to topic and purpose ▪ identifies source of information ▪ fulfills the identified purpose as clearly indicated in the thesis statement ▪ utilizes an organizational plan for combining paragraphs to address a designated purpose and topic ▪ incorporates information from multiple sources ▪ summarizes and/or paraphrases information from sources	
3.3a2. Establish criteria by which sources and information can be analyzed for accuracy, bias, stereotypes, and validity.	
• Differentiate between primary and secondary sources	
• Independently select sources which are authoritative including UD Library Search	
• Independently analyze source and information for accuracy, bias, stereotypes, and validity	
• Formulate conclusions based upon information relevant to a specific purpose	
• Use information to express ideas relevant to specific purpose	
• Demonstrate how information retrieved does or does not address original problem	
• Evaluate information in terms of credibility , accuracy, and social, economic, political, legal and ethical issues that may impact it	
• Use technology to facilitate evaluation	
3.3b1. Independently interpret information as appropriate to a specific purpose.	
• Use retrieved information to accomplish a specific purpose	
• Prioritize sources based on relevance	
• Reevaluate their position on the topic and your research strategy	
• Consider whether they have uncovered any worthwhile information that might take their research in a different direction	
• Consider whether they have uncovered any worthwhile information that has caused them to see their topic from a new perspective	
• Consider whether research needs to be redirected in any way based on material uncovered based on relevance	

= Measured by PLAN English and/or Reading tests

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN College Readiness Standards
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
3.3b2. Independently draw conclusions based upon information relevant to a specific purpose; independently formulate logical conclusions based upon information relevant to a specific purpose.	
• Use prior knowledge of a concept along with information in a text to: ▪ draw conclusions (including implied main ideas) that require analysis and/or evaluation ▪ evaluate the author's viewpoint or attitude toward a topic or idea when strongly implied ▪ evaluate the effect of an author's use of basic formatting and design techniques (e.g., paragraphing, headings/subheadings, pictures/illustrations, columns, font styles [bold, underline, italics, caps], punctuation choices)	

= Measured by PLAN English and/or Reading tests

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
4.1a. Connect their own experience to those of literary characters; explain the reasons for a character's actions; identify with characters.	
• Evaluate a character's actions in a literary text, critically analyzing the text	**Sequential, Comparative, and Cause-Effect Relationships:** Recognize clear cause-effect relationships described within a single sentence in a passage Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Identify clear cause-effect relationships in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages
• Make and support insightful connections between the reader's personal situations and motivations of characters in a text	
4.1b. Connect their own experience to those of literary characters by responding to the sensory, intellectual, and emotional elements.	
• Evaluate the effect of the author's use of imagery and figurative language on a reader	
• Use ideas from the text to evaluate personal responses to literature (text-to-self connections)	
4.1c. Connect their own experience to those of literary characters by relating to the feelings of characters or varying ages, genders, nationalities, races, cultures, religions, and disabilities.	
• Read and analyze stories from different cultures and eras to broaden cultural awareness	
• Demonstrate an understanding of the experiences and feelings of fictional characters (e.g., show empathy for, disagree with, compare to personal or other familiar experiences) based on age, gender, nationalities, races, cultures, and/or disabilities	
• Compare works of literature from the same historical period written by authors from different (cultural, generational and gender) perspectives	
4.1e. Connect own experiences to those of literary characters by seeking other literary texts and media as the result of literary experience.	
• As a result of reading a literary text, students will connect to other texts using the following as guides for connections: ■ What does this remind me of in another book I've read? ■ How is this text similar to other things I've read? ■ How is this different to other books I've read? ■ Have I read about something like this before? ■ Seek other texts and media with similar themes and connections	
4.2a. Respond to literary text by making inferences about content, events, characters, setting, and author's decisions.	
• Make strongly implied inferences about content, abstract ideas, events, characters, setting, mood, theme, and tone in a text and identify appropriate text support	**Main Ideas and Author's Approach:** Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Summarize basic events and ideas in more challenging passages **Supporting Details:** Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Meanings of Words: Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Make inferences about author's choices (e.g., paragraphing, dialogue, organization of text, formatting devices, mode of development, notes to readers) and rhetorical strategies (e.g., persuasive words, anecdotes, figurative language, emotional words, humor, questions, repetition, irony) and identify appropriate support from the text	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages **Supporting Details:** Make simple inferences about how details are used in passages
• Make reasonable predictions as they read	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Test and revise predictions as they read further	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read	
• Make connections between conclusions they draw and other beliefs or knowledge	
• Make critical or analytical judgments about what they read	**Main Ideas and Author's Approach:** Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Summarize basic events and ideas in more challenging passages **Supporting Details:** Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives

= Measured by PLAN English and/or Reading tests

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Analyze texts to make generalizations	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Create self-motivated interpretations of text that are adapted as they continue to read and after they read	
• Analyze connections between self and literary themes	
• Draw conclusions about characters and events in a text	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
4.2b. Understand the differences between genres.	
• Use knowledge of distinctive characteristics of various genres including but not limited to: ■ fiction (e.g., short story, poetry, folk tale, mystery, tall tale, fairy tales, novels, fable, myth, fantasy, science fiction, historic fiction, and realistic fiction) ■ literary nonfiction (e.g., letter, magazine, biography, speeches, autobiography) ■ drama (e.g., classic and/or contemporary multi-act plays) to analyze the meaning of the text	

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
4.2c. Interpret the impact of the author's decisions such as word choice, style, content, and literary elements; understand the author's intent in choosing a particular genre.	
• Evaluate the effect of author's choices (word and content) on the reader	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Analyze how the author's writing style influences the reader	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Evaluate the effectiveness of an author's choice of words with specific connotations to create mood	
• Compare styles among texts to determine effects of author's choices	
• Compare characteristics and elements of various literary forms including short stories, poetry, essays, plays, speeches and novels	
• Evaluate an author's decision to use a particular genre in a given situation	
4.2f. Identify the effect of point of view.	
• Analyze how point of view affects a literary text (e.g., how a story would be different if told from a different point of view)	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Analyze how point of view impacts the reader	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Evaluate the effect of an author's use of point of view such as first vs. third, limited vs. omniscient, and subjective vs. objective	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
4.3a. Respond to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities; respond to literary text and media representative of various nations and cultures.	
• Read and evaluate complex stories from different cultures and eras to broaden cultural awareness	
• Empathize with experiences and feelings of fictional characters based on age, gender, nationalities, races, cultures, and/or disabilities	
• Compare works of literature from the same historical period written by authors from different (cultural, generational, and gender) perspectives	
4.4a. Use literature as a resource for shaping decisions.	
• Read stories and relate characters' experiences to shape own decisions by asking questions: ■ I felt like that character when I…. ■ If that happened to me, I would…. ■ I can relate to that character because one time….	
4.4b. Understand social and political issues.	
• Compare works of literature from the same historical period written by authors from different cultural, generational, and gender perspectives	
• Analyze an author's viewpoint and message in relation to the historical and cultural context of the author's work	

= Measured by PLAN English and/or Reading tests

TABLE 1C

DELAWARE English Language Arts Grade 10 Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
• Analyze and research social, historical, cultural and biographical influences on literary works	
• Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.	
• Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings	

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
1.1. Writers will produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice. **1.2.** Writers will produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions. **1.3.** Writers will produce examples that illustrate the following discourse classifications: by the completion of the grade, writers will be able to write persuasive, informative, and expressive pieces.	
Purpose	
• Students understand that persuasive writing is audience-centered; the needs of the intended audience are the most important consideration. Students understand that persuasive writing involves taking a position on a debatable issue to convince an audience.	**Writing** College Readiness Standards **Expressing Judgments:** Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion
• Students understand that informative writing is subject-centered; the need to communicate information clearly so that the audience can understand the content/subject is the most important consideration.	
• Students understand that expressive writing is author-centered; the most important consideration is the writer's intent to tell a story or make meaning of an experience (reflection, self-discovery), to achieve personal goals, or to create literary pieces.	
Audience	
• Students understand that writing has an intended audience. In order to meet the needs of that audience, students ▪ write in a manner that demonstrates an awareness of the audience (e.g., prior knowledge, motivation) ▪ communicate necessary background information and/or definitions for a given audience ▪ acknowledge reader's positions or beliefs about ideas or issues, understand implications for the writer, and adjust content accordingly ▪ write to audiences that can be increasingly distant and abstract (e.g., unknown audiences such as politicians, leaders/owners of businesses [CEOs], foreign entities [governing bodies, foreign leaders] in addition to more familiar "others" from previous grades)	

= Measured by ACT English, Reading, and/or Writing tests

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
Form	
• Students self-select appropriate forms and/or respond to assignments for a variety of occasions. Appropriate forms include, but are not limited to the following: **Persuasive** Letters to appropriate individuals/organizations (e.g., editor, boards, business, personnel) Persuasive essays Advertisements Editorials Reviews Proposals Debate briefs Position papers Legislative/legal documents **Informative** Letters to appropriate individuals/organizations (e.g., editor, boards, businesses, personnel) Summaries Reports (e.g., book reports, research reports) Essays Articles (feature and/or specialized) Messages/memos and notices Biography and autobiography Reviews/literary criticism Proposals Character analyses Dépositions Abstract **Expressive** Stories Journals Poems Memoirs Personal essays Credos	
Development	
Persuasive Writing	
• Develop and present a clear defensible position that supports, opposes, or qualifies the issue/question	**Writing** College Readiness Standards **Expressing Judgments:** Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion Show understanding of the complexity of the issue in the prompt by • examining different perspectives, and/or • evaluating implications or complications of the issue, and/or • posing and fully discussing counterarguments to the writer's position **Focusing on the Topic:** Present a critical thesis that clearly establishes the focus on the writer's position on the issue
• Support position with reasons that could include relevant facts, statistics, credible personal and expert opinions, examples, and/or insightful commentary	**English** College Readiness Standards **Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Identify the central idea or main topic of a straightforward piece of writing

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
	Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation **Writing** College Readiness Standards **Developing a Position:** Develop several ideas fully, using specific and relevant reasons, details, and examples Show effective movement between general and specific ideas and examples
• Acknowledge and evaluate readers' anticipated position(s) on issues and/or anticipated opposition (e.g., recognize alternative view points, propose solutions, make concessions, present a rebuttal, construct an alternative argument)	**Writing** College Readiness Standards **Expressing Judgments:** Show understanding of the complexity of the issue in the prompt by • examining different perspectives, and/or • evaluating implications or complications of the issue, and/or • posing and fully discussing counterarguments to the writer's position
• Acknowledge assumptions within argument; expose and respond to unstated assumptions in opposition	**Writing** College Readiness Standards **Expressing Judgments:** Show understanding of the complexity of the issue in the prompt by • examining different perspectives, and/or • evaluating implications or complications of the issue, and/or • posing and fully discussing counterarguments to the writer's position
• Write an original (e.g., beyond the obvious) and effective title, when appropriate	
• Avoid unsupported reasons/logical fallacies (e.g., begging, "it's not fair," circular reasoning, partial truths, jumping to conclusions, jargon, faulty cause/effect statements, inadequately warranted claims)	**Writing** College Readiness Standards **Developing a Position:** Develop several ideas fully, using specific and relevant reasons, details, and examples
• Use (when appropriate) persuasive and propaganda techniques (e.g., appeal to emotion, name calling, exaggeration/hyperbole, bandwagon, transfer, testimonial, parallelism, analogy) when appropriate	**Writing** College Readiness Standards **Expressing Judgments:** Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion Show understanding of the complexity of the issue in the prompt by • examining different perspectives, and/or • evaluating implications or complications of the issue, and/or • posing and fully discussing counterarguments to the writer's position
• Identify and use primary and secondary sources when appropriate, avoiding plagiarism	
• Text-based writing: combine information from text and prior knowledge to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the issue	
Informative Writing	
• Select an interesting, manageable, thought-provoking and mature subject or focus for writing and one that meets the requirements of the assignment	
• Write an effective, thought-provoking title, when appropriate	

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
• Provide relevant information, reasons, and/or details to elaborate or clarify the subject (e.g., personal opinion based on experience/observation, verifiable facts, examples, explanations, definitions)	**English** College Readiness Standards **Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Delete a clause or sentence because it is obviously irrelevant to the essay Identify the central idea or main topic of a straightforward piece of writing Determine relevancy when presented with a variety of sentence-level details Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Delete material primarily because it disturbs the flow and development of the paragraph Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation
• Analyze and use information from multiple primary and secondary sources to support generalizations and theses, and to generate new ideas and/or perspectives, avoiding plagiarism	
• Text-based writing: combine information from text and prior knowledge to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the topic	
Expressive Writing	
• Develop increasingly more abstract and interesting ideas for writing that are fresh and original	
• Create a title that reflects the subject and engages the reader	
• Use dialogue, description, and narration when appropriate	**English** College Readiness Standards **Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Identify the central idea or main topic of a straightforward piece of writing Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation
• Use vivid sensory images, figurative language, monologue, and/or allusion to elaborate details that will convey feelings and/or illustrate events and characters	**English** College Readiness Standards **Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Identify the central idea or main topic of a straightforward piece of writing Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
	Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation
• Use rhetorical devices (e.g., rhetorical question, repetition, direct address) when appropriate	
• Use strategies such as humor, non-literal language (e.g., puns, double-meanings, purposeful use of ambiguity), alternative narrative techniques (e.g., stream-of-consciousness, satire, and parody) to engage the reader	
• Text-based writing: combine information from text and prior knowledge, to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the topic	
Organization	
Persuasive Writing	
• Present reasons in a logical order (e.g., weakest to strongest argument, strongest to weakest argument, inductive or deductive reasoning)	**English** College Readiness Standards **Organization, Unity, and Coherence:** Select the most logical place to add a sentence in a paragraph Decide the most logical place to add a sentence in an essay Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic **Writing** College Readiness Standards **Organizing Ideas:** Provide unity and coherence throughout the essay, often with a logical progression of ideas
• Organize writing by selecting text structures that strengthen the argument	**English** College Readiness Standards **Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
• Develop an introduction that presents a thesis and ▪ takes a clear position and establishes self as authority ▪ clarifies the issue in a way that clearly establishes a need for solution/action ▪ provides necessary background ▪ commands readers' attention (e.g., invokes or appeals to reader) when appropriate ▪ provides criteria for evaluation of opposition	**English** College Readiness Standards **Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward **Writing** College Readiness Standards **Expressing Judgments:** Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion Show understanding of the complexity of the issue in the prompt by • examining different perspectives, and/or • evaluating implications or complications of the issue, and/or • posing and fully discussing counterarguments to the writer's position **Focusing on the Topic:** Present a critical thesis that clearly establishes the focus on the writer's position on the issue
• Use subtle transition words/phrases that show increasingly more abstract relationships and make connections (e.g., controlling the pace, tracing development of the perspective and/or logic of the argument)	**English** College Readiness Standards **Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay **Writing** College Readiness Standards **Organizing Ideas:** Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas
• Develop a conclusion that moves beyond summary (e.g., "call to action" or "next step," answers the "so what?" question about the significance of the issue, raises related issues or consequence of non-action, provides perspective)	**English** College Readiness Standards **Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward **Writing** College Readiness Standards **Organizing Ideas:** Present a well-developed introduction and conclusion
Informative Writing	
• Plan how to present information in a logical order (e.g., most important to least important information, general to specific, inductive or deductive reasoning)	**English** College Readiness Standards **Organization, Unity, and Coherence:** Select the most logical place to add a sentence in a paragraph Decide the most logical place to add a sentence in an essay Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic
• Organize writing by selecting text structures that clarify or explain the subject	**English** College Readiness Standards **Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay

 = Measured by ACT English, Reading, and/or Writing tests

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
	Add a sentence that introduces a simple paragraph Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay
• Develop an introduction/hook that presents a thesis that goes beyond the obvious and provides necessary background	**English** College Readiness Standards **Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
• Use subtle transition words/phrases that show increasingly more abstract relationships and make connections	**English** College Readiness Standards **Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay
• Develop a conclusion that moves beyond summary (e.g., reinforcing the importance of the information, raising related issues, and/or generating a new hypothesis)	**English** College Readiness Standards **Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
• Organize writing to engage the reader (e.g., by using other forms and genres)	**English** College Readiness Standards **Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay

 = Measured by ACT English, Reading, and/or Writing tests

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
• Use paragraphs to transition between ideas and control and enhance message	
Expressive Writing	
• Organize writing to engage the reader (e.g., by using other forms and genres)	**English** College Readiness Standards **Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay
• Use paragraphs to transition between ideas and control and enhance message	
• Develop an introduction that hooks the reader and establishes the mood and tone	**English** College Readiness Standards **Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
• Use transition words/phrases that show and make connections	**English** College Readiness Standards **Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay
• Use order other than chronological (e.g., flashback, foreshadow, flash-forward)	
• Develop a conclusion that moves beyond summary (e.g., provide resolution/closure, pose purposeful questions to the reader to keep the reader thinking, refer back to the introduction/hook for circular endings)	**English** College Readiness Standards **Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
Sentence Structure (& Style/Voice)	
• In order to capture the audience's attention and establish a distinctive style, tone and voice: ▪ use complete sentences to express thoughts ▪ vary sentence structure (e.g., simple, compound, complex, compound-complex sentences) ▪ vary kinds of sentences (declarative, explanatory, interrogative, imperative) ▪ vary sentence lengths ▪ vary sentence beginnings (experiment with placement of phrases/clauses in sentences and inverted construction) ▪ write sentences that create purpose-specific rhythm and flow naturally	**English** College Readiness Standards **Sentence Structure and Formation:** Use conjunctions or punctuation to join simple clauses Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses **Writing** College Readiness Standards Show effective use of language to clearly communicate ideas by • correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors • using precise and varied vocabulary • using a variety of kinds of sentence structures to vary pace and to support meaning
Word Choice (& Style/Voice)	
• Use vivid and precise words with the audience's needs and writer's purpose, style and voice in mind: ▪ use specific, concrete language and phrasing ▪ use adjectives and adverbs to describe, illustrate, and modify (clarify meaning) ▪ use action verbs when possible ▪ use words that convey appropriate voice (e.g., attitude, emotion, point of view, commitment) and add depth to writing ▪ use a variety of accurate words and phrases that avoid repetition ▪ use a purposeful range of formal/informal language depending on the audience ▪ use non-literal language (e.g., idioms, slang, figurative language, dialect, pun) ▪ use words that have denotations or connotations appropriate for the writing purpose ▪ use words that create consistent style and tone for the writing occasion ▪ purposely use active and passive voice	**English** College Readiness Standards **Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Identify the central idea or main topic of a straightforward piece of writing Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation **Word Choice in Terms of Style, Tone, Clarity, and Economy:** Revise sentences to correct awkward and confusing arrangements of sentence elements Revise vague nouns and pronouns that create obvious logic problems Delete obviously synonymous and wordy material in a sentence Revise expressions that deviate from the style of an essay Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled") Use the word or phrase most consistent with the style and tone of a fairly straightforward essay Determine the clearest and most logical conjunction to link clauses Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence Identify and correct ambiguous pronoun references

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
	Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay **Writing** College Readiness Standards Show effective use of language to clearly communicate ideas by • correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors • using precise and varied vocabulary • using a variety of kinds of sentence structures to vary pace and to support meaning
Conventions (& Style/Voice)	
• Use Standard Written English conventions (and when appropriate, variations thereof) to achieve purpose and create effective style and voice. Deviations from SWE (e.g., dialect, slang) should have a specific rhetorical function	**English** College Readiness Standards **Sentence Structure and Formation:** Use conjunctions or punctuation to join simple clauses Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses **Conventions of Usage:** Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts Recognize and use the appropriate word in frequently confused pairs such as *there* and *their*, *past* and *passed*, and *led* and *lead* Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., *long for*, *appeal to*) Ensure that a verb agrees with its subject when there is some text between the two Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using *have* rather than *of* Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom* Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
	Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb **Conventions of Punctuation:** Delete commas that create basic sense problems (e.g., between verb and direct object) Provide appropriate punctuation in straightforward situations (e.g., items in a series) Delete commas that disturb the sentence flow (e.g., between modifier and modified element) Use commas to set off simple parenthetical phrases Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) Use punctuation to set off complex parenthetical phrases Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by *and*) Use apostrophes to indicate simple possessive nouns Recognize inappropriate uses of colons and semicolons Use commas to set off a nonessential/nonrestrictive appositive or clause Use a semicolon to indicate a relationship between closely related independent clauses Use a colon to introduce an example or an elaboration **Writing** College Readiness Standards Show effective use of language to clearly communicate ideas by • correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors • using precise and varied vocabulary • using a variety of kinds of sentence structures to vary pace and to support meaning
• Precisely use standard punctuation (commas, colons, hyphens, dashes, italics, and ellipses)	**English** College Readiness Standards **Conventions of Punctuation:** Delete commas that create basic sense problems (e.g., between verb and direct object) Provide appropriate punctuation in straightforward situations (e.g., items in a series) Delete commas that disturb the sentence flow (e.g., between modifier and modified element) Use commas to set off simple parenthetical phrases Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) Use punctuation to set off complex parenthetical phrases Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by *and*) Use apostrophes to indicate simple possessive nouns Recognize inappropriate uses of colons and semicolons Use commas to set off a nonessential/nonrestrictive appositive or clause Use a semicolon to indicate a relationship between closely related independent clauses Use a colon to introduce an example or an elaboration

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
	Writing College Readiness Standards Show effective use of language to clearly communicate ideas by • correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors • using precise and varied vocabulary • using a variety of kinds of sentence structures to vary pace and to support meaning
• In addition to standard punctuation ▪ use punctuation to show increasingly abstract relationships (e.g., comma for clarity such as to set off phrases, clauses, appositives; semi-colon; colon to show relationships, parentheses) ▪ use punctuation for rhetorical effect (e.g., dash, colon, ellipses)	**English** College Readiness Standards **Conventions of Punctuation:** Delete commas that create basic sense problems (e.g., between verb and direct object) Provide appropriate punctuation in straightforward situations (e.g., items in a series) Delete commas that disturb the sentence flow (e.g., between modifier and modified element) Use commas to set off simple parenthetical phrases Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) Use punctuation to set off complex parenthetical phrases Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by *and*) Use apostrophes to indicate simple possessive nouns Recognize inappropriate uses of colons and semicolons Use commas to set off a nonessential/nonrestrictive appositive or clause Use a semicolon to indicate a relationship between closely related independent clauses Use a colon to introduce an example or an elaboration **Writing** College Readiness Standards Show effective use of language to clearly communicate ideas by • correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors • using precise and varied vocabulary • using a variety of kinds of sentence structures to vary pace and to support meaning
• Demonstrate control of grammar in sophisticated sentence structures (compound, complex, compound-complex) ▪ agreement of subject/verb, pronoun/antecedent ▪ verb use (tense) ▪ pronoun use (number, gender)	**English** College Readiness Standards **Word Choice in Terms of Style, Tone, Clarity, and Economy:** Revise vague nouns and pronouns that create obvious logic problems Identify and correct ambiguous pronoun references **Sentence Structure and Formation:** Use conjunctions or punctuation to join simple clauses Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence

= Measured by ACT English, Reading, and/or Writing tests

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
	Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses **Conventions of Usage:** Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts Ensure that a verb agrees with its subject when there is some text between the two Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom* Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun) Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb **Writing** College Readiness Standards Show effective use of language to clearly communicate ideas by • correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors • using precise and varied vocabulary • using a variety of kinds of sentence structures to vary pace and to support meaning
• Use active and passive voice appropriately and consistently	**English** College Readiness Standards **Sentence Structure and Formation:** Decide the appropriate verb tense and voice by considering the meaning of the entire sentence **Writing** College Readiness Standards Show effective use of language to clearly communicate ideas by • correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors • using precise and varied vocabulary • using a variety of kinds of sentence structures to vary pace and to support meaning
• Spell frequently used words correctly, and use effective strategies for spelling unfamiliar words	

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
• Use purposeful parallel structure	**English** College Readiness Standards **Sentence Structure and Formation:** Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses **Writing** College Readiness Standards Show effective use of language to clearly communicate ideas by • correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors • using precise and varied vocabulary • using a variety of kinds of sentence structures to vary pace and to support meaning

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
ORAL COMMUNICATION	
1.4. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	
• Develop and deliver a speech that conveys information and ideas in logical fashion for a selected audience, using language and voice that clarify and reinforce meaning	
• Identify and discuss criteria for effective oral presentations (e.g., eye contact, projection, tone, volume, rate, articulation)	
• Use visual techniques appropriately	
• Share impromptu remarks about topics of interest to oneself and others	
• Prepare and conduct interviews	
• Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience	
• Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	
• Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience	
• Construct and present a coherent argument, summarizing then refuting opposing positions, and citing persuasive evidence	
• Participate effectively in question-and-answer sessions following presentations	
• Demonstrate confidence and poise during presentations, interacting effectively with the audience, and selecting language and gestures mindful of their effect	
• Demonstrate the ability to debate an issue from either side	
• Interpret literary works orally, citing textual data in support of assertions	
• Synthesize and present results of research projects, accurately summarizing and illustrating the main ideas, using appropriate technological aids, and offering support for the conclusions	
• Speak fluently with varied inflection and effective eye contact, enunciating clearly at an appropriate rate and volume	
1.5. Listen to and comprehend oral communications.	
• Ask and respond to questions from teachers and other group members	
• Summarize and explain information conveyed in an oral communication accounting for key ideas, structure, and relationship of parts to the whole	
• Distinguish among purposes for listening (e.g., gaining information, being entertained) and take notes as appropriate	
• Evaluate the reliability of information in oral communication using criteria based on ▪ the topic ▪ the context ▪ analysis of logic, evidence, propaganda devices (e.g., bandwagon, double speak, name-calling) ▪ style	
• Analyze both literal and connotative meanings	
• Distinguish between relevant and irrelevant information	
• Analyze messages for their accuracy and usefulness	
• Evaluate a speaker's use of diction, tone, syntax, rhetorical structure, and conventions of language considering the purpose and context of the communication	
• Relate a speaker's ideas and information to prior knowledge and experience	

 = Measured by ACT English, Reading, and/or Writing tests

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
ORAL COMMUNICATION	
• Consider the specific situation and current conditions when responding to instructions	
1.6. Develop vocabulary and the ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.	
• Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations	
• Identify common figures of speech and use them appropriately in oral communication	
• Explain how writers and speakers choose words and use figurative language (e.g., similes, metaphors, personification, hyperbole, allusion) to achieve specific effects	
• Choose words purposefully and evaluate the use of words in communications designed to inform, explain and persuade	
• Examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language	
• Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain	
• Use language appropriate to the background, knowledge, and age of an audience	
• Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work	
1.7. Participate effectively in a discussion.	
• Demonstrate the ability to extend a discussion by adding relevant information or asking pertinent questions	
• Perform various roles in a discussion, including leader, participant, and moderator	
• Detect and evaluate a speaker's bias	
• Consider the ideas and opinions of other speakers thoughtfully before responding	
• Evaluate the validity and adequacy of ideas, arguments, hypotheses, and evidence	
• Evaluate the purpose of discussions by examining their context and the motivation of participants	
• Explain and advance opinions by citing evidence and referring to authoritative sources	
• Employ strategies (e.g., summarizing main ideas, identifying areas of agreement) to solve problems, resolve conflicts, and conclude discussions	
• Convey criticism in a respectful and supportive way	

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.1. Using appropriate texts, students will be able to select and apply efficient, effective decoding skills and other word recognition strategies to comprehend printed texts.	
• Vocabulary: Apply and use the meanings of high frequency Greek and Latin derived roots and affixes to determine the meaning of unknown words (e.g.: bio, derm, anti, graph, tele)	
• Fluency: Read orally from familiar text at an appropriate rate, with accuracy and prosody	
2.2a. Students will be able to develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by using context clues to determine the meanings of words.	
• Use prior knowledge in conjunction with the following strategies to determine the meaning of unknown words by ■ reading and rereading other sentences in the text to identify and use words that help unlock the meaning of unknown words ■ analyzing illustrations to clarify meanings of abstract words and concepts ■ looking for and using context clues provided by synonyms and antonyms ■ using knowledge of homonyms and homographs to avoid reading confusion ■ using word cues (e.g., metaphors, similes) ■ using appositives ■ selecting the correct definition of words that have multiple meanings	**Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
2.3a. Students will be able to self-monitor comprehension while reading by (a) generating a purpose for reading.	
• Use "During Reading" strategies by ■ assimilating prior knowledge ■ making and revising predictions ■ generating and answering questions ■ summarizing ■ rereading to clarify information ■ adjusting reading rate ■ inferring information ■ using mental imagery ■ seeking the meaning of unknown vocabulary ■ analyzing story/literary elements and text structure	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages **Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
2.3c. Using appropriate texts, students will be able to self-monitor comprehension while reading by (c) taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text.	
• Use illustrations to construct meaning from text	
• Visualize what was read for a deeper understanding	
• Make, confirm, adjust predictions	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Reread difficult parts slowly and carefully	
• Explain personal connections to the ideas or information in the text(s)	
• Skim text to search for connections between and among ideas	
• Restate in own words the main events in the text	
• Frequently summarize while reading	**Main Ideas and Author's Approach:** Summarize basic events and ideas in more challenging passages
• Frequently paraphrase important ideas or information	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages

 = Measured by ACT English, Reading, and/or Writing tests

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages **Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Use a graphic organizer or other note taking technique to record important ideas or information	
2.4a. Students will be able to demonstrate an overall understanding of printed texts by (a) making predictions as needed.	
• Predict likely outcomes based on clues in a text, knowledge of text structure, and knowledge of a variety of genres	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Adjust previous predictions based on new information in a text	
• Identify logical, additional and/or complementary information (e.g., "next" chapter or section) for a text	
2.4b (I/T). Students will be able to demonstrate an overall understanding of technical and informative texts by (b) identifying text features and text structures.	
• Apply essential information from text features (e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices) to enhance understanding of text	
• Analyze text structures in informative/technical texts (sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect) to make meaning of text	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Analyze the unique features of various informative texts (e.g., newspapers, magazines, product information, consumer materials, manuals, editorials) to enhance understanding of the text	
2.4b (L). Students will be able to demonstrate an overall understanding of literary texts by (b) identifying the story elements (e.g., characters, setting, and plot) and story structures (conflict, resolution, cause/effect).	
• Identify character(s) in a literary text or speaker(s) in a poem	**Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Locate important details in uncomplicated passages Locate and interpret minor or subtly stated details in uncomplicated passages
• Describe the roles (e.g., protagonist/hero, antagonist/villain) characters play in a literary text	
• Describe the changes in setting (flashback, foreshadowing)	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages
• Identify various types of conflict (man vs. man, man vs. nature, man vs. self, man vs. society)	
• Identify conflict(s), climax(s)/turning point(s) and resolution(s)	**Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages
• Identify significant details related to the plot to analyze the pattern of organization (compare/contrast, problem/solution, sequence, cause/effect)	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Distinguish between main plot and multiple subplots	
• Identify point of view (first person, third person limited, third person objective, omniscient)	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Identify the story structure/organizational pattern in a literary text (e.g., time order, geographic order, order of importance, cause/effect, classification	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
2.4c. Students will be able to demonstrate an overall understanding of printed texts by (c) recognizing and interpreting figurative language and literary devices (e.g., simile, metaphor, allusion) and (e) differentiating between literal and non-literal meanings.	
• Identify and interpret figurative language and literary devices (e.g., alliteration, repetition, rhythm, dialogue, rhyme, idioms, simile, metaphor, personification, exaggeration or hyperbole, humor, double meanings, puns, symbols, imagery, mood, allusion, puns, irony, tone and satire)	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Analyze how figurative language and literary devices extend meaning	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Differentiate between literal and non-literal meaning	**Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
2.4d. Students will be able to demonstrate an overall understanding of printed texts by (d) retelling a story or restating an informative text through speaking and/or writing.	
• Summarize a literary text, identifying the main and supporting characters, events, setting, and problem/solution	
• Summarize the strongly implied reasons for why or how events happen in a literary text	
• Summarize the main ideas and supporting details in an informative/technical text	
• Retell/restate in order the important events in a text	
• Restate in order the steps of a task in an informative/technical text	
2.4e. Students will be able to demonstrate an overall understanding of printed texts by (e) organizing the important points of the text via summaries, outlines, and/or graphic organizers.	
• Create graphic organizers to assist in comprehension of a text	
• Use an appropriate organizer based on the structure of the text (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect)	
• Create an outline	

 = Measured by ACT English, Reading, and/or Writing tests

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Summarize a text capturing the most important parts of the original piece	**Main Ideas and Author's Approach:** Summarize basic events and ideas in more challenging passages
2.4f. Students will be able to demonstrate an overall understanding of printed texts by (f) identifying the author's purpose.	
• Analyze the author's overall purpose(s) for writing (e.g., persuade, entertain, inform, describe, explain how) a text	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Summarize basic events and ideas in more challenging passages
• Identify the intended messages of advertisements, entertainment programs, and news sources	
• Analyze how the author's purposes shape the content	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages Summarize basic events and ideas in more challenging passages **Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages
• Analyze the difference between a stated purpose and an underlying reason in TV commercials and advertisements	
• Create meaning from a variety of media	
2.4g. Students will be able to demonstrate an overall understanding of printed texts by (g) comparing information between and within texts.	
• Compare subtle but relevant similarities and/or differences in ideas, viewpoints, or characters within a single text	**Sequential, Comparative, and Cause-Effect Relationships:** Identify relationships between main characters in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages
• Compare subtle but relevant similarities and/or differences in ideas, viewpoints, purposes, plots, settings, or characters presented in two or more texts	
• Analyze subtle changes in characters (e.g., change in attitude, situation)	**Sequential, Comparative, and Cause-Effect Relationships:** Identify relationships between main characters in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages
2.4h. Students will demonstrate an overall understanding of printed texts by (h) discriminating between fact and opinion.	
• Discriminate between facts and/or subtle opinions in text(s)	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Identify facts in a text and determine their relevance to the issue	**Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages

 = Measured by ACT English, Reading, and/or Writing tests

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Identify implied opinions in a text and determine their relevance to the issue	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Use word clues (e.g., believe, feel, think, worst, best, least, most, never, always) to determine that a statement is an opinion	
• Question information in a text to determine if it is factual	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
2.4i. Students will be able to demonstrate an overall understanding of informative and technical printed texts by (i) making inferences.	
• Make strongly implied inferences about content and concrete ideas in a text and identify appropriate text support	**Main Ideas and Author's Approach:** Summarize basic events and ideas in more challenging passages **Supporting Details:** Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages

 = Measured by ACT English, Reading, and/or Writing tests

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
• Explain inferences about author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used)	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages **Supporting Details:** Make simple inferences about how details are used in passages
• Make reasonable predictions as they read	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
• Test and revise predictions as they read further	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
• Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read	
• Make connections between conclusions they draw and other beliefs or knowledge	
• Make critical or analytical judgments about what they read	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Summarize basic events and ideas in more challenging passages **Supporting Details:** Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
• Analyze texts to make generalizations	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
• Create interpretations of text that are adapted as they continue to read and after they read	

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.4j. Students will be able to demonstrate an overall understanding of printed texts by (j) accepting or rejecting the validity of the information and giving supporting evidence.	
• Use criteria to evaluate the validity and reliability of primary and secondary source information	
• Use criteria to evaluate author's credibility in order to determine validity and reliability of a source	
• Use criteria to evaluate author's perspective in order to determine validity and reliability of a source	
• Use date of publication to evaluate the validity and reliability of a source	
• Use criteria to evaluate the author's use of ■ logic ■ propaganda ■ bias ■ language ■ motives in order to determine validity and reliability of a source	
2.4k/2.6b. Students will be able to demonstrate an overall understanding of printed texts by (k) relating the content of the text to real-life situations and (b) applying information from printed, electronic, and oral texts to complete authentic tasks.	
• Draw on prior knowledge and experience to connect personally to text (text-to-self connections)	
• Draw on prior knowledge of the world (other books, television, movies) to make text-to-world connections)	
• Analyze how connections (text-to-self, text-to-world) are contributing to their understanding of the text	
• Employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and non-print (e.g., computers, electronic media, interviews) sources for inquiry projects and other authentic tasks	
2.5a. Students will be able to critically analyze and evaluate information and messages presented through print by (a) connecting and synthesizing information from many sources.	
• Connect and synthesize information from increasingly different sources to generate new information/new ideas or expand prior knowledge (text-to-text and text-to-self connections)	
• Synthesize information by comparing, eliminating and merging disparate pieces into one coherent whole	
2.5b. Students will be able to critically analyze and evaluate information and messages presented through print by (b) formulating and expressing opinions.	
• Synthesize experience and knowledge of the world (text-to-world connections) to make, support and apply judgments (that may not be dichotomous) based on the evaluation of complex issues in: ■ literary text (e.g., character's actions, morals of narratives or poems) ■ nonfiction	
• Analyze information in a text to develop a logical and insightful opinion	
2.5d. Students will be able to critically analyze and evaluate information and messages presented through print using critical and divergent thinking, and assimilating prior knowledge to draw conclusions.	

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Use prior knowledge of a concept along with information in a text to: ■ Draw conclusions (including implied main ideas) that require analysis and/or evaluation ■ Evaluate the author's viewpoint or attitude toward a topic or idea ■ Evaluate the effect of an author's use of formatting and design techniques (e.g., paragraphing, headings/subheadings, pictures/illustrations, columns, font styles [bold, underline, italics, caps], punctuation choices)	
2.5e. Students will be able to critically analyze and evaluate information and messages presented through print and by (e) recognizing the impact of non-literal expressions in informative and technical texts and interpret the effect of literary devices.	
• Evaluate how an author's use of literary devices (figurative language, dialogue and description) and non-literal expressions (idioms, double meanings, puns, irony) in a text affects readers	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Evaluate the impact of specific figurative and non-literal (idiomatic) expressions on the meaning of text	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Evaluate an author 's decision to use specific figurative and non-literal (idiomatic) expressions in a text	
2.5f. Students will be able to critically analyze and evaluate information and messages presented through print by (i) evaluating texts and media presentations for bias and misinformation, by (k) evaluating texts for their completeness, accuracy, and clarity of communication (e.g., overcome problems of ambiguity), and by (a) evaluating how the content, techniques, and form of texts and media affect them.	
• Evaluate the fairness and trustworthiness of author's message (author's bias)	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Evaluate how persuasive techniques and author's choices (e.g., word choices) shape readers' understandings	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages

 = Measured by ACT English, Reading, and/or Writing tests

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Evaluate the strengths and weaknesses of multiple text(s), sources, format, and argument	
• Analyze the completeness, accuracy, and/or clarity of the information in a complex text	
• Identify and evaluate information that needs to be checked for accuracy (e.g., data, statistics, sources) and evaluate the credibility of sources	
• Evaluate the credibility of messages (e.g., thoroughness, depth, breadth, balance, use of fact and opinion, inclusion of logical and/or emotional arguments)	
• Analyze ambiguous information in complex texts	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages Infer the main idea or purpose of more challenging passages or their paragraphs Summarize events and ideas in virtually any passage Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage Identify clear main ideas or purposes of complex passages or their paragraphs **Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate important details in more challenging passages Locate and interpret minor or subtly stated details in uncomplicated passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages Locate and interpret minor or subtly stated details in more challenging passages Use details from different sections of some complex informational passages to support a specific point or argument Locate and interpret details in complex passages Understand the function of a part of a passage when the function is subtle or complex **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Identify clear relationships between characters, ideas, and so on in more challenging literary narratives Understand implied or subtly stated cause-effect relationships in uncomplicated passages Identify clear cause-effect relationships in more challenging passages Order sequences of events in more challenging passages Understand the dynamics between people, ideas, and so on in more challenging passages Understand implied or subtly stated cause-effect relationships in more challenging passages Order sequences of events in complex passages Understand the subtleties in relationships between people, ideas, and so on in virtually any passage Understand implied, subtle, or complex cause-effect relationships in virtually any passage **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage Understand and generalize about portions of a complex literary narrative
2.5g. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (g) (h) acknowledging the possibility of a variety of interpretations of the same text; proposing other interpretations as valid if supported by the text.	
• Analyze texts by reading and reacting to passages from a piece of text and critical interpretations of that same work	
• Listen to and critique opposing interpretations of the same reading and consider how these opinions were formed through classroom dialogue and independent writing	
• Compare and contrast opposing interpretations of the same reading and consider how these opinions were formed through classroom dialogue and independent writing	
• Practice critical thinking by defending the validity of an assigned point of view even if it opposes their personal interpretation of the reading	
2.5i, 2.5j. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (i) recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (advertising, campaigns, news formats, etc.).	
• Identify and describe propaganda techniques (e.g., name calling, exaggeration/hyperbole, bandwagon, testimonial, broad generalization, red herring, circular thinking, parallelism)	
• Identify persuasive techniques (e.g., appeal to emotion, appeal to authority, cause/effect, repetition, rhetorical question)	
• Recognize and identify how propaganda and persuasive techniques are used in a variety of forms (e.g. television, commercials, movies, advertisements, newspapers, billboards, magazines, catalogues and packaging) to enhance the meaning of a text	
2.5l. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (l) evaluating the literary merit of various texts and media presentations (d) recognizing literary merit.	
• Read a variety of texts and evaluate them using these criteria to determine their literary merit: ■ has a unique writing style that is appropriate ■ has details ■ has a purpose ■ has clear, distinctive characters ■ is understandable ■ has an expressive vocabulary ■ has an unpredictable plot that is developed ■ has a variety of episodes/action ■ has an expressive vocabulary ■ interpretation of the theme or concept ■ presentation of information including accuracy, clarity, and organization ■ delineation of setting	
2.6a. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech and mass media and extend meaning by (a) offering a personal response to texts.	
• Revisit text to search for connections between and among ideas	

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Find and explain personal connections to the topics, events, characters, actions, ideas or information in text(s)	
2.7b. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (b) identifying the underlying purposes of media messages (e.g., profit vs. nonprofit, humanitarianism, support of artistry).	
• Identify underlying purposes (e.g., profit vs. nonprofit, humanitarianism, support of artistry) of media messages	
• Evaluate the difference between a stated purpose and an underlying reason in media messages (e.g., TV commercials, radio, Internet, video games, advertisements)	

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT College Readiness Standards
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
3.1a1. Identify and locate a variety of sources including printed materials, personal interviews, oral reporting, forums, and technological forms of information.	
• Locate information using appropriate sources and strategies	
• Determine valid resources for researching a topic, including primary and secondary sources	
• Evaluate the importance and quality of sources	
• Use multiple sources of information (books, television, videos/DVDs, resource people, cassettes, dictionaries, recordings, encyclopedias, and available databases)	
• Select sources (e.g., dictionaries, encyclopedias, interviews, observations, electronic media, computer databases) appropriate to the breadth and depth of the research	
• Use text features (e.g., guide words, indices, glossaries, key words, table of contents, cross references, appendices) to access information	
• Use traditional and electronic search tools	
• Use teacher-selected Internet sites and data bases to access information	
3.1a2. Develop and use procedures to gather information and ideas; (a1) (a) developing and following a process for research completion.	
• Formulate a research question or thesis statement	
• Determine a clear purpose, topic and audience for research	
• Gather information from more than one source	
• Locate information using appropriate sources and strategies	
• Read, view, listen or interact with information and decide what is valuable for research	
• Extract information (e.g., take notes, make copies)	
• Organize and interpret gathered information using various graphic organizers (e.g., outlining, webbing)	
• Record sources in a standard bibliographic format	
• Relay facts from research	
• Summarize ways in which the research process and product can be improved	
3.1b. Independently extract information to achieve a specific purpose; extract information relevant to a specific purpose.	
• Use various technologies (e.g., appropriate word processing functions, photocopier, audiovisual equipment, scanner) to extract needed information	
• Determine the most appropriate form of technology for the task of extracting needed information	
• Decide what information is valuable for a particular situation	
• Select and use various methods (e.g., web, chart) to manage information	
• Create own system for organizing information	
3.2a. Use technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos and graphics.	
• Use technology to synthesize information by ▪ making a graphic organizer ▪ making an outline ▪ using a meaningful format (text, drawings, graphs, diagrams, and graphics) to express ideas ▪ producing a video production	

 = Measured by ACT English, Reading, and/or Writing tests

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT College Readiness Standards
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
• Use various forms of technology ▪ word processing ▪ presentation programs ▪ digital cameras ▪ scanners ▪ multimedia to formulate writing and/or communicate knowledge of products	
3.2b. Independently present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.	
• Decide how the information fits together	
• Decide how the information would best be presented	
• Recognize the need to put information from sources in their own words	
• List sources of information in bibliographic form that follows a designated format (MLA, APA)	
• Present gathered information in an oral or written format, which ▪ uses sentences organized in paragraph form to tell about a designated topic ▪ incorporates information from more than one source ▪ includes information relevant to topic and purpose ▪ identifies source of information ▪ fulfills the identified purpose as clearly indicated in the thesis statement ▪ utilizes an organizational plan for combining paragraphs to address a designated purpose and topic ▪ incorporates information from multiple sources ▪ summarizes, paraphrases , or directly quotes information from sources	
3.3a2. Establish criteria by which sources and information can be analyzed for accuracy, bias, stereotypes, and validity.	
• Differentiate between primary and secondary sources	
• Independently select sources which are authoritative including UD Library Search	
• Evaluate both sources and information as a result of analysis of accuracy, bias, stereotypes, and validity	
• Synthesize information as appropriate to a specific purpose	
• Formulate logical conclusions based upon information relevant to specific purpose	
• Integrate information to express relevant ideas to a specific purpose	
• Demonstrate how information retrieved does or does not address original problem	
• Evaluate information in terms of credibility, accuracy, and social, economic, political, legal and ethical issues that may impact it	
• Use technology to facilitate evaluation	
3.3b1. Independently interpret information as appropriate to a specific purpose.	
• Use retrieved information to accomplish a specific purpose	
• Prioritize sources based on relevance	
• Reevaluate their position on the topic and your research strategy	
• Consider whether they have uncovered any worthwhile information that might take their research in a different direction	
• Consider whether they have uncovered any worthwhile information that has caused them to see their topic from a new perspective	
• Consider whether research needs to be redirected in any way based on material uncovered based on relevance	

 = Measured by ACT English, Reading, and/or Writing tests

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT College Readiness Standards
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
3.3b2. Independently draw conclusions based upon information relevant to a specific purpose; independently formulate logical conclusions based upon information relevant to a specific purpose.	
• Use prior knowledge of a concept along with information in a text to: ▪ draw conclusions (including implied main ideas) that require analysis and/or evaluation ▪ evaluate the author's viewpoint or attitude toward a topic or idea when strongly implied ▪ evaluate the effect of an author's use of basic formatting and design techniques (e.g., paragraphing, headings/subheadings, pictures/illustrations, columns, font styles [bold, underline, italics, caps], punctuation choices)	

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
4.1a. Connect their own experience to those of literary characters; explain the reasons for a character's actions; identify with characters.	
• Evaluate a character's actions in a literary text, critically analyzing the text	**Sequential, Comparative, and Cause-Effect Relationships:** Recognize clear cause-effect relationships described within a single sentence in a passage Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Identify clear cause-effect relationships in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages
• Make and support insightful connections between the reader's personal situations and motivations of characters in a text	
4.1b. Connect their own experience to those of literary characters by responding to the sensory, intellectual, and emotional elements.	
• Evaluate the effect of the author's use of imagery and figurative language on a reader	
• Use ideas from the text to evaluate personal responses to literature (text-to-self connections)	
4.1c. Connect their own experience to those of literary characters by relating to the feelings of characters or varying ages, genders, nationalities, races, cultures, religions, and disabilities.	
• Read and analyze stories from different cultures and eras to broaden cultural awareness	
• Demonstrate an understanding of the experiences and feelings of fictional characters (e.g., show empathy for, disagree with, compare to personal or other familiar experiences) based on age, gender, nationalities, races, cultures, and/or disabilities	
• Compare works of literature from the same historical period written by authors from different (cultural, generational and gender) perspectives	
4.1e. Connect own experiences to those of literary characters by seeking other literary texts and media as the result of literary experience.	
• As a result of reading a literary text, students will connect to other texts using the following as guides for connections: ■ What does this remind me of in another book I've read? ■ How is this text similar to other things I've read? ■ How is this different to other books I've read? ■ Have I read about something like this before? ■ Seek other texts and media with similar themes and connections	
4.2a. Respond to literary text by making inferences about content, events, characters, setting, and author's decisions.	
• Make strongly implied inferences about content, abstract ideas, events, characters, setting, mood, theme, and tone in a text and identify appropriate text support	**Main Ideas and Author's Approach:** Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Summarize basic events and ideas in more challenging passages **Supporting Details:** Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Meanings of Words: Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Make inferences about author's choices (e.g., paragraphing, dialogue, organization of text, formatting devices, mode of development, notes to readers) and rhetorical strategies (e.g., persuasive words, anecdotes, figurative language, emotional words, humor, questions, repetition, irony) and identify appropriate support from the text	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages **Supporting Details:** Make simple inferences about how details are used in passages
• Make reasonable predictions as they read	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Test and revise predictions as they read further	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read	
• Make connections between conclusions they draw and other beliefs or knowledge	
• Make critical or analytical judgments about what they read	**Main Ideas and Author's Approach:** Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Summarize basic events and ideas in more challenging passages **Supporting Details:** Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages

 = Measured by ACT English, Reading, and/or Writing tests

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Analyze texts to make generalizations	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Create self-motivated interpretations of text that are adapted as they continue to read and after they read	
• Analyze connections between self and literary themes	
• Draw conclusions about characters and events in a text	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
4.2b. Understand the differences between genres.	
• Use knowledge of distinctive characteristics of various genres including but not limited to: ■ fiction (e.g., short story, poetry, folk tale, mystery, tall tale, fairy tales, novels, fable, myth, fantasy, science fiction, historic fiction, and realistic fiction) ■ literary nonfiction (e.g., letter, biography, speeches, autobiography) ■ drama (e.g., classic and/or contemporary multi-act plays) to analyze the meaning of the text	

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
4.2c. Interpret the impact of the author's decisions such as word choice, style, content, and literary elements; understand the author's intent in choosing a particular genre.	
• Evaluate the effect of author's choices (word and content) on the reader	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Analyze how the author's writing style influences the reader	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Evaluate the effectiveness of an author's choice of words with specific connotations to create mood	
• Analyze how irony, tone, mood, style, syntax, and sound of language are used for a rhetorical purpose	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages **Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Compare styles among texts to determine effects of author's choices	
• Compare characteristics and elements of various literary forms including short stories, poetry, essays, plays, speeches and novels	
• Evaluate an author's decision to use a particular genre in a given situation	
4.2f. Identify the effect of point of view.	
• Analyze how point of view affects a literary text (e.g., how a story would be different if told from a different point of view)	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Analyze how point of view impacts the reader	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Evaluate the effect of an author's use of point of view such as first vs. third, limited vs. omniscient, and subjective vs. objective	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages

= Measured by ACT English, Reading, and/or Writing tests

TABLE 1D

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
4.3a. Respond to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities; respond to literary text and media representative of various nations and cultures.	
• Read and evaluate complex stories from different cultures and eras to broaden cultural awareness	
• Empathize with experiences and feelings of fictional characters based on age, gender, nationalities, races, cultures, and/or disabilities	
• Compare works of literature from the same historical period written by authors from different (cultural, generational and gender) perspectives	
4.4a. Use literature as a resource for shaping decisions.	
• Read stories and relate characters' experiences to shape own decisions by asking questions: ■ I felt like that character when I…. ■ If that happened to me, I would… ■ I can relate to that character because one time….	
4.4b. Understand social and political issues.	
• Compare works of literature from the same historical period written by authors from different cultural, generational, and gender perspectives	
• Analyze recognized works of literature representing a variety of genres and traditions	
• Analyze and evaluate an author's viewpoint and message in relation to the historical and cultural context of the author's work	
• Analyze and research social, historical, cultural and biographical influences on literary works	
• Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.	
• Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings	
• Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor)	

= Measured by ACT English, Reading, and/or Writing tests

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
1.1. Writers will produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice. **1.2.** Writers will produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions. **1.3.** Writers will produce examples that illustrate the following discourse classifications: by the completion of the grade, writers will be able to write persuasive, informative, and expressive pieces.	
Purpose	
• Students understand that persuasive writing is audience-centered; the needs of the intended audience are the most important consideration. Students understand that persuasive writing involves taking a position on a debatable issue to convince an audience.	**Writing** College Readiness Standards **Expressing Judgments:** Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion
• Students understand that informative writing is subject-centered; the need to communicate information clearly so that the audience can understand the content/subject is the most important consideration.	
• Students understand that expressive writing is author-centered; the most important consideration is the writer's intent to tell a story or make meaning of an experience (reflection, self-discovery), to achieve personal goals, or to create literary pieces.	
Audience	
• Students understand that writing has an intended audience. In order to meet the needs of that audience, students ▪ write in a manner that demonstrates an analysis of the audience's needs and biases ▪ determine and communicate necessary background information and key concepts for a given audience ▪ acknowledge reader's positions or beliefs about ideas or issues, understand implications for the writer, and adjust content accordingly ▪ write to audiences that can be increasingly distant and abstract or have specific needs, interest or goals (e.g., special interest, political, medical, educational, community groups, in addition to more familiar "others" from previous grades)	

= Measured by ACT English, Reading, and/or Writing tests

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
Form	
• Students self-select appropriate forms and/or respond to assignments for a variety of occasions. Appropriate forms include, but are not limited to the following: **Persuasive** Letters to appropriate individuals/organizations (e.g., editor, boards, business, personnel) Persuasive essays Advertisements Editorials Reviews Proposals Debate briefs Position papers Legislative/legal documents Satire/parody **Informative** Letters to appropriate individuals/organizations (e.g., editor, boards, businesses, personnel) Summaries Reports (e.g., book reports, research reports) Essays Articles (feature and/or specialized) Messages/memos and notices Biography and autobiography Reviews/literary criticism Proposals Character analyses Dépositions Abstract Précis **Expressive** Stories Journals Poems Memoirs Personal essays Credos	
Development	
Persuasive Writing	
• Analyze, develop and present a clear defensible position that supports, opposes, or qualifies the issue/question	**Writing** College Readiness Standards **Expressing Judgments:** Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion Show understanding of the complexity of the issue in the prompt by • examining different perspectives, and/or • evaluating implications or complications of the issue, and/or • posing and fully discussing counterarguments to the writer's position **Focusing on the Topic:** Present a critical thesis that clearly establishes the focus on the writer's position on the issue
• Support position with reasons that could include relevant facts, statistics, credible personal and expert opinions, examples, and/or insightful commentary	**English** College Readiness Standards **Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Identify the central idea or main topic of a straightforward piece of writing

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
	Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation **Writing** College Readiness Standards **Developing a Position:** Develop several ideas fully, using specific and relevant reasons, details, and examples Show effective movement between general and specific ideas and examples
• Acknowledge, analyze and evaluate readers' anticipated position(s) on issues and/or anticipated opposition (e.g., recognize alternative view points, propose solutions, make concessions, present a rebuttal, construct an alternative argument)	**Writing** College Readiness Standards **Expressing Judgments:** Show understanding of the complexity of the issue in the prompt by • examining different perspectives, and/or • evaluating implications or complications of the issue, and/or • posing and fully discussing counterarguments to the writer's position
• Acknowledge assumptions within argument; expose, respond and/or refute unstated assumptions in opposition	**Writing** College Readiness Standards **Expressing Judgments:** Show understanding of the complexity of the issue in the prompt by • examining different perspectives, and/or • evaluating implications or complications of the issue, and/or posing and fully discussing counterarguments to the writer's position
• Write an original (e.g., beyond the obvious) and effective title, when appropriate	
• Avoid unsupported reasons/logical fallacies (e.g., begging, "it's not fair", circular reasoning, partial truths, jumping to conclusions, jargon, faulty cause/effect statements, inadequately warranted claims)	**Writing** College Readiness Standards **Developing a Position:** Develop several ideas fully, using specific and relevant reasons, details, and examples
• Use (when appropriate) persuasive and propaganda techniques (e.g., appeal to emotion, name calling, exaggeration/hyperbole, bandwagon, transfer, testimonial, parallelism, analogy) when appropriate	**Writing** College Readiness Standards **Expressing Judgments:** Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion Show understanding of the complexity of the issue in the prompt by • examining different perspectives, and/or • evaluating implications or complications of the issue, and/or • posing and fully discussing counterarguments to the writer's position
• Evaluate and use primary and secondary sources when appropriate, avoiding plagiarism	
• Text-based writing: combine information from text and prior knowledge to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the issue	
Informative Writing	
• Select an interesting, manageable, thought-provoking and mature subject or focus for writing and one that meets the requirements of the assignment	
• Write an effective title thought-provoking, when appropriate	

 = Measured by ACT English, Reading, and/or Writing tests

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
• Provide relevant information, reasons, and/or details to elaborate or clarify the subject (e.g., personal opinion based on experience/observation, verifiable facts, examples, explanations, definitions)	**English** College Readiness Standards **Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Delete a clause or sentence because it is obviously irrelevant to the essay Identify the central idea or main topic of a straightforward piece of writing Determine relevancy when presented with a variety of sentence-level details Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Delete material primarily because it disturbs the flow and development of the paragraph Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation
• Analyze, evaluate and use information from multiple primary and secondary sources to support generalizations and theses, and to generate new ideas and/or perspectives, avoiding plagiarism	
• Text-based writing: combine information from text and prior knowledge to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the topic	
Expressive Writing	
• Develop increasingly more abstract and interesting ideas for writing that are fresh and original	
• Create a title that reflects the subject and engages the reader	
• Use dialogue, description, and narration when appropriate	**English** College Readiness Standards **Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Identify the central idea or main topic of a straightforward piece of writing Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation
• Evaluate and self-select the effective use of vivid sensory images, figurative language, monologue, allusion, and/or allegory to elaborate details that will convey feelings and/or illustrate events and characters	**English** College Readiness Standards **Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Identify the central idea or main topic of a straightforward piece of writing Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
	Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation
• Evaluate and self-select the effective use rhetorical devices (e.g., rhetorical question, repetition, direct address) when appropriate	
• Evaluate and self-select the effective use of strategies such as humor, non-literal language (e.g., puns, double-meanings, purposeful use of ambiguity), alternative narrative techniques (e.g., stream-of-consciousness, satire, and parody) to engage the reader	
• Text-based writing: combine information from text and prior knowledge, to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the topic	
Organization	
Persuasive Writing	
• Present reasons in a logical order (e.g., weakest to strongest argument, strongest to weakest argument, inductive or deductive reasoning)	**English** College Readiness Standards **Organization, Unity, and Coherence:** Select the most logical place to add a sentence in a paragraph Decide the most logical place to add a sentence in an essay Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic **Writing** College Readiness Standards **Organizing Ideas:** Provide unity and coherence throughout the essay, often with a logical progression of ideas
• Organize writing by selecting text structures that strengthen the argument	**English** College Readiness Standards **Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
• Develop an introduction that presents a thesis and ▪ takes a clear position and establishes self as authority ▪ clarifies the issue in a way that clearly establishes a need for solution/action ▪ provides necessary background ▪ commands readers' attention (e.g., invokes or appeals to reader) when appropriate ▪ provides criteria for evaluation of opposition	**English** College Readiness Standards **Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward **Writing** College Readiness Standards **Expressing Judgments:** Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion Show understanding of the complexity of the issue in the prompt by • examining different perspectives, and/or • evaluating implications or complications of the issue, and/or • posing and fully discussing counterarguments to the writer's position **Focusing on the Topic:** Present a critical thesis that clearly establishes the focus on the writer's position on the issue
• Use subtle transition words/phrases that show increasingly more abstract relationships and make connections (e.g., controlling the pace, tracing development of the perspective and/or logic of the argument)	**English** College Readiness Standards **Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay **Writing** College Readiness Standards **Organizing Ideas:** Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas
• Develop a conclusion that moves beyond summary (e.g., "call to action" or "next step," answers the "so what?" question about the significance of the issue, raises related issues or consequence of non-action, provides perspective)	**English** College Readiness Standards **Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward **Writing** College Readiness Standards **Organizing Ideas:** Present a well-developed introduction and conclusion
Informative Writing	
• Plan how to present information in a logical order (e.g., most important to least important information, general to specific, inductive or deductive reasoning)	**English** College Readiness Standards **Organization, Unity, and Coherence:** Select the most logical place to add a sentence in a paragraph Decide the most logical place to add a sentence in an essay Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic
• Organize writing by selecting text structures that clarify or explain the subject	**English** College Readiness Standards **Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
	Add a sentence that introduces a simple paragraph Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay
• Develop an introduction/hook that presents a thesis that goes beyond the obvious and provides necessary background	**English** College Readiness Standards **Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
• Use subtle transition words/phrases that show increasingly more abstract relationships and make connections	**English** College Readiness Standards **Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay
• Develop a conclusion that moves beyond summary (e.g., reinforcing the importance of the information, raising related issues, and/or generating a new hypothesis)	**English** College Readiness Standards **Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
• Organize writing to engage the reader (e.g., by using other forms [essay, poem] and genres [poetry, drama, prose])	**English** College Readiness Standards **Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay

 = Measured by ACT English, Reading, and/or Writing tests

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
• Use paragraphs to transition between ideas and control and enhance message	
Expressive Writing	
• Organize writing to engage the reader (e.g., by using other forms and genres)	**English** College Readiness Standards **Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay
• Use paragraphs to transition between ideas and control and enhance message	
• Develop an introduction that hooks the reader and establishes the mood and tone	**English** College Readiness Standards **Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
• Use transition words/phrases that show and make connections	**English** College Readiness Standards **Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay
• Use order other than chronological (e.g., flashback, foreshadow, flash-forward)	
• Develop a conclusion that moves beyond summary (e.g., provide resolution/closure, pose purposeful questions to the reader to keep the reader thinking, refer back to the introduction/hook for circular endings)	**English** College Readiness Standards **Organization, Unity, and Coherence:** Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward

= Measured by ACT English, Reading, and/or Writing tests

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
Sentence Structure (& Style/Voice)	
• In order to capture the audience's attention and establish a distinctive style, tone and voice ▪ use complete sentences to express thoughts ▪ vary sentence structure (e.g., simple, compound, complex, compound-complex sentences) ▪ vary kinds of sentences (declarative, explanatory, interrogative, imperative) ▪ vary sentence lengths ▪ vary sentence beginnings using the placement of phrases/clauses and/or inverted construction) ▪ write sentences that create purpose-specific rhythm and flow naturally	**English** College Readiness Standards **Sentence Structure and Formation:** Use conjunctions or punctuation to join simple clauses Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses **Writing** College Readiness Standards **Using Language:** Show effective use of language to clearly communicate ideas by • correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors • using precise and varied vocabulary • using a variety of kinds of sentence structures to vary pace and to support meaning
Word Choice (& Style/Voice)	
• Use vivid and precise words with the audience's needs and writer's purpose, style and voice in mind: ▪ use specific, concrete language and phrasing ▪ use adjectives and adverbs to describe, illustrate, and modify (clarify meaning) ▪ use action verbs when possible ▪ use words that convey appropriate voice (e.g., attitude, emotion, point of view, commitment) and add depth to writing ▪ use a variety of accurate words and phrases that avoid repetition ▪ use a purposeful range of formal/informal language depending on the audience ▪ use non-literal language (e.g., idioms, slang, figurative language, dialect, pun) ▪ use words that have denotations or connotations appropriate for the writing purpose ▪ use words that create consistent style and tone for the writing occasion ▪ purposely use active and passive voice	**English** College Readiness Standards **Topic Development in Terms of Purpose and Focus:** Identify the basic purpose or role of a specified phrase or sentence Identify the central idea or main topic of a straightforward piece of writing Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation **Word Choice in Terms of Style, Tone, Clarity, and Economy:** Revise sentences to correct awkward and confusing arrangements of sentence elements Revise vague nouns and pronouns that create obvious logic problems Delete obviously synonymous and wordy material in a sentence Revise expressions that deviate from the style of an essay Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled") Use the word or phrase most consistent with the style and tone of a fairly straightforward essay Determine the clearest and most logical conjunction to link clauses Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence Identify and correct ambiguous pronoun references

 = Measured by ACT English, Reading, and/or Writing tests

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
	Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay **Writing** College Readiness Standards **Using Language:** Show effective use of language to clearly communicate ideas by • correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors • using precise and varied vocabulary • using a variety of kinds of sentence structures to vary pace and to support meaning
Conventions (& Style/Voice)	
• Use Standard Written English conventions (and when appropriate, variations thereof) to achieve purpose and create effective style and voice. Deviations from SWE (e.g., dialect, slang) should have a specific rhetorical function	**English** College Readiness Standards **Sentence Structure and Formation:** Use conjunctions or punctuation to join simple clauses Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses **Conventions of Usage:** Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts Recognize and use the appropriate word in frequently confused pairs such as *there* and *their*, *past* and *passed*, and *led* and *lead* Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., *long for*, *appeal to*) Ensure that a verb agrees with its subject when there is some text between the two Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using *have* rather than *of* Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom*

 = Measured by ACT English, Reading, and/or Writing tests

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
	Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun) Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb **Conventions of Punctuation:** Delete commas that create basic sense problems (e.g., between verb and direct object) Provide appropriate punctuation in straightforward situations (e.g., items in a series) Delete commas that disturb the sentence flow (e.g., between modifier and modified element) Use commas to set off simple parenthetical phrases Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) Use punctuation to set off complex parenthetical phrases Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by *and*) Use apostrophes to indicate simple possessive nouns Recognize inappropriate uses of colons and semicolons Use commas to set off a nonessential/nonrestrictive appositive or clause Use a semicolon to indicate a relationship between closely related independent clauses Use a colon to introduce an example or an elaboration **Writing** College Readiness Standards **Using Language:** Show effective use of language to clearly communicate ideas by • correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors • using precise and varied vocabulary • using a variety of kinds of sentence structures to vary pace and to support meaning
• Precisely use standard punctuation (commas, colons, hyphens, dashes, italics, and ellipses)	**English** College Readiness Standards **Conventions of Punctuation:** Delete commas that create basic sense problems (e.g., between verb and direct object) Provide appropriate punctuation in straightforward situations (e.g., items in a series) Delete commas that disturb the sentence flow (e.g., between modifier and modified element) Use commas to set off simple parenthetical phrases Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) Use punctuation to set off complex parenthetical phrases Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by *and*) Use apostrophes to indicate simple possessive nouns Recognize inappropriate uses of colons and semicolons Use commas to set off a nonessential/nonrestrictive appositive or clause

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
	Use a semicolon to indicate a relationship between closely related independent clauses Use a colon to introduce an example or an elaboration **Writing** College Readiness Standards **Using Language:** Show effective use of language to clearly communicate ideas by • correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors • using precise and varied vocabulary • using a variety of kinds of sentence structures to vary pace and to support meaning
• In addition to standard punctuation ▪ use punctuation to show increasingly abstract relationships (e.g., comma for clarity such as to set off phrases, clauses, appositives; semi-colon; colon to show relationships, parentheses) ▪ use punctuation for rhetorical effect (e.g., dash, colon, ellipses)	**English** College Readiness Standards **Conventions of Punctuation:** Delete commas that create basic sense problems (e.g., between verb and direct object) Provide appropriate punctuation in straightforward situations (e.g., items in a series) Delete commas that disturb the sentence flow (e.g., between modifier and modified element) Use commas to set off simple parenthetical phrases Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) Use punctuation to set off complex parenthetical phrases Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by *and*) Use apostrophes to indicate simple possessive nouns Recognize inappropriate uses of colons and semicolons Use commas to set off a nonessential/nonrestrictive appositive or clause Use a semicolon to indicate a relationship between closely related independent clauses Use a colon to introduce an example or an elaboration **Writing** College Readiness Standards **Using Language:** Show effective use of language to clearly communicate ideas by • correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors • using precise and varied vocabulary • using a variety of kinds of sentence structures to vary pace and to support meaning
• Demonstrate control of grammar in sophisticated sentence structures (compound, complex, compound-complex) ▪ agreement of subject/verb, pronoun/antecedent ▪ verb use (tense) ▪ pronoun use (number, gender)	**English** College Readiness Standards **Word Choice in Terms of Style, Tone, Clarity, and Economy:** Revise vague nouns and pronouns that create obvious logic problems Identify and correct ambiguous pronoun references **Sentence Structure and Formation:** Use conjunctions or punctuation to join simple clauses Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
	Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses **Conventions of Usage:** Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts Ensure that a verb agrees with its subject when there is some text between the two Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom* Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun) Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb **Writing** College Readiness Standards **Using Language:** Show effective use of language to clearly communicate ideas by • correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors • using precise and varied vocabulary • using a variety of kinds of sentence structures to vary pace and to support meaning
• Use active and passive voice appropriately and consistently	**English** College Readiness Standards **Sentence Structure and Formation:** Decide the appropriate verb tense and voice by considering the meaning of the entire sentence **Writing** College Readiness Standards **Using Language:** Show effective use of language to clearly communicate ideas by • correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors • using precise and varied vocabulary • using a variety of kinds of sentence structures to vary pace and to support meaning
• Spell frequently used words correctly, and use effective strategies for spelling unfamiliar words	

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
• Use purposeful parallel structure	**English** College Readiness Standards **Sentence Structure and Formation:** Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses **Writing** College Readiness Standards **Using Language:** Show effective use of language to clearly communicate ideas by • correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors • using precise and varied vocabulary • using a variety of kinds of sentence structures to vary pace and to support meaning

= Measured by ACT English, Reading, and/or Writing tests

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
ORAL COMMUNICATION	
1.4. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	
• Develop and deliver a speech that conveys information and ideas in logical fashion for a selected audience, using language and voice that clarify and reinforce meaning	
• Identify and discuss criteria for effective oral presentations (e.g., eye contact, projection, tone, volume, rate, articulation)	
• Use visual techniques appropriately	
• Share impromptu remarks about topics of interest to oneself and others	
• Prepare and conduct interviews	
• Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience	
• Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	
• Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience	
• Construct and present a coherent argument, summarizing then refuting opposing positions, and citing persuasive evidence	
• Participate effectively in question-and-answer sessions following presentations	
• Demonstrate confidence and poise during presentations, interacting effectively with the audience, and selecting language and gestures mindful of their effect	
• Demonstrate the ability to debate an issue from either side	
• Interpret literary works orally, citing textual data in support of assertions	
• Synthesize and present results of research projects, accurately summarizing and illustrating the main ideas, using appropriate technological aids, and offering support for the conclusions	
• Speak fluently with varied inflection and effective eye contact, enunciating clearly at an appropriate rate and volume	
1.5. Listen to and comprehend oral communications.	
• Follow basic directions	
• Ask and respond to questions from teachers and other group members	
• Summarize and explain information conveyed in an oral communication accounting for key ideas, structure, and relationship of parts to the whole	
• Distinguish among purposes for listening (e.g., gaining information, being entertained) and take notes as appropriate	
• Evaluate the reliability of information in oral communication using criteria based on ▪ the topic ▪ the context ▪ analysis of logic, evidence, propaganda devices (e.g., bandwagon, double speak, name-calling) ▪ style	
• Analyze both literal and connotative meanings	
• Distinguish between relevant and irrelevant information	
• Analyze messages for their accuracy and usefulness	
• Evaluate a speaker's use of diction, tone, syntax, rhetorical structure, and conventions of language considering the purpose and context of the communication	

 = Measured by ACT English, Reading, and/or Writing tests

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT College Readiness Standards
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
ORAL COMMUNICATION	
• Relate a speaker's ideas and information to prior knowledge and experience	
• Consider the specific situation and current conditions when responding to instructions	
1.6. Develop vocabulary and the ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.	
• Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations	
• Identify common figures of speech and use them appropriately in oral communication	
• Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole and allusion to achieve specific effects	
• Choose words purposefully and evaluate the use of words in communications designed to inform, explain and persuade	
• Examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language	
• Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain	
• Use language appropriate to the background, knowledge, and age of an audience	
• Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work	
1.7. Participate effectively in a discussion.	
• Demonstrate the ability to extend a discussion by adding relevant information or asking pertinent questions	
• Perform various roles in a discussion, including leader, participant, and moderator	
• Detect and evaluate a speaker's bias	
• Consider the ideas and opinions of other speakers thoughtfully before responding	
• Evaluate the validity and adequacy of ideas, arguments, hypotheses, and evidence	
• Evaluate the purpose of discussions by examining their context and the motivation of participants	
• Explain and advance opinions by citing evidence and referring to authoritative sources	
• Employ strategies (e.g., summarizing main ideas, identifying areas of agreement) to solve problems, resolve conflicts, and conclude discussions	
• Convey criticism in a respectful and supportive way	

 = Measured by ACT English, Reading, and/or Writing tests

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.1. Using appropriate texts, students will be able to select and apply efficient, effective decoding skills and other word recognition strategies to comprehend printed texts.	
• Vocabulary: Apply and use the meanings of high frequency Greek and Latin derived roots and affixes to determine the meaning of unknown words (e.g.: bio, derm, anti, graph, tele)	
• Fluency: Read orally from familiar text at an appropriate rate, with accuracy and prosody	
2.2a. Students will be able to develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by using context clues to determine the meanings of words.	
• Use prior knowledge in conjunction with the following strategies to determine the meaning of unknown words by ▪ reading and rereading other sentences in the text to identify and use words that help unlock the meaning of unknown words ▪ analyzing illustrations to clarify meanings of abstract words and concepts ▪ looking for and using context clues provided by synonyms and antonyms ▪ using knowledge of homonyms and homographs to avoid reading confusion ▪ using word cues (e.g., metaphors, similes) ▪ using appositives ▪ selecting the correct definition of words that have multiple meanings	**Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
2.3a. Students will be able to self-monitor comprehension while reading by (a) generating a purpose for reading.	
• Use "During Reading" strategies by ▪ assimilating prior knowledge ▪ making and revising predictions ▪ generating and answering questions ▪ summarizing ▪ rereading to clarify information ▪ adjusting reading rate ▪ inferring information ▪ using mental imagery ▪ seeking the meaning of unknown vocabulary ▪ analyzing story/literary elements and text structure	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages **Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives

= Measured by ACT English, Reading, and/or Writing tests

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
2.3c. Using appropriate texts, students will be able to self-monitor comprehension while reading by (c) taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text.	
• Use illustrations to construct meaning from text	
• Visualize what was read for a deeper understanding	
• Make, confirm, adjust predictions	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Reread difficult parts slowly and carefully	
• Explain personal connections to the ideas or information in the text(s)	
• Skim text to search for connections between and among ideas	
• Restate in own words the main events in the text	
• Frequently summarize while reading	**Main Ideas and Author's Approach:** Summarize basic events and ideas in more challenging passages
• Frequently paraphrase important ideas or information	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages

 = Measured by ACT English, Reading, and/or Writing tests

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages **Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Use a graphic organizer or other note taking technique to record important ideas or information	
2.4a. Students will be able to demonstrate an overall understanding of printed texts by (a) making predictions as needed.	
• Predict likely outcomes based on clues in a text, knowledge of text structure, and knowledge of a variety of genres	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Adjust previous predictions based on new information in a text	
• Identify logical, additional and/or complementary information (e.g., "next" chapter or section) for a text	
2.4b (I/T). Students will be able to demonstrate an overall understanding of technical and informative texts by (b) identifying text features and text structures.	
• Apply essential information from text features (e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices) to enhance understanding of text	
• Analyze text structures in informative/technical texts (sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect) to make meaning of text	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Analyze the unique features of various informative texts (e.g., newspapers, magazines, product information, consumer materials, manuals, editorials) to enhance understanding of the text	
2.4b (L). Students will be able to demonstrate an overall understanding of literary texts by (b) identifying the story elements (e.g., characters, setting, and plot) and story structures (conflict, resolution, cause/effect).	
• Identify character(s) in a literary text or speaker(s) in a poem	**Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Locate important details in uncomplicated passages Locate and interpret minor or subtly stated details in uncomplicated passages
• Describe the roles (e.g., protagonist/hero, antagonist/villain) characters play in a literary text	
• Describe the changes in setting (flashback, foreshadowing)	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages
• Identify various types of conflict (man vs. man, man vs. nature, man vs. self, man vs. society)	
• Identify conflict(s), climax(s)/turning point(s) and resolution(s)	**Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages
• Identify significant details related to the plot to analyze the pattern of organization (compare/contrast, problem/solution, sequence, cause/effect)	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Distinguish between main plot and multiple subplots	
• Identify point of view (first person, third person limited, third person objective, omniscient)	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Identify the story structure/organizational pattern in a literary text (e.g., time order, geographic order, order of importance, cause/effect, classification	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
2.4c. Students will be able to demonstrate an overall understanding of printed texts by (c) recognizing and interpreting figurative language and literary devices (e.g., simile, metaphor, allusion) and (e) differentiating between literal and non-literal meanings.	
• Identify and interpret figurative language and literary devices (e.g., alliteration, repetition, rhythm, dialogue, rhyme, idioms, simile, metaphor, personification, exaggeration or hyperbole, humor, double meanings, puns, symbols, imagery, mood, allusion, puns, irony, tone and satire)	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Analyze how figurative language and literary devices extend meaning	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Differentiate between literal and non-literal meaning	**Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
2.4d. Students will be able to demonstrate an overall understanding of printed texts by (d) retelling a story or restating an informative text through speaking and/or writing.	
• Summarize a literary text, identifying the main and supporting characters, events, setting, and problem/solution	
• Summarize the strongly implied reasons for why or how events happen in a literary text	
• Summarize the main ideas and supporting details in an informative/technical text	
• Retell/restate in order the important events in a text	
• Restate in order the steps of a task in an informative/technical text	
2.4e. Students will be able to demonstrate an overall understanding of printed texts by (e) organizing the important points of the text via summaries, outlines, and/or graphic organizers.	
• Create graphic organizers to assist in comprehension of a text	
• Use an appropriate organizer based on the structure of the text (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect)	
• Create an outline	

= Measured by ACT English, Reading, and/or Writing tests

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Summarize a text capturing the most important parts of the original piece	**Main Ideas and Author's Approach:** Summarize basic events and ideas in more challenging passages
2.4f. Students will be able to demonstrate an overall understanding of printed texts by (f) identifying the author's purpose.	
• Analyze the author's overall purpose(s) for writing (e.g., persuade, entertain, inform, describe, explain how) a text	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Summarize basic events and ideas in more challenging passages
• Identify the intended messages of advertisements, entertainment programs, and news sources	
• Analyze how the author's purposes shape the content	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages Summarize basic events and ideas in more challenging passages **Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages
• Analyze the difference between a stated purpose and an underlying reason in TV commercials and advertisements	
• Create meaning from a variety of media	
2.4g. Students will be able to demonstrate an overall understanding of printed texts by (g) comparing information between and within texts.	
• Compare subtle but relevant similarities and/or differences in ideas, viewpoints, or characters within a single text	**Sequential, Comparative, and Cause-Effect Relationships:** Identify relationships between main characters in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages
• Compare subtle but relevant similarities and/or differences in ideas, viewpoints, purposes, plots, settings, or characters presented in two or more texts	
• Analyze subtle changes in characters (e.g., change in attitude, situation)	**Sequential, Comparative, and Cause-Effect Relationships:** Identify relationships between main characters in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages
2.4h. Students will demonstrate an overall understanding of printed texts by (h) discriminating between fact and opinion.	
• Discriminate between facts and/or subtle opinions in text(s)	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Identify facts in a text and determine their relevance to the issue	**Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Identify implied opinions in a text and determine their relevance to the issue	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Use word clues (e.g., believe, feel, think, worst, best, least, most, never, always) to determine that a statement is an opinion	
• Question information in a text to determine if it is factual	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
2.4i. Students will be able to demonstrate an overall understanding of informative and technical printed texts by (i) making inferences.	
• Make strongly implied inferences about content and concrete ideas in a text and identify appropriate text support	**Main Ideas and Author's Approach:** Summarize basic events and ideas in more challenging passages **Supporting Details:** Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages

 = Measured by ACT English, Reading, and/or Writing tests

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
• Explain inferences about author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used)	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages **Supporting Details:** Make simple inferences about how details are used in passages
• Make reasonable predictions as they read	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
• Test and revise predictions as they read further	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
• Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read	
• Make connections between conclusions they draw and other beliefs or knowledge	
• Make critical or analytical judgments about what they read	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Summarize basic events and ideas in more challenging passages **Supporting Details:** Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages

= Measured by ACT English, Reading, and/or Writing tests

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Analyze texts to make generalizations	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
• Create interpretations of text that are adapted as they continue to read and after they read	
2.4j. Students will be able to demonstrate an overall understanding of printed texts by (j) accepting or rejecting the validity of the information and giving supporting evidence.	
• Use criteria to evaluate the validity and reliability of primary and secondary source information	
• Use criteria to evaluate author's credibility in order to determine validity and reliability of a source	
• Use criteria to evaluate author's perspective in order to determine validity and reliability of a source	
• Use date of publication to evaluate the validity and reliability of a source	
• Use criteria to evaluate the author's use of ▪ logic ▪ propaganda ▪ bias ▪ language ▪ motives in order to determine validity and reliability of a source	
2.4k/2.6b. Students will be able to demonstrate an overall understanding of printed texts by (k) relating the content of the text to real-life situations and (b) applying information from printed, electronic, and oral texts to complete authentic tasks.	
• Draw on prior knowledge and experience to connect personally to text (text-to-self connections)	
• Draw on prior knowledge of the world (other books, television, movies) to make text-to-world connections	
• Analyze how connections (text-to-self, text-to-world) are contributing to their understanding of the text	
• Employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and non-print (e.g., computers, electronic media, interviews) sources for inquiry projects and other authentic tasks	
2.5a. Students will be able to critically analyze and evaluate information and messages presented through print by (a) connecting and synthesizing information from many sources.	
• Connect and synthesize information from increasingly different sources to generate new information/new ideas or expand prior knowledge (text-to-text and text-to-self connections)	
• Synthesize information by comparing, eliminating and merging disparate pieces into one coherent whole	
2.5b. Students will be able to critically analyze and evaluate information and messages presented through print by (b) formulating and expressing opinions.	
• Synthesize experience and knowledge of the world (text-to-world connections) to make, support and apply judgments (that may not be dichotomous) based on the evaluation of complex issues in: ▪ literary text (e.g., character's actions, morals of narratives or poems) ▪ nonfiction	
• Analyze information in a text to develop a logical and insightful opinion	

= Measured by ACT English, Reading, and/or Writing tests

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.5d. Students will be able to critically analyze and evaluate information and messages presented through print using critical and divergent thinking, and assimilating prior knowledge to draw conclusions.	
• Use prior knowledge of a concept along with information in a text to: ▪ Draw conclusions (including implied main ideas) that require analysis and/or evaluation ▪ Evaluate the author's viewpoint or attitude toward a topic or idea ▪ Evaluate the effect of an author's use of formatting and design techniques (e.g., paragraphing, headings/subheadings, pictures/illustrations, columns, font styles [bold, underline, italics, caps], punctuation choices)	
2.5e. Students will be able to critically analyze and evaluate information and messages presented through print and by (e) recognizing the impact of non-literal expressions in informative and technical texts and interpret the effect of literary devices.	
• Evaluate how an author's use of literary devices (figurative language, dialogue and description) and non-literal expressions (idioms, double meanings, puns, irony) in a text affects readers	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Evaluate the impact of specific figurative and non-literal (idiomatic) expressions on the meaning of text	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Evaluate an author 's decision to use specific figurative and non-literal (idiomatic) expressions in a text	
2.5f. Students will be able to critically analyze and evaluate information and messages presented through print by (i) evaluating texts and media presentations for bias and misinformation, by (k) evaluating texts for their completeness, accuracy, and clarity of communication (e.g., overcome problems of ambiguity), and by (a) evaluating how the content, techniques, and form of texts and media affect them.	
• Evaluate the fairness and trustworthiness of author's message (author's bias)	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Evaluate how persuasive techniques and author's choices (e.g., word choices) shape readers' understandings	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages

 = Measured by ACT English, Reading, and/or Writing tests

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Evaluate the strengths and weaknesses of multiple text(s), sources, format, and argument	
• Analyze the completeness, accuracy, and/or clarity of the information in a complex text	
• Identify and evaluate information that needs to be checked for accuracy (e.g., data, statistics, sources) and evaluate the credibility of sources	
• Evaluate the credibility of messages (e.g., thoroughness, depth, breadth, balance, use of fact and opinion, inclusion of logical and/or emotional arguments)	
• Analyze ambiguous information in complex texts	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages Infer the main idea or purpose of more challenging passages or their paragraphs Summarize events and ideas in virtually any passage Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage Identify clear main ideas or purposes of complex passages or their paragraphs **Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate important details in more challenging passages Locate and interpret minor or subtly stated details in uncomplicated passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages Locate and interpret minor or subtly stated details in more challenging passages Use details from different sections of some complex informational passages to support a specific point or argument Locate and interpret details in complex passages Understand the function of a part of a passage when the function is subtle or complex

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Sequential, Comparative, and Cause-Effect Relationships: Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Identify clear relationships between characters, ideas, and so on in more challenging literary narratives Understand implied or subtly stated cause-effect relationships in uncomplicated passages Identify clear cause-effect relationships in more challenging passages Order sequences of events in more challenging passages Understand the dynamics between people, ideas, and so on in more challenging passages Understand implied or subtly stated cause-effect relationships in more challenging passages Order sequences of events in complex passages Understand the subtleties in relationships between people, ideas, and so on in virtually any passage Understand implied, subtle, or complex cause-effect relationships in virtually any passage **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Draw generalizations and conclusions about people, ideas, and so on in more challenging passages Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage Understand and generalize about portions of a complex literary narrative
2.5g. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (g) (h) acknowledging the possibility of a variety of interpretations of the same text; proposing other interpretations as valid if supported by the text.	
• Analyze texts by reading and reacting to passages from a piece of text and critical interpretations of that same work	
• Listen to and critique opposing interpretations of the same reading and consider how these opinions were formed through classroom dialogue and independent writing	
• Compare and contrast opposing interpretations of the same reading and consider how these opinions were formed through classroom dialogue and independent writing	
• Practice critical thinking by defending the validity of an assigned point of view even if it opposes their personal interpretation of the reading	
2.5i, 2.5j. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (i) recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (advertising, campaigns, news formats, etc.).	
• Identify and describe propaganda techniques (e.g., name calling, exaggeration/hyperbole, bandwagon, testimonial, broad generalization, red herring, circular thinking, parallelism)	
• Identify persuasive techniques(e.g., appeal to emotion, appeal to authority, cause/effect, repetition, rhetorical question)	
• Recognize and identify how propaganda and persuasive techniques are used in a variety of forms (e.g. television, commercials, movies, advertisements, newspapers, billboards, magazines, catalogues and packaging) to enhance the meaning of a text	
2.5l. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (l) evaluating the literary merit of various texts and media presentations (d) recognizing literary merit.	
• Read a variety of texts and evaluate them using these criteria to determine their literary merit: ▪ has a unique writing style that is appropriate ▪ has details ▪ has a purpose ▪ has clear, distinctive characters ▪ is understandable ▪ has an expressive vocabulary ▪ has an unpredictable plot that is developed ▪ has a variety of episodes/action ▪ has an expressive vocabulary ▪ interpretation of the theme or concept ▪ presentation of information including accuracy, clarity, and organization ▪ delineation of setting	

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.6a. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech and mass media and extend meaning by (a) offering a personal response to texts.	
• Revisit text to search for connections between and among ideas	
• Find and explain personal connections to the topics, events, characters, actions, ideas or information in text(s)	
2.7b. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (b) identifying the underlying purposes of media messages (e.g., profit vs. nonprofit, humanitarianism, support of artistry).	
• Identify underlying purposes (e.g., profit vs. nonprofit, humanitarianism, support of artistry) of media messages	
• Evaluate the difference between a stated purpose and an underlying reason in media messages (e.g., TV commercials, radio, Internet, video games, advertisements)	

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT College Readiness Standards
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
3.1a1. Identify and locate a variety of sources including printed materials, personal interviews, oral reporting, forums, and technological forms of information.	
• Locate information using appropriate sources and strategies	
• Determine valid resources for researching a topic, including primary and secondary sources	
• Evaluate the importance and quality of sources	
• Use multiple sources of information (books, television, videos/DVDs, resource people, cassettes, dictionaries, recordings, encyclopedias, and available databases)	
• Select sources (e.g., dictionaries, encyclopedias, interviews, observations, electronic media, computer databases) appropriate to the breadth and depth of the research	
• Use text features (e.g., guide words, indices, glossaries, key words, table of contents, cross references, appendices) to access information	
• Use traditional and electronic search tools	
• Use teacher-selected Internet sites and data bases to access information	
3.1a2. Develop and use procedures to gather information and ideas; (a1) (a) developing and following a process for research completion.	
• Formulate a research question or thesis statement	
• Determine a clear purpose, topic and audience for research	
• Gather information from more than one source	
• Locate information using appropriate sources and strategies	
• Read, view, listen or interact with information and decide what is valuable for research	
• Extract information (e.g., take notes, make copies)	
• Organize and interpret gathered information using various graphic organizers (e.g., outlining, webbing)	
• Record sources in a standard bibliographic format	
• Relay facts from research	
• Summarize ways in which the research process and product can be improved	
3.1b. Independently extract information to achieve a specific purpose; extract information relevant to a specific purpose.	
• Use various technologies (e.g., appropriate word processing functions, photocopier, audiovisual equipment, scanner) to extract needed information	
• Determine the most appropriate form of technology for the task of extracting needed information	
• Decide what information is valuable for a particular situation	
• Select and use various methods (e.g., web, chart) to manage information	
• Create own system for organizing information	
3.2a. Use technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos and graphics.	
• Use technology to synthesize information by ▪ making a graphic organizer ▪ making an outline ▪ using a meaningful format (text, drawings, graphs, diagrams, and graphics) to express ideas ▪ producing a video production	

 = Measured by ACT English, Reading, and/or Writing tests

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT College Readiness Standards
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
• Use various forms of technology ▪ word processing ▪ presentation programs ▪ digital cameras ▪ scanners ▪ multimedia to formulate writing and/or communicate knowledge of products	
3.2b. Independently present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.	
• Decide how the information fits together	
• Decide how the information would best be presented	
• Recognize the need to put information from sources in their own words	
• List sources of information in bibliographic form that follows a designated format (MLA, APA)	
• Present gathered information in an oral or written format, which ▪ uses sentences organized in paragraph form to tell about a designated topic ▪ incorporates information from more than one source ▪ includes information relevant to topic and purpose ▪ identifies source of information ▪ fulfills the identified purpose as clearly indicated in the thesis statement ▪ utilizes an organizational plan for combining paragraphs to address a designated purpose and topic ▪ incorporates information from multiple sources ▪ summarizes, paraphrases , or directly quotes information from sources	
3.3a2. Establish criteria by which sources and information can be analyzed for accuracy, bias, stereotypes, and validity.	
• Differentiate between primary and secondary sources	
• Independently select sources which are authoritative including UD Library Search	
• Evaluate both sources and information as a result of analysis of accuracy, bias, stereotypes, and validity	
• Synthesize information as appropriate to a specific purpose	
• Formulate logical conclusions based upon information relevant to specific purpose	
• Integrate information to express relevant ideas to a specific purpose	
• Demonstrate how information retrieved does or does not address original problem	
• Evaluate information in terms of credibility, accuracy, and social, economic, political, legal and ethical issues that may impact it	
• Use technology to facilitate evaluation	
3.3b1. Independently interpret information as appropriate to a specific purpose.	
• Use retrieved information to accomplish a specific purpose	
• Prioritize sources based on relevance	
• Reevaluate their position on the topic and your research strategy	
• Consider whether they have uncovered any worthwhile information that might take their research in a different direction	
• Consider whether they have uncovered any worthwhile information that has caused them to see their topic from a new perspective	
• Consider whether research needs to be redirected in any way based on material uncovered based on relevance	

= Measured by ACT English, Reading, and/or Writing tests

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT College Readiness Standards
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
3.3b2. Independently draw conclusions based upon information relevant to a specific purpose; independently formulate logical conclusions based upon information relevant to a specific purpose.	
• Use prior knowledge of a concept along with information in a text to: ▪ draw conclusions (including implied main ideas) that require analysis and/or evaluation ▪ evaluate the author's viewpoint or attitude toward a topic or idea when strongly implied ▪ evaluate the effect of an author's use of basic formatting and design techniques (e.g., paragraphing, headings/subheadings, pictures/illustrations, columns, font styles [bold, underline, italics, caps], punctuation choices)	

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
4.1a. Connect their own experience to those of literary characters; explain the reasons for a character's actions; identify with characters.	
• Evaluate a character's actions in a literary text, critically analyzing the text	**Sequential, Comparative, and Cause-Effect Relationships:** Recognize clear cause-effect relationships described within a single sentence in a passage Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Identify clear cause-effect relationships in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages
• Make and support insightful connections between the reader's personal situations and motivations of characters in a text	
• Compare the characters' situations or motivations to those in other literary texts	
4.1b. Connect their own experience to those of literary characters by responding to the sensory, intellectual, and emotional elements.	
• Evaluate the effect of the author's use of imagery and figurative language on a reader	
• Use ideas from the text to evaluate personal responses to literature (text-to-self connections)	
4.1c. Connect their own experience to those of literary characters by relating to the feelings of characters or varying ages, genders, nationalities, races, cultures, religions, and disabilities.	
• Read and analyze stories from different cultures and eras to broaden cultural awareness	
• Demonstrate an understanding of the experiences and feelings of fictional characters (e.g., show empathy for, disagree with, compare to personal or other familiar experiences) based on age, gender, nationalities, races, cultures, and/or disabilities	
• Compare works of literature from the same historical period written by authors from different (cultural, generational and gender) perspectives	
4.1e. Connect own experiences to those of literary characters by seeking other literary texts and media as the result of literary experience.	
• As a result of reading a literary text, students will connect to other texts using the following as guides for connections: ▪ What does this remind me of in another book I've read? ▪ How is this text similar to other things I've read? ▪ How is this different to other books I've read? ▪ Have I read about something like this before? ▪ Seek other texts and media with similar themes and connections	
4.2a. Respond to literary text by making inferences about content, events, characters, setting, and author's decisions.	
• Make strongly implied inferences about content, abstract ideas, events, characters, setting, mood, theme, and tone in a text and identify appropriate text support	**Main Ideas and Author's Approach:** Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Summarize basic events and ideas in more challenging passages **Supporting Details:** Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Meanings of Words: Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Make inferences about author's choices (e.g., paragraphing, dialogue, organization of text, formatting devices, mode of development, notes to readers) and rhetorical strategies (e.g., persuasive words, anecdotes, figurative language, emotional words, humor, questions, repetition, irony) and identify appropriate support from the text	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages **Supporting Details:** Make simple inferences about how details are used in passages
• Make reasonable predictions as they read	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Test and revise predictions as they read further	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read	
• Make connections between conclusions they draw and other beliefs or knowledge	
• Make critical or analytical judgments about what they read	**Main Ideas and Author's Approach:** Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Summarize basic events and ideas in more challenging passages **Supporting Details:** Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages

= Measured by ACT English, Reading, and/or Writing tests

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Analyze texts to make generalizations	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Create self-motivated interpretations of text that are adapted as they continue to read and after they read	
• Analyze connections between self and literary themes	
• Draw conclusions about characters and events in a text	**Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
4.2b. Understand the differences between genres.	
• Use knowledge of distinctive characteristics of various genres including but not limited to: ■ fiction (e.g., short story, poetry, folk tale, mystery, tall tale, fairy tales, novels, fable, myth, fantasy, science fiction, historic fiction, and realistic fiction) ■ literary nonfiction (e.g., letter, biography, speeches, autobiography) ■ drama (e.g., classic and/or contemporary multi-act plays) to analyze the meaning of the text	

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
4.2c. Interpret the impact of the author's decisions such as word choice, style, content, and literary elements; understand the author's intent in choosing a particular genre.	
• Evaluate the effect of author's choices (word and content) on the reader	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
• Analyze how the author's writing style influences the reader	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Evaluate the effectiveness of an author's choice of words with specific connotations to create mood	
• Analyze how irony, tone, mood, style, syntax, and sound of language are used for a rhetorical purpose	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages **Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages **Meanings of Words:** Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages **Generalizations and Conclusions:** Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
• Compare styles among texts to determine effects of author's choices	
• Compare characteristics and elements of various literary forms including short stories, poetry, essays, plays, speeches and novels	
• Evaluate an author's decision to use a particular genre in a given situation	
4.2f. Identify the effect of point of view.	
• Analyze how point of view affects a literary text (e.g., how a story would be different if told from a different point of view)	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Analyze how point of view impacts the reader	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
• Evaluate the effect of an author's use of point of view such as first vs. third, limited vs. omniscient, and subjective vs. objective	**Main Ideas and Author's Approach:** Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages

 = Measured by ACT English, Reading, and/or Writing tests

TABLE 1E

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
4.3a. Respond to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities; respond to literary text and media representative of various nations and cultures.	
• Read and evaluate complex stories from different cultures and eras to broaden cultural awareness	
• Empathize with experiences and feelings of fictional characters based on age, gender, nationalities, races, cultures, and/or disabilities	
• Compare works of literature from the same historical period written by authors from different (cultural, generational and gender) perspectives	
4.4a. Use literature as a resource for shaping decisions.	
• Read stories and relate characters' experiences to shape own decisions by asking questions ■ I felt like that character when I…. ■ If that happened to me, I would…. ■ I can relate to that character because one time….	
4.4b. Understand social and political issues.	
• Compare works of literature from the same historical period written by authors from different cultural, generational, and gender perspectives	
• Analyze recognized works of literature representing a variety of genres and traditions	
• Analyze and evaluate an author's viewpoint and message in relation to the historical and cultural context of the author's work	
• Research, analyze and evaluate social, historical, cultural and biographical influences on literary works	
• Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period	
• Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings	
• Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor)	

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
1.1. Writers will produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice. **1.2.** Writers will produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions. **1.3.** Writers will produce examples that illustrate the following discourse classifications: by the completion of the grade, writers will be able to write persuasive, informative, and expressive pieces.	
Purpose	
• Students understand that persuasive writing is audience-centered; the needs of the intended audience are the most important consideration. Students understand that persuasive writing involves taking a position on a debatable issue to convince an audience.	
• Students understand that informative writing is subject-centered; the need to communicate information clearly so that the audience can understand the content/subject is the most important consideration.	
• Students understand that expressive writing is author-centered; the most important consideration is the writer's intent to tell a story or make meaning of an experience (reflection, self-discovery), to achieve personal goals, or to create literary pieces.	
Audience	
• Students understand that writing has an intended audience. In order to meet the needs of that audience, students ▪ write in a manner that demonstrates an awareness of the audience (e.g., prior knowledge, motivation) ▪ communicate necessary background information and/or definitions for a given audience ▪ acknowledge reader's positions or beliefs about ideas or issues, understand implications for the writer, and adjust content accordingly ▪ write to audiences that can be increasingly distant and abstract (e.g., unknown audiences such as politicians, leaders/owners of businesses [CEOs], foreign entities [governing bodies, foreign leaders] in addition to more familiar "others" from previous grades)	

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
Form	
• Students self-select appropriate forms and/or respond to assignments for a variety of occasions. Appropriate forms include, but are not limited to the following: **Persuasive** Letters to appropriate individuals/organizations (e.g., editor, boards, business, personnel) Persuasive essays Advertisements Editorials Reviews Proposals Debate briefs Position papers Legislative/legal documents **Informative** Letters to appropriate individuals/organizations (e.g., editor, boards, businesses, personnel) Summaries Reports (e.g., book reports, research reports) Essays Articles (feature and/or specialized) Messages/memos and notices Biography and autobiography Reviews/literary criticism Proposals Character analyses Dépositions Abstract **Expressive** Stories Journals Poems Memoirs Personal essays Credos	
Development	
Persuasive Writing	
• Develop and present a clear defensible position that supports, opposes, or qualifies the issue/question	
• Support position with reasons that could include relevant facts, statistics, credible personal and expert opinions, examples, and/or insightful commentary	
• Acknowledge and evaluate readers' anticipated position(s) on issues and/or anticipated opposition (e.g., recognize alternative view points, propose solutions, make concessions, present a rebuttal, construct an alternative argument)	
• Acknowledge assumptions within argument; expose and respond to unstated assumptions in opposition	
• Write an original (e.g., beyond the obvious) and effective title, when appropriate	
• Avoid unsupported reasons/logical fallacies (e.g., begging, "it's not fair," circular reasoning, partial truths, jumping to conclusions, jargon, faulty cause/effect statements, inadequately warranted claims)	
• Use (when appropriate) persuasive and propaganda techniques (e.g., appeal to emotion, name calling, exaggeration/hyperbole, bandwagon, transfer, testimonial, parallelism, analogy) when appropriate	

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
• Identify and use primary and secondary sources when appropriate, avoiding plagiarism	
• Text-based writing: combine information from text and prior knowledge to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the issue	
Informative Writing	
• Select an interesting, manageable, thought-provoking and mature subject or focus for writing and one that meets the requirements of the assignment	
• Write an effective, thought-provoking title, when appropriate	
• Provide relevant information, reasons, and/or details to elaborate or clarify the subject (e.g., personal opinion based on experience/observation, verifiable facts, examples, explanations, definitions)	
• Analyze and use information from multiple primary and secondary sources to support generalizations and theses, and to generate new ideas and/or perspectives, avoiding plagiarism	
• Text-based writing: combine information from text and prior knowledge to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the topic	
Expressive Writing	
• Develop increasingly more abstract and interesting ideas for writing that are fresh and original	
• Create a title that reflects the subject and engages the reader	
• Use dialogue, description, and narration when appropriate	
• Use vivid sensory images, figurative language, monologue, and/or allusion to elaborate details that will convey feelings and/or illustrate events and characters	
• Use rhetorical devices (e.g., rhetorical question, repetition, direct address) when appropriate	
• Use strategies such as humor, non-literal language (e.g., puns, double-meanings, purposeful use of ambiguity), alternative narrative techniques (e.g., stream-of-consciousness, satire, and parody) to engage the reader	
• Text-based writing: combine information from text and prior knowledge, to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the topic	
Organization	
Persuasive Writing	
• Present reasons in a logical order (e.g., weakest to strongest argument, strongest to weakest argument, inductive or deductive reasoning)	
• Organize writing by selecting text structures that strengthen the argument	
• Develop an introduction that presents a thesis and ▪ takes a clear position and establishes self as authority ▪ clarifies the issue in a way that clearly establishes a need for solution/action ▪ provides necessary background ▪ commands readers' attention (e.g., invokes or appeals to reader) when appropriate ▪ provides criteria for evaluation of opposition	

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
• Use subtle transition words/phrases that show increasingly more abstract relationships and make connections (e.g., controlling the pace, tracing development of the perspective and/or logic of the argument)	
• Develop a conclusion that moves beyond summary (e.g., "call to action" or "next step," answers the "so what?" question about the significance of the issue, raises related issues or consequence of non-action, provides perspective)	
Informative Writing	
• Plan how to present information in a logical order (e.g., most important to least important information, general to specific, inductive or deductive reasoning)	
• Organize writing by selecting text structures that clarify or explain the subject	
• Develop an introduction/hook that presents a thesis that goes beyond the obvious and provides necessary background	
• Use subtle transition words/phrases that show increasingly more abstract relationships and make connections	
• Develop a conclusion that moves beyond summary (e.g., reinforcing the importance of the information, raising related issues, and/or generating a new hypothesis)	
• Organize writing to engage the reader (e.g., use by using other forms and genres	
• Use paragraphs to transition between ideas and control and enhance message	
Expressive Writing	
• Organize writing to engage the reader (e.g., use by using other forms and genres	
• Use paragraphs to transition between ideas and control and enhance message	
• Develop an introduction that hooks the reader and establishes the mood and tone	
• Use transition words/phrases that show and make connections	
• Use order other than chronological (e.g., flashback, foreshadow, flash-forward)	
• Develop a conclusion that moves beyond summary (e.g., provide resolution/closure, pose purposeful questions to the reader to keep the reader thinking, refer back to the introduction/hook for circular endings)	
Sentence Structure (& Style/Voice)	
• In order to capture the audience's attention and establish a distinctive style, tone and voice: ▪ use complete sentences to express thoughts ▪ vary sentence structure (e.g., simple, compound, complex, compound-complex sentences) ▪ vary kinds of sentences (declarative, explanatory, interrogative, imperative) ▪ vary sentence lengths ▪ vary sentence beginnings (experiment with placement of phrases/clauses in sentences and inverted construction) ▪ write sentences that create purpose-specific rhythm and flow naturally	

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
Word Choice (& Style/Voice)	
• Use vivid and precise words with the audience's needs and writer's purpose, style and voice in mind: ■ use specific, concrete language and phrasing ■ use adjectives and adverbs to describe, illustrate, and modify (clarify meaning) ■ use action verbs when possible ■ use words that convey appropriate voice (e.g., attitude, emotion, point of view, commitment) and add depth to writing ■ use a variety of accurate words and phrases that avoid repetition ■ use a purposeful range of formal/informal language depending on the audience ■ use non-literal language (e.g., idioms, slang, figurative language, dialect, pun) ■ use words that have denotations or connotations appropriate for the writing purpose ■ use words that create consistent style and tone for the writing occasion ■ purposely use active and passive voice	
Conventions (& Style/Voice)	
• Use Standard Written English conventions (and when appropriate, variations thereof) to achieve purpose and create effective style and voice. Deviations from SWE (e.g., dialect, slang) should have a specific rhetorical function	
• Precisely use standard punctuation (commas, colons, hyphens, dashes, italics, and ellipses)	
• In addition to standard punctuation ■ use punctuation to show increasingly abstract relationships (e.g., comma for clarity such as to set off phrases, clauses, appositives; semi-colon; colon to show relationships, parentheses) ■ use punctuation for rhetorical effect (e.g., dash, colon, ellipses)	
• Demonstrate control of grammar in sophisticated sentence structures (compound, complex, compound-complex) ■ agreement of subject/verb, pronoun/antecedent ■ verb use (tense) ■ pronoun use (number, gender)	
• Use active and passive voice appropriately and consistently	
• Spell frequently used words correctly, and use effective strategies for spelling unfamiliar words	
• Use purposeful parallel structure	

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
ORAL COMMUNICATION	
1.4. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	
• Develop and deliver a speech that conveys information and ideas in logical fashion for a selected audience, using language and voice that clarify and reinforce meaning	
• Identify and discuss criteria for effective oral presentations (e.g., eye contact, projection, tone, volume, rate, articulation)	
• Use visual techniques appropriately	
• Share impromptu remarks about topics of interest to oneself and others	
• Prepare and conduct interviews	
• Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience	
• Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	
• Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience	
• Construct and present a coherent argument, summarizing then refuting opposing positions, and citing persuasive evidence	
• Participate effectively in question-and-answer sessions following presentations	
• Demonstrate confidence and poise during presentations, interacting effectively with the audience, and selecting language and gestures mindful of their effect	
• Demonstrate the ability to debate an issue from either side	
• Interpret literary works orally, citing textual data in support of assertions	
• Synthesize and present results of research projects, accurately summarizing and illustrating the main ideas, using appropriate technological aids, and offering support for the conclusions	
• Speak fluently with varied inflection and effective eye contact, enunciating clearly at an appropriate rate and volume	
1.5. Listen to and comprehend oral communications.	
• Ask and respond to questions from teachers and other group members	
• Summarize and explain information conveyed in an oral communication accounting for key ideas, structure, and relationship of parts to the whole	
• Distinguish among purposes for listening (e.g., gaining information, being entertained) and take notes as appropriate	
• Evaluate the reliability of information in oral communication using criteria based on ▪ the topic ▪ the context ▪ analysis of logic, evidence, propaganda devices (e.g., bandwagon, double speak, name-calling) ▪ style	
• Analyze both literal and connotative meanings	
• Distinguish between relevant and irrelevant information	
• Analyze messages for their accuracy and usefulness	
• Evaluate a speaker's use of diction, tone, syntax, rhetorical structure, and conventions of language considering the purpose and context of the communication	
• Relate a speaker's ideas and information to prior knowledge and experience	

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
ORAL COMMUNICATION	
• Consider the specific situation and current conditions when responding to instructions	
1.6. Develop vocabulary and the ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.	
• Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations	
• Identify common figures of speech and use them appropriately in oral communication	
• Explain how writers and speakers choose words and use figurative language (e.g., similes, metaphors, personification, hyperbole, allusion) to achieve specific effects	
• Choose words purposefully and evaluate the use of words in communications designed to inform, explain and persuade	
• Examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language	
• Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain	
• Use language appropriate to the background, knowledge, and age of an audience	
• Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work	
1.7. Participate effectively in a discussion.	
• Demonstrate the ability to extend a discussion by adding relevant information or asking pertinent questions	
• Perform various roles in a discussion, including leader, participant, and moderator	
• Detect and evaluate a speaker's bias	
• Consider the ideas and opinions of other speakers thoughtfully before responding	
• Evaluate the validity and adequacy of ideas, arguments, hypotheses, and evidence	
• Evaluate the purpose of discussions by examining their context and the motivation of participants	
• Explain and advance opinions by citing evidence and referring to authoritative sources	
• Employ strategies (e.g., summarizing main ideas, identifying areas of agreement) to solve problems, resolve conflicts, and conclude discussions	
• Convey criticism in a respectful and supportive way	

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.1. Using appropriate texts, students will be able to select and apply efficient, effective decoding skills and other word recognition strategies to comprehend printed texts.	
• Vocabulary: Apply and use the meanings of high frequency Greek and Latin derived roots and affixes to determine the meaning of unknown words (e.g.: bio, derm, anti, graph, tele)	Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Use the reading material to figure out the meaning of words that are not defined Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used
• Fluency: Read orally from familiar text at an appropriate rate, with accuracy and prosody	
2.2a. Students will be able to develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by using context clues to determine the meanings of words.	
• Use prior knowledge in conjunction with the following strategies to determine the meaning of unknown words by ▪ reading and rereading other sentences in the text to identify and use words that help unlock the meaning of unknown words ▪ analyzing illustrations to clarify meanings of abstract words and concepts ▪ looking for and using context clues provided by synonyms and antonyms ▪ using knowledge of homonyms and homographs to avoid reading confusion ▪ using word cues (e.g., metaphors, similes) ▪ using appositives ▪ selecting the correct definition of words that have multiple meanings	Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Use the reading material to figure out the meaning of words that are not defined Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used
2.3a. Students will be able to self-monitor comprehension while reading by (a) generating a purpose for reading.	
• Use "During Reading" strategies by ▪ assimilating prior knowledge ▪ making and revising predictions ▪ generating and answering questions ▪ summarizing ▪ rereading to clarify information ▪ adjusting reading rate ▪ inferring information ▪ using mental imagery ▪ seeking the meaning of unknown vocabulary ▪ analyzing story/literary elements and text structure	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined

= Measured by WorkKeys *Reading For Information* Test

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
2.3c. Using appropriate texts, students will be able to self-monitor comprehension while reading by (c) taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text.	
• Use illustrations to construct meaning from text	
• Visualize what was read for a deeper understanding	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Make, confirm, adjust predictions	Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complicated instructions to new situations Apply general principles from the materials to similar and new situations Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Reread difficult parts slowly and carefully	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Explain personal connections to the ideas or information in the text(s)	
• Skim text to search for connections between and among ideas	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Restate in own words the main events in the text	
• Frequently summarize while reading	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined

 = Measured by WorkKeys *Reading For Information* Test

TABLE 1F

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• Frequently paraphrase important ideas or information	
• Use a graphic organizer or other note taking technique to record important ideas or information	
2.4a. Students will be able to demonstrate an overall understanding of printed texts by (a) making predictions as needed.	
• Predict likely outcomes based on clues in a text, knowledge of text structure, and knowledge of a variety of genres	Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complicated instructions to new situations Apply general principles from the materials to similar and new situations Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Adjust previous predictions based on new information in a text	
• Identify logical, additional and/or complementary information (e.g., "next" chapter or section) for a text	
2.4b (I/T). Students will be able to demonstrate an overall understanding of technical and informative texts by (b) identifying text features and text structures.	
• Apply essential information from text features (e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices) to enhance understanding of text	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined

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DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
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• Analyze text structures in informative/technical texts (sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect) to make meaning of text	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Analyze the unique features of various informative texts (e.g., newspapers, magazines, product information, consumer materials, manuals, editorials) to enhance understanding of the text	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
2.4b (L). Students will be able to demonstrate an overall understanding of literary texts by (b) identifying the story elements (e.g., characters, setting, and plot) and story structures (conflict, resolution, cause/effect).	
• Identify character(s) in a literary text or speaker(s) in a poem	
• Describe the roles (e.g., protagonist/hero, antagonist/villain) characters play in a literary text	
• Describe the changes in setting (flashback, foreshadowing)	
• Identify various types of conflict (man vs. man, man vs. nature, man vs. self, man vs. society)	

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Identify conflict(s), climax(s)/turning point(s) and resolution(s)	
• Identify significant details related to the plot to analyze the pattern of organization (compare/contrast, problem/solution, sequence, cause/effect)	
• Distinguish between main plot and multiple subplots	
• Identify point of view (first person, third person limited, third person objective, omniscient)	
• Identify the story structure/organizational pattern in a literary text (e.g., time order, geographic order, order of importance, cause/effect, classification	
2.4c. Students will be able to demonstrate an overall understanding of printed texts by (c) recognizing and interpreting figurative language and literary devices (e.g., simile, metaphor, allusion) and (e) differentiating between literal and non-literal meanings.	
• Identify and interpret figurative language and literary devices (e.g., alliteration, repetition, rhythm, dialogue, rhyme, idioms, simile, metaphor, personification, exaggeration or hyperbole, humor, double meanings, puns, symbols, imagery, mood, allusion, puns, irony, tone and satire)	
• Analyze how figurative language and literary devices extend meaning	
• Differentiate between literal and non-literal meaning	
2.4d. Students will be able to demonstrate an overall understanding of printed texts by (d) retelling a story or restating an informative text through speaking and/or writing.	
• Summarize a literary text, identifying the main and supporting characters, events, setting, and problem/solution	
• Summarize the strongly implied reasons for why or how events happen in a literary text	Identify implied details
• Summarize the main ideas and supporting details in an informative/technical text	Identify main ideas and clearly stated details Identify important details that may not be clearly stated
• Retell/restate in order the important events in a text	Choose when to perform each step in a short series of steps
• Restate in order the steps of a task in an informative/technical text	Choose when to perform each step in a short series of steps
2.4e. Students will be able to demonstrate an overall understanding of printed texts by (e) organizing the important points of the text via summaries, outlines, and/or graphic organizers.	
• Create graphic organizers to assist in comprehension of a text	
• Use an appropriate organizer based on the structure of the text (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect)	Identify main ideas and clearly stated details Identify important details that may not be clearly stated
• Create an outline	
• Summarize a text capturing the most important parts of the original piece	Identify main ideas and clearly stated details Identify important details that may not be clearly stated Figure out the principles behind policies, rules, and procedures Explain the rationale behind a procedure, policy, or communication
2.4f. Students will be able to demonstrate an overall understanding of printed texts by (f) identifying the author's purpose.	
• Analyze the author's overall purpose(s) for writing (e.g., persuade, entertain, inform, describe, explain how) a text	Identify main ideas and clearly stated details Identify important details that may not be clearly stated Figure out the principles behind policies, rules, and procedures Explain the rationale behind a procedure, policy, or communication
• Identify the intended messages of advertisements, entertainment programs, and news sources	
• Analyze how the author's purposes shape the content	Identify main ideas and clearly stated details Identify important details that may not be clearly stated Figure out the principles behind policies, rules, and procedures Explain the rationale behind a procedure, policy, or communication

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Analyze the difference between a stated purpose and an underlying reason in TV commercials and advertisements	
• Create meaning from a variety of media	
2.4g. Students will be able to demonstrate an overall understanding of printed texts by (g) comparing information between and within texts.	
• Compare subtle but relevant similarities and/or differences in ideas, viewpoints, or characters within a single text	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Compare subtle but relevant similarities and/or differences in ideas, viewpoints, purposes, plots, settings, or characters presented in two or more texts	
• Analyze subtle changes in characters (e.g., change in attitude, situation)	
2.4h. Students will demonstrate an overall understanding of printed texts by (h) discriminating between fact and opinion.	
• Discriminate between facts and/or subtle opinions in text(s)	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps

= Measured by WorkKeys *Reading For Information* Test

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Identify facts in a text and determine their relevance to the issue	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Identify implied opinions in a text and determine their relevance to the issue	Identify implied details
• Use word clues (e.g., believe, feel, think, worst, best, least, most, never, always) to determine that a statement is an opinion	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Question information in a text to determine if it is factual	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
2.4i. Students will be able to demonstrate an overall understanding of informative and technical printed texts by (i) making inferences.	
• Make strongly implied inferences about content and concrete ideas in a text and identify appropriate text support	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used

= Measured by WorkKeys *Reading For Information* Test

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Explain inferences about author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used)	
• Make reasonable predictions as they read	Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complicated instructions to new situations Apply general principles from the materials to similar and new situations Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Test and revise predictions as they read further	Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complicated instructions to new situations Apply general principles from the materials to similar and new situations Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Make connections between conclusions they draw and other beliefs or knowledge	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used

= Measured by WorkKeys *Reading For Information* Test

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Make critical or analytical judgments about what they read	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Analyze texts to make generalizations	Apply general principles from the materials to similar and new situations Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Create interpretations of text that are adapted as they continue to read and after they read	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
2.4j. Students will be able to demonstrate an overall understanding of printed texts by (j) accepting or rejecting the validity of the information and giving supporting evidence.	
• Use criteria to evaluate the validity and reliability of primary and secondary source information	
• Use criteria to evaluate author's credibility in order to determine validity and reliability of a source	
• Use criteria to evaluate author's perspective in order to determine validity and reliability of a source	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Use date of publication to evaluate the validity and reliability of a source	
• Use criteria to evaluate the author's use of ■ logic ■ propaganda ■ bias ■ language ■ motives in order to determine validity and reliability of a source	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.4k/2.6b. Students will be able to demonstrate an overall understanding of printed texts by (k) relating the content of the text to real-life situations and (b) applying information from printed, electronic, and oral texts to complete authentic tasks.	
• Draw on prior knowledge and experience to connect personally to text (text-to-self connections)	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Draw on prior knowledge of the world (other books, television, movies) to make text-to-world connections	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements)

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Analyze how connections (text-to-self, text-to-world) are contributing to their understanding of the text	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and non-print (e.g., computers, electronic media, interviews) sources for inquiry projects and other authentic tasks	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
2.5a. Students will be able to critically analyze and evaluate information and messages presented through print by (a) connecting and synthesizing information from many sources.	
• Connect and synthesize information from increasingly different sources to generate new information/new ideas or expand prior knowledge (text-to-text and text-to-self connections)	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Synthesize information by comparing, eliminating and merging disparate pieces into one coherent whole	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
2.5b. Students will be able to critically analyze and evaluate information and messages presented through print by (b) formulating and expressing opinions.	
• Synthesize experience and knowledge of the world (text-to-world connections) to make, support and apply judgments (that may not be dichotomous) based on the evaluation of complex issues in: ■ literary text (e.g., character's actions, morals of narratives or poems) ■ nonfiction	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Analyze information in a text to develop a logical and insightful opinion	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
2.5d. Students will be able to critically analyze and evaluate information and messages presented through print using critical and divergent thinking, and assimilating prior knowledge to draw conclusions.	
• Use prior knowledge of a concept along with information in a text to: ■ Draw conclusions (including implied main ideas) that require analysis and/or evaluation ■ Evaluate the author's viewpoint or attitude toward a topic or idea ■ Evaluate the effect of an author's use of formatting and design techniques (e.g., paragraphing, headings/subheadings, pictures/illustrations, columns, font styles [bold, underline, italics, caps], punctuation choices)	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements)

= Measured by WorkKeys *Reading For Information* Test

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
2.5e. Students will be able to critically analyze and evaluate information and messages presented through print and by (e) recognizing the impact of non-literal expressions in informative and technical texts and interpret the effect of literary devices.	
• Evaluate how an author's use of literary devices (figurative language, dialogue and description) and non-literal expressions (idioms, double meanings, puns, irony) in a text affects readers	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Evaluate the impact of specific figurative and non-literal (idiomatic) expressions on the meaning of text	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Evaluate an author ‘s decision to use specific figurative and non-literal (idiomatic) expressions in a text	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
2.5f. Students will be able to critically analyze and evaluate information and messages presented through print by (i) evaluating texts and media presentations for bias and misinformation, by (k) evaluating texts for their completeness, accuracy, and clarity of communication (e.g., overcome problems of ambiguity), and by (a) evaluating how the content, techniques, and form of texts and media affect them.	
• Evaluate the fairness and trustworthiness of author's message (author's bias)	
• Evaluate how persuasive techniques and author's choices (e.g., word choices) shape readers' understandings	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Evaluate the strengths and weaknesses of multiple text(s), sources, format, and argument	
• Analyze the completeness, accuracy, and/or clarity of the information in a complex text	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used

= Measured by WorkKeys *Reading For Information* Test

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Identify and evaluate information that needs to be checked for accuracy (e.g., data, statistics, sources) and evaluate the credibility of sources	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Evaluate the credibility of messages (e.g., thoroughness, depth, breadth, balance, use of fact and opinion, inclusion of logical and/or emotional arguments)	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used

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DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Analyze ambiguous information in complex texts	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
2.5g. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (g) (h) acknowledging the possibility of a variety of interpretations of the same text; proposing other interpretations as valid if supported by the text.	
• Analyze texts by reading and reacting to passages from a piece of text and critical interpretations of that same work	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Listen to and critique opposing interpretations of the same reading and consider how these opinions were formed through classroom dialogue and independent writing	
• Compare and contrast opposing interpretations of the same reading and consider how these opinions were formed through classroom dialogue and independent writing	
• Practice critical thinking by defending the validity of an assigned point of view even if it opposes their personal interpretation of the reading	

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.5i, 2.5j. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (i) recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (advertising, campaigns, news formats, etc.).	
• Identify and describe propaganda techniques (e.g., name calling, exaggeration/hyperbole, bandwagon, testimonial, broad generalization, red herring, circular thinking, parallelism)	
• Identify persuasive techniques (e.g., appeal to emotion, appeal to authority, cause/effect, repetition, rhetorical question)	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Recognize and identify how propaganda and persuasive techniques are used in a variety of forms (e.g. television, commercials, movies, advertisements, newspapers, billboards, magazines, catalogues and packaging) to enhance the meaning of a text	
2.5l. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (l) evaluating the literary merit of various texts and media presentations (d) recognizing literary merit.	

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Read a variety of texts and evaluate them using these criteria to determine their literary merit: ■ has a unique writing style that is appropriate ■ has details ■ has a purpose ■ has clear, distinctive characters ■ is understandable ■ has an expressive vocabulary ■ has an unpredictable plot that is developed ■ has a variety of episodes/action ■ has an expressive vocabulary ■ interpretation of the theme or concept ■ presentation of information including accuracy, clarity, and organization ■ delineation of setting	
2.6a. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech and mass media and extend meaning by (a) offering a personal response to texts.	
• Revisit text to search for connections between and among ideas	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Find and explain personal connections to the topics, events, characters, actions, ideas or information in text(s)	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
2.7b. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (b) identifying the underlying purposes of media messages (e.g., profit vs. nonprofit, humanitarianism, support of artistry).	
• Identify underlying purposes (e.g., profit vs. nonprofit, humanitarianism, support of artistry) of media messages	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements)

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Evaluate the difference between a stated purpose and an underlying reason in media messages (e.g., TV commercials, radio, Internet, video games, advertisements)	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
3.1a1. Identify and locate a variety of sources including printed materials, personal interviews, oral reporting, forums, and technological forms of information.	
• Locate information using appropriate sources and strategies	
• Determine valid resources for researching a topic, including primary and secondary sources	
• Evaluate the importance and quality of sources	
• Use multiple sources of information (books, television, videos/DVDs, resource people, cassettes, dictionaries, recordings, encyclopedias, and available databases)	
• Select sources (e.g., dictionaries, encyclopedias, interviews, observations, electronic media, computer databases) appropriate to the breadth and depth of the research	
• Use text features (e.g., guide words, indices, glossaries, key words, table of contents, cross references, appendices) to access information	
• Use traditional and electronic search tools	
• Use teacher-selected Internet sites and data bases to access information	
3.1a2. Develop and use procedures to gather information and ideas; (a1) (a) developing and following a process for research completion.	
• Formulate a research question or thesis statement	
• Determine a clear purpose, topic and audience for research	
• Gather information from more than one source	
• Locate information using appropriate sources and strategies	
• Read, view, listen or interact with information and decide what is valuable for research	
• Extract information (e.g., take notes, make copies)	
• Organize and interpret gathered information using various graphic organizers (e.g., outlining, webbing)	
• Record sources in a standard bibliographic format	
• Relay facts from research	
• Summarize ways in which the research process and product can be improved	
3.1b. Independently extract information to achieve a specific purpose; extract information relevant to a specific purpose.	
• Use various technologies (e.g., appropriate word processing functions, photocopier, audiovisual equipment, scanner) to extract needed information	
• Determine the most appropriate form of technology for the task of extracting needed information	
• Decide what information is valuable for a particular situation	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document

= Measured by WorkKeys *Reading For Information* Test

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
	Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Select and use various methods (e.g., web, chart) to manage information	
• Create own system for organizing information	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used

= Measured by WorkKeys *Reading For Information* Test

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
	Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
3.2a. Use technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos and graphics.	
• Use technology to synthesize information by ▪ making a graphic organizer ▪ making an outline ▪ using a meaningful format (text, drawings, graphs, diagrams, and graphics) to express ideas ▪ producing a video production	
• Use various forms of technology ▪ word processing ▪ presentation programs ▪ digital cameras ▪ scanners ▪ multimedia to formulate writing and/or communicate knowledge of products	
3.2b. Independently present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.	
• Decide how the information fits together	
• Decide how the information would best be presented	
• Recognize the need to put information from sources in their own words	
• List sources of information in bibliographic form that follows a designated format (MLA, APA)	
• Present gathered information in an oral or written format, which ▪ uses sentences organized in paragraph form to tell about a designated topic ▪ incorporates information from more than one source ▪ includes information relevant to topic and purpose ▪ identifies source of information ▪ fulfills the identified purpose as clearly indicated in the thesis statement ▪ utilizes an organizational plan for combining paragraphs to address a designated purpose and topic ▪ incorporates information from multiple sources ▪ summarizes, paraphrases , or directly quotes information from sources	
3.3a2. Establish criteria by which sources and information can be analyzed for accuracy, bias, stereotypes, and validity.	
• Differentiate between primary and secondary sources	
• Independently select sources which are authoritative including UD Library Search	
• Evaluate both sources and information as a result of analysis of accuracy, bias, stereotypes, and validity	
• Synthesize information as appropriate to a specific purpose	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined

= Measured by WorkKeys *Reading For Information* Test

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
	Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Formulate logical conclusions based upon information relevant to specific purpose	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
	Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Integrate information to express relevant ideas to a specific purpose	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Demonstrate how information retrieved does or does not address original problem	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
	Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Evaluate information in terms of credibility, accuracy, and social, economic, political, legal and ethical issues that may impact it	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
	Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Use technology to facilitate evaluation	
3.3b1. Independently interpret information as appropriate to a specific purpose.	
• Use retrieved information to accomplish a specific purpose	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Prioritize sources based on relevance	
• Reevaluate their position on the topic and your research strategy	
• Consider whether they have uncovered any worthwhile information that might take their research in a different direction	
• Consider whether they have uncovered any worthwhile information that has caused them to see their topic from a new perspective	
• Consider whether research needs to be redirected in any way based on material uncovered based on relevance	

 = Measured by WorkKeys *Reading For Information* Test

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
3.3b2. Independently draw conclusions based upon information relevant to a specific purpose; independently formulate logical conclusions based upon information relevant to a specific purpose.	
• Use prior knowledge of a concept along with information in a text to: ▪ draw conclusions (including implied main ideas) that require analysis and/or evaluation ▪ evaluate the author's viewpoint or attitude toward a topic or idea when strongly implied ▪ evaluate the effect of an author's use of basic formatting and design techniques (e.g., paragraphing, headings/subheadings, pictures/illustrations, columns, font styles [bold, underline, italics, caps], punctuation choices)	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials

= Measured by WorkKeys *Reading For Information* Test

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
4.1a. Connect their own experience to those of literary characters; explain the reasons for a character's actions; identify with characters.	
• Evaluate a character's actions in a literary text, critically analyzing the text	
• Make and support insightful connections between the reader's personal situations and motivations of characters in a text	
4.1b. Connect their own experience to those of literary characters by responding to the sensory, intellectual, and emotional elements.	
• Evaluate the effect of the author's use of imagery and figurative language on a reader	
• Use ideas from the text to evaluate personal responses to literature (text-to-self connections)	
4.1c. Connect their own experience to those of literary characters by relating to the feelings of characters or varying ages, genders, nationalities, races, cultures, religions, and disabilities.	
• Read and analyze stories from different cultures and eras to broaden cultural awareness	
• Demonstrate an understanding of the experiences and feelings of fictional characters (e.g., show empathy for, disagree with, compare to personal or other familiar experiences) based on age, gender, nationalities, races, cultures, and/or disabilities	
• Compare works of literature from the same historical period written by authors from different (cultural, generational and gender) perspectives	
4.1e. Connect own experiences to those of literary characters by seeking other literary texts and media as the result of literary experience.	
• As a result of reading a literary text, students will connect to other texts using the following as guides for connections: ■ What does this remind me of in another book I've read? ■ How is this text similar to other things I've read? ■ How is this different to other books I've read? ■ Have I read about something like this before? ■ Seek other texts and media with similar themes and connections	
4.2a. Respond to literary text by making inferences about content, events, characters, setting, and author's decisions.	
• Make strongly implied inferences about content, abstract ideas, events, characters, setting, mood, theme, and tone in a text and identify appropriate text support	
• Make inferences about author's choices (e.g., paragraphing, dialogue, organization of text, formatting devices, mode of development, notes to readers) and rhetorical strategies (e.g., persuasive words, anecdotes, figurative language, emotional words, humor, questions, repetition, irony) and identify appropriate support from the text	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Make reasonable predictions as they read	Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complicated instructions to new situations Apply general principles from the materials to similar and new situations Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Test and revise predictions as they read further	Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complicated instructions to new situations Apply general principles from the materials to similar and new situations Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Make connections between conclusions they draw and other beliefs or knowledge	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Make critical or analytical judgments about what they read	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Analyze texts to make generalizations	Apply general principles from the materials to similar and new situations Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Create self-motivated interpretations of text that are adapted as they continue to read and after they read	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Analyze connections between self and literary themes	
• Draw conclusions about characters and events in a text	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
4.2b. Understand the differences between genres.	
• Use knowledge of distinctive characteristics of various genres including but not limited to: ▪ fiction (e.g., short story, poetry, folk tale, mystery, tall tale, fairy tales, novels, fable, myth, fantasy, science fiction, historic fiction, and realistic fiction) ▪ literary nonfiction (e.g., letter, biography, speeches, autobiography) ▪ drama (e.g., classic and/or contemporary multi-act plays) to analyze the meaning of the text	
4.2c. Interpret the impact of the author's decisions such as word choice, style, content, and literary elements; understand the author's intent in choosing a particular genre.	
• Evaluate the effect of author's choices (word and content) on the reader	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Analyze how the author's writing style influences the reader	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Evaluate the effectiveness of an author's choice of words with specific connotations to create mood	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Analyze how irony, tone, mood, style, syntax, and sound of language are used for a rhetorical purpose	
• Compare styles among texts to determine effects of author's choices	
• Compare characteristics and elements of various literary forms including short stories, poetry, essays, plays, speeches and novels	
• Evaluate an author's decision to use a particular genre in a given situation	
4.2f. Identify the effect of point of view.	
• Analyze how point of view affects a literary text (e.g., how a story would be different if told from a different point of view)	
• Analyze how point of view impacts the reader	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Evaluate the effect of an author's use of point of view such as first vs. third, limited vs. omniscient, and subjective vs. objective	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
4.3a. Respond to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities; respond to literary text and media representative of various nations and cultures.	
• Read and evaluate complex stories from different cultures and eras to broaden cultural awareness	
• Empathize with experiences and feelings of fictional characters based on age, gender, nationalities, races, cultures, and/or disabilities	
• Compare works of literature from the same historical period written by authors from different (cultural, generational and gender) perspectives	

TABLE 1F

DELAWARE English Language Arts Grade 11 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
4.4a. Use literature as a resource for shaping decisions.	
• Read stories and relate characters' experiences to shape own decisions by asking questions: ■ I felt like that character when I…. ■ If that happened to me, I would… ■ I can relate to that character because one time….	
4.4b. Understand social and political issues.	
• Compare works of literature from the same historical period written by authors from different cultural, generational, and gender perspectives	
• Analyze recognized works of literature representing a variety of genres and traditions	
• Analyze and evaluate an author's viewpoint and message in relation to the historical and cultural context of the author's work	
• Analyze and research social, historical, cultural and biographical influences on literary works	
• Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.	
• Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings	
• Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor)	

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
1.1. Writers will produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice. **1.2.** Writers will produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions. **1.3.** Writers will produce examples that illustrate the following discourse classifications: by the completion of the grade, writers will be able to write persuasive, informative, and expressive pieces.	
Purpose	
• Students understand that persuasive writing is audience-centered; the needs of the intended audience are the most important consideration. Students understand that persuasive writing involves taking a position on a debatable issue to convince an audience.	
• Students understand that informative writing is subject-centered; the need to communicate information clearly so that the audience can understand the content/subject is the most important consideration.	
• Students understand that expressive writing is author-centered; the most important consideration is the writer's intent to tell a story or make meaning of an experience (reflection, self-discovery), to achieve personal goals, or to create literary pieces.	
Audience	
• Students understand that writing has an intended audience. In order to meet the needs of that audience, students ▪ write in a manner that demonstrates an analysis of the audience's needs and biases ▪ determine and communicate necessary background information and key concepts for a given audience ▪ acknowledge reader's positions or beliefs about ideas or issues, understand implications for the writer, and adjust content accordingly ▪ write to audiences that can be increasingly distant and abstract or have specific needs, interest or goals (e.g., special interest, political, medical, educational, community groups, in addition to more familiar "others" from previous grades)	

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
Form	
• Students self-select appropriate forms and/or respond to assignments for a variety of occasions. Appropriate forms include, but are not limited to the following: **Persuasive** Letters to appropriate individuals/organizations (e.g., editor, boards, business, personnel) Persuasive essays Advertisements Editorials Reviews Proposals Debate briefs Position papers Legislative/legal documents Satire/parody **Informative** Letters to appropriate individuals/organizations (e.g., editor, boards, businesses, personnel) Summaries Reports (e.g., book reports, research reports) Essays Articles (feature and/or specialized) Messages/memos and notices Biography and autobiography Reviews/literary criticism Proposals Character analyses Dépositions Abstract Précis **Expressive** Stories Journals Poems Memoirs Personal essays Credos	
Development	
Persuasive Writing	
• Analyze, develop and present a clear defensible position that supports, opposes, or qualifies the issue/question	
• Support position with reasons that could include relevant facts, statistics, credible personal and expert opinions, examples, and/or insightful commentary	
• Acknowledge, analyze and evaluate readers' anticipated position(s) on issues and/or anticipated opposition (e.g., recognize alternative view points, propose solutions, make concessions, present a rebuttal, construct an alternative argument)	
• Acknowledge assumptions within argument; expose, respond and/or refute unstated assumptions in opposition	
• Write an original (e.g., beyond the obvious) and effective title, when appropriate	
• Avoid unsupported reasons/logical fallacies (e.g., begging, "it's not fair", circular reasoning, partial truths, jumping to conclusions, jargon, faulty cause/effect statements, inadequately warranted claims)	

= Measured by WorkKeys *Reading For Information* Test

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
• Use (when appropriate) persuasive and propaganda techniques (e.g., appeal to emotion, name calling, exaggeration/hyperbole, bandwagon, transfer, testimonial, parallelism, analogy) when appropriate	
• Evaluate and use primary and secondary sources when appropriate, avoiding plagiarism	
• Text-based writing: combine information from text and prior knowledge to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the issue	
Informative Writing	
• Select an interesting, manageable, thought-provoking and mature subject or focus for writing and one that meets the requirements of the assignment	
• Write an effective title thought-provoking, when appropriate	
• Provide relevant information, reasons, and/or details to elaborate or clarify the subject (e.g., personal opinion based on experience/observation, verifiable facts, examples, explanations, definitions)	
• Analyze, evaluate and use information from multiple primary and secondary sources to support generalizations and theses, and to generate new ideas and/or perspectives, avoiding plagiarism	
• Text-based writing: combine information from text and prior knowledge to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the topic	
Expressive Writing	
• Develop increasingly more abstract and interesting ideas for writing that are fresh and original	
• Create a title that reflects the subject and engages the reader	
• Use dialogue, description, and narration when appropriate	
• Evaluate and self-select the effective use vivid sensory images, figurative language, monologue, allusion, and/or allegory to elaborate details that will convey feelings and/or illustrate events and characters	
• Evaluate and self-select the effective use rhetorical devices (e.g., rhetorical question, repetition, direct address) when appropriate	
• Evaluate and self-select the effective use of strategies such as humor, non-literal language (e.g., puns, double-meanings, purposeful use of ambiguity), alternative narrative techniques (e.g., stream-of-consciousness, satire, and parody) to engage the reader	
• Text-based writing: combine information from text and prior knowledge, to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the topic	
Organization	
Persuasive Writing	
• Present reasons in a logical order (e.g., weakest to strongest argument, strongest to weakest argument, inductive or deductive reasoning)	
• Organize writing by selecting text structures that strengthen the argument	

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
• Develop an introduction that presents a thesis and ▪ takes a clear position and establishes self as authority ▪ clarifies the issue in a way that clearly establishes a need for solution/action ▪ provides necessary background ▪ commands readers' attention (e.g., invokes or appeals to reader) when appropriate ▪ provides criteria for evaluation of opposition	
• Use subtle transition words/phrases that show increasingly more abstract relationships and make connections (e.g., controlling the pace, tracing development of the perspective and/or logic of the argument)	
• Develop a conclusion that moves beyond summary (e.g., "call to action" or "next step," answers the "so what?" question about the significance of the issue, raises related issues or consequence of non-action, provides perspective)	
Informative Writing	
• Plan how to present information in a logical order (e.g., most important to least important information, general to specific, inductive or deductive reasoning)	
• Organize writing by selecting text structures that clarify or explain the subject	
• Develop an introduction/hook that presents a thesis that goes beyond the obvious and provides necessary background	
• Use subtle transition words/phrases that show increasingly more abstract relationships and make connections	
• Develop a conclusion that moves beyond summary (e.g., reinforcing the importance of the information, raising related issues, and/or generating a new hypothesis)	
• Organize writing to engage the reader (e.g., use by using other forms [essay, poem) and genres [poetry, drama, prose])	
• Use paragraphs to transition between ideas and control and enhance message	
Expressive Writing	
• Organize writing to engage the reader (e.g., use by using other forms and genres	
• Use paragraphs to transition between ideas and control and enhance message	
• Develop an introduction that hooks the reader and establishes the mood and tone	
• Use transition words/phrases that show and make connections	
• Use order other than chronological (e.g., flashback, foreshadow, flash-forward)	
• Develop a conclusion that moves beyond summary (e.g., provide resolution/closure, pose purposeful questions to the reader to keep the reader thinking, refer back to the introduction/hook for circular endings)	

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
WRITTEN COMMUNICATION	
Sentence Structure (& Style/Voice)	
• In order to capture the audience's attention and establish a distinctive style, tone and voice ▪ use complete sentences to express thoughts ▪ vary sentence structure (e.g., simple, compound, complex, compound-complex sentences) ▪ vary kinds of sentences (declarative, explanatory, interrogative, imperative) ▪ vary sentence lengths ▪ vary sentence beginnings using the placement of phrases/clauses and/or inverted construction) ▪ write sentences that create purpose-specific rhythm and flow naturally	
Word Choice (& Style/Voice)	
• Use vivid and precise words with the audience's needs and writer's purpose, style and voice in mind: ▪ use specific, concrete language and phrasing ▪ use adjectives and adverbs to describe, illustrate, and modify (clarify meaning) ▪ use action verbs when possible ▪ use words that convey appropriate voice (e.g., attitude, emotion, point of view, commitment) and add depth to writing ▪ use a variety of accurate words and phrases that avoid repetition ▪ use a purposeful range of formal/informal language depending on the audience ▪ use non-literal language (e.g., idioms, slang, figurative language, dialect, pun) ▪ use words that have denotations or connotations appropriate for the writing purpose ▪ use words that create consistent style and tone for the writing occasion ▪ purposely use active and passive voice	
Conventions (& Style/Voice)	
• Use Standard Written English conventions (and when appropriate, variations thereof) to achieve purpose and create effective style and voice. Deviations from SWE (e.g., dialect, slang) should have a specific rhetorical function	
• Precisely use standard punctuation (commas, colons, hyphens, dashes, italics, and ellipses)	
• In addition to standard punctuation ▪ use punctuation to show increasingly abstract relationships (e.g., comma for clarity such as to set off phrases, clauses, appositives; semi-colon; colon to show relationships, parentheses) ▪ use punctuation for rhetorical effect (e.g., dash, colon, ellipses)	
• Demonstrate control of grammar in sophisticated sentence structures (compound, complex, compound-complex) ▪ agreement of subject/verb, pronoun/antecedent ▪ verb use (tense) ▪ pronoun use (number, gender)	
• Use active and passive voice appropriately and consistently	
• Spell frequently used words correctly, and use effective strategies for spelling unfamiliar words	
• Use purposeful parallel structure	

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
ORAL COMMUNICATION	
1.4. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	
• Develop and deliver a speech that conveys information and ideas in logical fashion for a selected audience, using language and voice that clarify and reinforce meaning	
• Identify and discuss criteria for effective oral presentations (e.g., eye contact, projection, tone, volume, rate, articulation)	
• Use visual techniques appropriately	
• Share impromptu remarks about topics of interest to oneself and others	
• Prepare and conduct interviews	
• Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience	
• Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	
• Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience	
• Construct and present a coherent argument, summarizing then refuting opposing positions, and citing persuasive evidence	
• Participate effectively in question-and-answer sessions following presentations	
• Demonstrate confidence and poise during presentations, interacting effectively with the audience, and selecting language and gestures mindful of their effect	
• Demonstrate the ability to debate an issue from either side	
• Interpret literary works orally, citing textual data in support of assertions	
• Synthesize and present results of research projects, accurately summarizing and illustrating the main ideas, using appropriate technological aids, and offering support for the conclusions	
• Speak fluently with varied inflection and effective eye contact, enunciating clearly at an appropriate rate and volume	
1.5. Listen to and comprehend oral communications.	
• Follow basic directions	
• Ask and respond to questions from teachers and other group members	
• Summarize and explain information conveyed in an oral communication accounting for key ideas, structure, and relationship of parts to the whole	
• Distinguish among purposes for listening (e.g., gaining information, being entertained) and take notes as appropriate	
• Evaluate the reliability of information in oral communication using criteria based on ▪ the topic ▪ the context ▪ analysis of logic, evidence, propaganda devices (e.g., bandwagon, double speak, name-calling) ▪ style	
• Analyze both literal and connotative meanings	
• Distinguish between relevant and irrelevant information	
• Analyze messages for their accuracy and usefulness	
• Evaluate a speaker's use of diction, tone, syntax, rhetorical structure, and conventions of language considering the purpose and context of the communication	

= Measured by WorkKeys *Reading For Information* Test

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 1: Use written and oral English appropriate for various purposes and audiences.	
ORAL COMMUNICATION	
• Relate a speaker's ideas and information to prior knowledge and experience	
• Consider the specific situation and current conditions when responding to instructions	
1.6. Develop vocabulary and the ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.	
• Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations	
• Identify common figures of speech and use them appropriately in oral communication	
• Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole and allusion to achieve specific effects	
• Choose words purposefully and evaluate the use of words in communications designed to inform, explain and persuade	
• Examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language	
• Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain	
• Use language appropriate to the background, knowledge, and age of an audience	
• Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work	
1.7. Participate effectively in a discussion.	
• Demonstrate the ability to extend a discussion by adding relevant information or asking pertinent questions	
• Perform various roles in a discussion, including leader, participant, and moderator	
• Detect and evaluate a speaker's bias	
• Consider the ideas and opinions of other speakers thoughtfully before responding	
• Evaluate the validity and adequacy of ideas, arguments, hypotheses, and evidence	
• Evaluate the purpose of discussions by examining their context and the motivation of participants	
• Explain and advance opinions by citing evidence and referring to authoritative sources	
• Employ strategies (e.g., summarizing main ideas, identifying areas of agreement) to solve problems, resolve conflicts, and conclude discussions	
• Convey criticism in a respectful and supportive way	

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.1. Using appropriate texts, students will be able to select and apply efficient, effective decoding skills and other word recognition strategies to comprehend printed texts.	
• Vocabulary: Apply and use the meanings of high frequency Greek and Latin derived roots and affixes to determine the meaning of unknown words (e.g.: bio, derm, anti, graph, tele)	Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Use the reading material to figure out the meaning of words that are not defined Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used
• Fluency: Read orally from familiar text at an appropriate rate, with accuracy and prosody	
2.2a. Students will be able to develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by using context clues to determine the meanings of words.	
• Use prior knowledge in conjunction with the following strategies to determine the meaning of unknown words by ▪ reading and rereading other sentences in the text to identify and use words that help unlock the meaning of unknown words ▪ analyzing illustrations to clarify meanings of abstract words and concepts ▪ looking for and using context clues provided by synonyms and antonyms ▪ using knowledge of homonyms and homographs to avoid reading confusion ▪ using word cues (e.g., metaphors, similes) ▪ using appositives ▪ selecting the correct definition of words that have multiple meanings	Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Use the reading material to figure out the meaning of words that are not defined Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used
2.3a. Students will be able to self-monitor comprehension while reading by (a) generating a purpose for reading.	
• Use "During Reading" strategies by ▪ assimilating prior knowledge ▪ making and revising predictions ▪ generating and answering questions ▪ summarizing ▪ rereading to clarify information ▪ adjusting reading rate ▪ inferring information ▪ using mental imagery ▪ seeking the meaning of unknown vocabulary	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
▪ analyzing story/literary elements and text structure	Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
2.3c. Using appropriate texts, students will be able to self-monitor comprehension while reading by (c) taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text.	
• Use illustrations to construct meaning from text	
• Visualize what was read for a deeper understanding	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Make, confirm, adjust predictions	Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complicated instructions to new situations Apply general principles from the materials to similar and new situations Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Reread difficult parts slowly and carefully	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Explain personal connections to the ideas or information in the text(s)	
• Skim text to search for connections between and among ideas	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Restate in own words the main events in the text	
• Frequently summarize while reading	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined

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• Frequently paraphrase important ideas or information	
• Use a graphic organizer or other note taking technique to record important ideas or information	
2.4a. Students will be able to demonstrate an overall understanding of printed texts by (a) making predictions as needed.	
• Predict likely outcomes based on clues in a text, knowledge of text structure, and knowledge of a variety of genres	Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complicated instructions to new situations Apply general principles from the materials to similar and new situations Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Adjust previous predictions based on new information in a text	
• Identify logical, additional and/or complementary information (e.g., "next" chapter or section) for a text	
2.4b (I/T). Students will be able to demonstrate an overall understanding of technical and informative texts by (b) identifying text features and text structures.	
• Apply essential information from text features (e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices) to enhance understanding of text	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined

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• Analyze text structures in informative/technical texts (sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect) to make meaning of text	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations

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DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Analyze the unique features of various informative texts (e.g., newspapers, magazines, product information, consumer materials, manuals, editorials) to enhance understanding of the text	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
2.4b (L). Students will be able to demonstrate an overall understanding of literary texts by (b) identifying the story elements (e.g., characters, setting, and plot) and story structures (conflict, resolution, cause/effect).	
• Identify character(s) in a literary text or speaker(s) in a poem	
• Describe the roles (e.g., protagonist/hero, antagonist/villain) characters play in a literary text	
• Describe the changes in setting (flashback, foreshadowing)	
• Identify various types of conflict (man vs. man, man vs. nature, man vs. self, man vs. society)	

= Measured by WorkKeys *Reading For Information* Test

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Identify conflict(s), climax(s)/turning point(s) and resolution(s)	
• Identify significant details related to the plot to analyze the pattern of organization (compare/contrast, problem/solution, sequence, cause/effect)	
• Distinguish between main plot and multiple subplots	
• Identify point of view (first person, third person limited, third person objective, omniscient)	
• Identify the story structure/organizational pattern in a literary text (e.g., time order, geographic order, order of importance, cause/effect, classification	
2.4c. Students will be able to demonstrate an overall understanding of printed texts by (c) recognizing and interpreting figurative language and literary devices (e.g., simile, metaphor, allusion) and (e) differentiating between literal and non-literal meanings.	
• Identify and interpret figurative language and literary devices (e.g., alliteration, repetition, rhythm, dialogue, rhyme, idioms, simile, metaphor, personification, exaggeration or hyperbole, humor, double meanings, puns, symbols, imagery, mood, allusion, puns, irony, tone and satire)	
• Analyze how figurative language and literary devices extend meaning	
• Differentiate between literal and non-literal meaning	
2.4d. Students will be able to demonstrate an overall understanding of printed texts by (d) retelling a story or restating an informative text through speaking and/or writing.	
• Summarize a literary text, identifying the main and supporting characters, events, setting, and problem/solution	
• Summarize the strongly implied reasons for why or how events happen in a literary text	Identify implied details
• Summarize the main ideas and supporting details in an informative/technical text	Identify main ideas and clearly stated details Identify important details that may not be clearly stated
• Retell/restate in order the important events in a text	Choose when to perform each step in a short series of steps
• Restate in order the steps of a task in an informative/technical text	Choose when to perform each step in a short series of steps
2.4e. Students will be able to demonstrate an overall understanding of printed texts by (e) organizing the important points of the text via summaries, outlines, and/or graphic organizers.	
• Create graphic organizers to assist in comprehension of a text	
• Use an appropriate organizer based on the structure of the text (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect)	Identify main ideas and clearly stated details Identify important details that may not be clearly stated
• Create an outline	
• Summarize a text capturing the most important parts of the original piece	Identify main ideas and clearly stated details Identify important details that may not be clearly stated Figure out the principles behind policies, rules, and procedures Explain the rationale behind a procedure, policy, or communication
2.4f. Students will be able to demonstrate an overall understanding of printed texts by (f) identifying the author's purpose.	
• Analyze the author's overall purpose(s) for writing (e.g., persuade, entertain, inform, describe, explain how) a text	Identify main ideas and clearly stated details Identify important details that may not be clearly stated Figure out the principles behind policies, rules, and procedures Explain the rationale behind a procedure, policy, or communication
• Identify the intended messages of advertisements, entertainment programs, and news sources	
• Analyze how the author's purposes shape the content	Identify main ideas and clearly stated details Identify important details that may not be clearly stated Figure out the principles behind policies, rules, and procedures Explain the rationale behind a procedure, policy, or communication

= Measured by WorkKeys *Reading For Information* Test

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Analyze the difference between a stated purpose and an underlying reason in TV commercials and advertisements	
• Create meaning from a variety of media	
2.4g. Students will be able to demonstrate an overall understanding of printed texts by (g) comparing information between and within texts.	
• Compare subtle but relevant similarities and/or differences in ideas, viewpoints, or characters within a single text	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Compare subtle but relevant similarities and/or differences in ideas, viewpoints, purposes, plots, settings, or characters presented in two or more texts	
• Analyze subtle changes in characters (e.g., change in attitude, situation)	
2.4h. Students will demonstrate an overall understanding of printed texts by (h) discriminating between fact and opinion.	
• Discriminate between facts and/or subtle opinions in text(s)	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps

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DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
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• Identify facts in a text and determine their relevance to the issue	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material

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	Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Identify implied opinions in a text and determine their relevance to the issue	Identify implied details
• Use word clues (e.g., believe, feel, think, worst, best, least, most, never, always) to determine that a statement is an opinion	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Question information in a text to determine if it is factual	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
2.4i. Students will be able to demonstrate an overall understanding of informative and technical printed texts by (i) making inferences.	
• Make strongly implied inferences about content and concrete ideas in a text and identify appropriate text support	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used

= Measured by WorkKeys *Reading For Information* Test

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Explain inferences about author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used)	
• Make reasonable predictions as they read	Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complicated instructions to new situations Apply general principles from the materials to similar and new situations Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Test and revise predictions as they read further	Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complicated instructions to new situations Apply general principles from the materials to similar and new situations Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Make connections between conclusions they draw and other beliefs or knowledge	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Make critical or analytical judgments about what they read	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Analyze texts to make generalizations	Apply general principles from the materials to similar and new situations Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Create interpretations of text that are adapted as they continue to read and after they read	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
2.4j. Students will be able to demonstrate an overall understanding of printed texts by (j) accepting or rejecting the validity of the information and giving supporting evidence.	
• Use criteria to evaluate the validity and reliability of primary and secondary source information	
• Use criteria to evaluate author's credibility in order to determine validity and reliability of a source	
• Use criteria to evaluate author's perspective in order to determine validity and reliability of a source	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Use date of publication to evaluate the validity and reliability of a source	
• Use criteria to evaluate the author's use of ▪ logic ▪ propaganda ▪ bias ▪ language ▪ motives in order to determine validity and reliability of a source	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials

= Measured by WorkKeys *Reading For Information* Test

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.4k/2.6b. Students will be able to demonstrate an overall understanding of printed texts by (k) relating the content of the text to real-life situations and (b) applying information from printed, electronic, and oral texts to complete authentic tasks.	
• Draw on prior knowledge and experience to connect personally to text (text-to-self connections)	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Draw on prior knowledge of the world (other books, television, movies) to make text-to-world connections	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements)

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DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Analyze how connections (text-to-self, text-to-world) are contributing to their understanding of the text	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and non-print (e.g., computers, electronic media, interviews) sources for inquiry projects and other authentic tasks	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
2.5a. Students will be able to critically analyze and evaluate information and messages presented through print by (a) connecting and synthesizing information from many sources.	
• Connect and synthesize information from increasingly different sources to generate new information/new ideas or expand prior knowledge (text-to-text and text-to-self connections)	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Synthesize information by comparing, eliminating and merging disparate pieces into one coherent whole	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations

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DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
2.5b. Students will be able to critically analyze and evaluate information and messages presented through print by (b) formulating and expressing opinions.	
• Synthesize experience and knowledge of the world (text-to-world connections) to make, support and apply judgments (that may not be dichotomous) based on the evaluation of complex issues in: ▪ literary text (e.g., character's actions, morals of narratives or poems) ▪ nonfiction	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Analyze information in a text to develop a logical and insightful opinion	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading

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DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
2.5d. Students will be able to critically analyze and evaluate information and messages presented through print using critical and divergent thinking, and assimilating prior knowledge to draw conclusions.	
• Use prior knowledge of a concept along with information in a text to: ▪ Draw conclusions (including implied main ideas) that require analysis and/or evaluation ▪ Evaluate the author's viewpoint or attitude toward a topic or idea ▪ Evaluate the effect of an author's use of formatting and design techniques (e.g., paragraphing, headings/subheadings, pictures/illustrations, columns, font styles [bold, underline, italics, caps], punctuation choices)	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
2.5e. Students will be able to critically analyze and evaluate information and messages presented through print and by (e) recognizing the impact of non-literal expressions in informative and technical texts and interpret the effect of literary devices.	
• Evaluate how an author's use of literary devices (figurative language, dialogue and description) and non-literal expressions (idioms, double meanings, puns, irony) in a text affects readers	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication

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DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Evaluate the impact of specific figurative and non-literal (idiomatic) expressions on the meaning of text	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Evaluate an author ‘s decision to use specific figurative and non-literal (idiomatic) expressions in a text	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
2.5f. Students will be able to critically analyze and evaluate information and messages presented through print by (i) evaluating texts and media presentations for bias and misinformation, by (k) evaluating texts for their completeness, accuracy, and clarity of communication (e.g., overcome problems of ambiguity), and by (a) evaluating how the content, techniques, and form of texts and media affect them.	
• Evaluate the fairness and trustworthiness of author's message (author's bias)	
• Evaluate how persuasive techniques and author's choices (e.g., word choices) shape readers' understandings	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material

= Measured by WorkKeys *Reading For Information* Test

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Evaluate the strengths and weaknesses of multiple text(s), sources, format, and argument	
• Analyze the completeness, accuracy, and/or clarity of the information in a complex text	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials

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DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Identify and evaluate information that needs to be checked for accuracy (e.g., data, statistics, sources) and evaluate the credibility of sources	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Evaluate the credibility of messages (e.g., thoroughness, depth, breadth, balance, use of fact and opinion, inclusion of logical and/or emotional arguments)	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document

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DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
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• Analyze ambiguous information in complex texts	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used

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DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
2.5g. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (g) (h) acknowledging the possibility of a variety of interpretations of the same text; proposing other interpretations as valid if supported by the text.	
• Analyze texts by reading and reacting to passages from a piece of text and critical interpretations of that same work	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Listen to and critique opposing interpretations of the same reading and consider how these opinions were formed through classroom dialogue and independent writing	
• Compare and contrast opposing interpretations of the same reading and consider how these opinions were formed through classroom dialogue and independent writing	
• Practice critical thinking by defending the validity of an assigned point of view even if it opposes their personal interpretation of the reading	

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DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.5i, 2.5j. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (i) recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (advertising, campaigns, news formats, etc.).	
• Identify and describe propaganda techniques (e.g., name calling, exaggeration/hyperbole, bandwagon, testimonial, broad generalization, red herring, circular thinking, parallelism)	
• Identify persuasive techniques (e.g., appeal to emotion, appeal to authority, cause/effect, repetition, rhetorical question)	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Recognize and identify how propaganda and persuasive techniques are used in a variety of forms (e.g. television, commercials, movies, advertisements, newspapers, billboards, magazines, catalogues and packaging) to enhance the meaning of a text	
2.5l. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (l) evaluating the literary merit of various texts and media presentations (d) recognizing literary merit.	

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DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Read a variety of texts and evaluate them using these criteria to determine their literary merit: ■ has a unique writing style that is appropriate ■ has details ■ has a purpose ■ has clear, distinctive characters ■ is understandable ■ has an expressive vocabulary ■ has an unpredictable plot that is developed ■ has a variety of episodes/action ■ has an expressive vocabulary ■ interpretation of the theme or concept ■ presentation of information including accuracy, clarity, and organization ■ delineation of setting	
2.6a. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech and mass media and extend meaning by (a) offering a personal response to texts.	
• Revisit text to search for connections between and among ideas	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials

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DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
• Find and explain personal connections to the topics, events, characters, actions, ideas or information in text(s)	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
2.7b. Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (b) identifying the underlying purposes of media messages (e.g., profit vs. nonprofit, humanitarianism, support of artistry).	
• Identify underlying purposes (e.g., profit vs. nonprofit, humanitarianism, support of artistry) of media messages	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements)

 = Measured by WorkKeys *Reading For Information* Test

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Evaluate the difference between a stated purpose and an underlying reason in media messages (e.g., TV commercials, radio, Internet, video games, advertisements)	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication

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DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
	Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
3.1a1. Identify and locate a variety of sources including printed materials, personal interviews, oral reporting, forums, and technological forms of information.	
• Locate information using appropriate sources and strategies	
• Determine valid resources for researching a topic, including primary and secondary sources	
• Evaluate the importance and quality of sources	
• Use multiple sources of information (books, television, videos/DVDs, resource people, cassettes, dictionaries, recordings, encyclopedias, and available databases)	
• Select sources (e.g., dictionaries, encyclopedias, interviews, observations, electronic media, computer databases) appropriate to the breadth and depth of the research	
• Use text features (e.g., guide words, indices, glossaries, key words, table of contents, cross references, appendices) to access information	
• Use traditional and electronic search tools	
• Use teacher-selected Internet sites and data bases to access information	
3.1a2. Develop and use procedures to gather information and ideas; (a1) (a) developing and following a process for research completion.	
• Formulate a research question or thesis statement	
• Determine a clear purpose, topic and audience for research	
• Gather information from more than one source	
• Locate information using appropriate sources and strategies	
• Read, view, listen or interact with information and decide what is valuable for research	
• Extract information (e.g., take notes, make copies)	
• Organize and interpret gathered information using various graphic organizers (e.g., outlining, webbing)	
• Record sources in a standard bibliographic format	
• Relay facts from research	
• Summarize ways in which the research process and product can be improved	
3.1b. Independently extract information to achieve a specific purpose; extract information relevant to a specific purpose.	
• Use various technologies (e.g., appropriate word processing functions, photocopier, audiovisual equipment, scanner) to extract needed information	
• Determine the most appropriate form of technology for the task of extracting needed information	

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
• Decide what information is valuable for a particular situation	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Select and use various methods (e.g., web, chart) to manage information	
• Create own system for organizing information	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used

= Measured by WorkKeys *Reading For Information* Test

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
	Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
3.2a. Use technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos and graphics.	
• Use technology to synthesize information by ▪ making a graphic organizer ▪ making an outline ▪ using a meaningful format (text, drawings, graphs, diagrams, and graphics) to express ideas ▪ producing a video production	
• Use various forms of technology ▪ word processing ▪ presentation programs ▪ digital cameras ▪ scanners ▪ multimedia to formulate writing and/or communicate knowledge of products	
3.2b. Independently present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.	
• Decide how the information fits together	
• Decide how the information would best be presented	
• Recognize the need to put information from sources in their own words	
• List sources of information in bibliographic form that follows a designated format (MLA, APA)	
• Present gathered information in an oral or written format, which ▪ uses sentences organized in paragraph form to tell about a designated topic ▪ incorporates information from more than one source ▪ includes information relevant to topic and purpose ▪ identifies source of information ▪ fulfills the identified purpose as clearly indicated in the thesis statement ▪ utilizes an organizational plan for combining paragraphs to address a designated purpose and topic ▪ incorporates information from multiple sources ▪ summarizes, paraphrases , or directly quotes information from sources	

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
3.3a2. Establish criteria by which sources and information can be analyzed for accuracy, bias, stereotypes, and validity.	
• Differentiate between primary and secondary sources	
• Independently select sources which are authoritative including UD Library Search	
• Evaluate both sources and information as a result of analysis of accuracy, bias, stereotypes, and validity	
• Synthesize information as appropriate to a specific purpose	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Formulate logical conclusions based upon information relevant to specific purpose	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
	Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Integrate information to express relevant ideas to a specific purpose	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
	Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Demonstrate how information retrieved does or does not address original problem	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Evaluate information in terms of credibility, accuracy, and social, economic, political, legal and ethical issues that may impact it	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
	Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Use technology to facilitate evaluation	
3.3b1. Independently interpret information as appropriate to a specific purpose.	
• Use retrieved information to accomplish a specific purpose	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations

 = Measured by WorkKeys *Reading For Information* Test

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.	
	Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Prioritize sources based on relevance	
• Reevaluate their position on the topic and your research strategy	
• Consider whether they have uncovered any worthwhile information that might take their research in a different direction	
• Consider whether they have uncovered any worthwhile information that has caused them to see their topic from a new perspective	
• Consider whether research needs to be redirected in any way based on material uncovered based on relevance	
3.3b2. Independently draw conclusions based upon information relevant to a specific purpose; independently formulate logical conclusions based upon information relevant to a specific purpose.	
• Use prior knowledge of a concept along with information in a text to: ▪ draw conclusions (including implied main ideas) that require analysis and/or evaluation ▪ evaluate the author's viewpoint or attitude toward a topic or idea when strongly implied ▪ evaluate the effect of an author's use of basic formatting and design techniques (e.g., paragraphing, headings/subheadings, pictures/illustrations, columns, font styles [bold, underline, italics, caps], punctuation choices)	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
4.1a. Connect their own experience to those of literary characters; explain the reasons for a character's actions; identify with characters.	
• Evaluate a character's actions in a literary text, critically analyzing the text	
• Make and support insightful connections between the reader's personal situations and motivations of characters in a text	
• Compare the characters' situations or motivations to those in other literary texts	
4.1b. Connect their own experience to those of literary characters by responding to the sensory, intellectual, and emotional elements.	
• Evaluate the effect of the author's use of imagery and figurative language on a reader	
• Use ideas from the text to evaluate personal responses to literature (text-to-self connections)	
4.1c. Connect their own experience to those of literary characters by relating to the feelings of characters or varying ages, genders, nationalities, races, cultures, religions, and disabilities.	
• Read and analyze stories from different cultures and eras to broaden cultural awareness	
• Demonstrate an understanding of the experiences and feelings of fictional characters (e.g., show empathy for, disagree with, compare to personal or other familiar experiences) based on age, gender, nationalities, races, cultures, and/or disabilities	
• Compare works of literature from the same historical period written by authors from different (cultural, generational and gender) perspectives	
4.1e. Connect own experiences to those of literary characters by seeking other literary texts and media as the result of literary experience.	
• As a result of reading a literary text, students will connect to other texts using the following as guides for connections: ■ What does this remind me of in another book I've read? ■ How is this text similar to other things I've read? ■ How is this different to other books I've read? ■ Have I read about something like this before? ■ Seek other texts and media with similar themes and connections	
4.2a. Respond to literary text by making inferences about content, events, characters, setting, and author's decisions.	
• Make strongly implied inferences about content, abstract ideas, events, characters, setting, mood, theme, and tone in a text and identify appropriate text support	
• Make inferences about author's choices (e.g., paragraphing, dialogue, organization of text, formatting devices, mode of development, notes to readers) and rhetorical strategies (e.g., persuasive words, anecdotes, figurative language, emotional words, humor, questions, repetition, irony) and identify appropriate support from the text	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document

= Measured by WorkKeys *Reading For Information* Test

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Make reasonable predictions as they read	Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complicated instructions to new situations Apply general principles from the materials to similar and new situations Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Test and revise predictions as they read further	Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complicated instructions to new situations Apply general principles from the materials to similar and new situations Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material

= Measured by WorkKeys *Reading For Information* Test

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Make connections between conclusions they draw and other beliefs or knowledge	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
• Make critical or analytical judgments about what they read	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Analyze texts to make generalizations	Apply general principles from the materials to similar and new situations Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Create self-motivated interpretations of text that are adapted as they continue to read and after they read	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements)

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Analyze connections between self and literary themes	
• Draw conclusions about characters and events in a text	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations

= Measured by WorkKeys *Reading For Information* Test

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
4.2b. Understand the differences between genres.	
• Use knowledge of distinctive characteristics of various genres including but not limited to: ▪ fiction (e.g., short story, poetry, folk tale, mystery, tall tale, fairy tales, novels, fable, myth, fantasy, science fiction, historic fiction, and realistic fiction) ▪ literary nonfiction (e.g., letter, biography, speeches, autobiography) ▪ drama (e.g., classic and/or contemporary multi-act plays) to analyze the meaning of the text	
4.2c. Interpret the impact of the author's decisions such as word choice, style, content, and literary elements; understand the author's intent in choosing a particular genre.	
• Evaluate the effect of author's choices (word and content) on the reader	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
• Analyze how the author's writing style influences the reader	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Evaluate the effectiveness of an author's choice of words with specific connotations to create mood	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Analyze how irony, tone, mood, style, syntax, and sound of language are used for a rhetorical purpose	
• Compare styles among texts to determine effects of author's choices	
• Compare characteristics and elements of various literary forms including short stories, poetry, essays, plays, speeches and novels	
• Evaluate an author's decision to use a particular genre in a given situation	
4.2f. Identify the effect of point of view.	
• Analyze how point of view affects a literary text (e.g., how a story would be different if told from a different point of view)	
• Analyze how point of view impacts the reader	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
	Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
• Evaluate the effect of an author's use of point of view such as first vs. third, limited vs. omniscient, and subjective vs. objective	Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday and workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements) Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include condi¬tionals to situations described in the materials Identify implied details Use technical terms and jargon in new situations Figure out the less common meaning of a word based on the context Apply complicated instructions to new situations Figure out the principles behind policies, rules, and procedures Apply general principles from the materials to similar and new situations Explain the rationale behind a procedure, policy, or communication Figure out the definitions of difficult, uncommon words based on how they are used Figure out the meaning of jargon or technical terms based on how they are used Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials
4.3a. Respond to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities; respond to literary text and media representative of various nations and cultures.	
• Read and evaluate complex stories from different cultures and eras to broaden cultural awareness	
• Empathize with experiences and feelings of fictional characters based on age, gender, nationalities, races, cultures, and/or disabilities	

TABLE 1G

DELAWARE English Language Arts Grade 12 Standards and Grade-Level Expectations	WorkKeys *Reading for Information* Skills
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.	
• Compare works of literature from the same historical period written by authors from different (cultural, generational and gender) perspectives	
4.4a. Use literature as a resource for shaping decisions.	
• Read stories and relate characters' experiences to shape own decisions by asking questions ■ I felt like that character when I…. ■ If that happened to me, I would…. ■ I can relate to that character because one time….	
4.4b. Understand social and political issues.	
• Compare works of literature from the same historical period written by authors from different cultural, generational, and gender perspectives	
• Analyze recognized works of literature representing a variety of genres and traditions	
• Analyze and evaluate an author's viewpoint and message in relation to the historical and cultural context of the author's work	
• Research, analyze and evaluate social, historical, cultural and biographical influences on literary works	
• Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period	
• Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings	
• Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor)	

SUPPLEMENT
TABLES 2A–2G:
MATHEMATICS

TABLE 2A

DELAWARE Mathematics Grade 8 Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Standard 1: Numeric Reasoning	
Number sense	
• Use exponential notation to represent whole numbers	**Numbers: Concepts & Properties:** Identify a digit's place value Work with scientific notation
• Use square numbers and square roots to reason about the relationship between the side of a square and area of the square (e.g., side of a square with an area of 9 is $\sqrt{9}$ or 3, side of a square with area of 5 is $\sqrt{5}$)	**Numbers: Concepts & Properties:** Work with squares and square roots of numbers
• Apply knowledge of factors and multiples, evens and odds, primes and composites, to generalizations	**Numbers: Concepts & Properties:** Recognize one-digit factors of a number Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Find and use the least common multiple Work with numerical factors
• Explore the meaning of irrational numbers such as π, or $\sqrt{3}$	**Numbers: Concepts & Properties:** Work with squares and square roots of numbers
Operations	
• Perform computations with exponents, powers of 10, and scientific notation	**Numbers: Concepts & Properties:** Work with scientific notation Work problems involving positive integer exponents
• Use inverse operations to "do and undo" mathematical operations with rational numbers	**Basic Operations & Applications:** Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems
• Demonstrate the reasonableness of an exact calculation by using an estimation or mental math strategy	**Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
• Explain how the distributive property is used to multiply (e.g., partial products, mixed numbers)	**Basic Operations & Applications:** Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems
• Use meaningful relationships between addition, subtraction, multiplication, and division of integers to justify the rules of operations	
• Apply proportional reasoning strategies to solve real-world problems	**Basic Operations & Applications:** Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
• Select and use appropriate methods and tools for computing (e.g., mental computation, estimation, calculators, paper and pencil) depending on the context and nature of the computation	**Basic Operations & Applications:** Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)

TABLE 2A

DELAWARE Mathematics Grade 8 Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Standard 2: Algebraic Reasoning	
Patterns and change	
• Determine the slope of a line given two points on the line (as coordinates, in a graph, in a table)	**Probability, Statistics, & Data Analysis:** Perform a single computation using information from a table or chart Read tables and graphs Perform computations on data from tables and graphs Manipulate data from tables and graphs **Graphical Representations:** Exhibit knowledge of slope Determine the slope of a line from points or equations
• Use y-intercept and slope to graph the equation of a line	**Graphical Representations:** Locate points on the number line and in the first quadrant Locate points in the coordinate plane Exhibit knowledge of slope Match linear graphs with their equations
• Compare the rates of change in tables and graphs and classify them as linear or nonlinear	**Probability, Statistics, & Data Analysis:** Perform a single computation using information from a table or chart Read tables and graphs Perform computations on data from tables and graphs Manipulate data from tables and graphs **Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
• Recognize exponential rates of growth and decay in tables and graphs	**Probability, Statistics, & Data Analysis:** Manipulate data from tables and graphs **Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
• Use an algebraic expression to represent any term in a numeric or geometric pattern	**Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor **Expressions, Equations, & Inequalities:** Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)
Representations	
• Write an equation given the tabular or graphic form of a linear problem	**Probability, Statistics, & Data Analysis:** Manipulate data from tables and graphs **Expressions, Equations, & Inequalities:** Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) **Graphical Representations:** Match linear graphs with their equations
• Analyze the interrelationships among tables, graphs, and equations of lines, paying particular attention to the meaning of intercept and slope in the context of the problem	**Probability, Statistics, & Data Analysis:** Manipulate data from tables and graphs **Expressions, Equations, & Inequalities:** Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) **Graphical Representations:** Locate points on the number line and in the first quadrant Locate points in the coordinate plane Match linear graphs with their equations
• Demonstrate the equivalence of two algebraic expressions using physical models	

TABLE 2A

DELAWARE Mathematics Grade 8 Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Standard 2: Algebraic Reasoning	
• Use tables, graphs and symbolic reasoning to identify functions as linear or nonlinear	**Probability, Statistics, & Data Analysis:** Manipulate data from tables and graphs **Expressions, Equations, & Inequalities:** Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) **Graphical Representations:** Match linear graphs with their equations
Symbols	
• Apply the order of operations	**Basic Operations & Applications:** Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
• Explore the factor/product relationship between a quadratic expression and its linear factors	**Expressions, Equations, & Inequalities:** Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)
• Use physical models to develop and write exponential and power models	
• Combine two algebraic expressions to form a new expression	**Expressions, Equations, & Inequalities:** Add and subtract simple algebraic expressions Add, subtract, and multiply polynomials
• Demonstrate the equivalence of linear expressions	**Expressions, Equations, & Inequalities:** Add and subtract simple algebraic expressions
• Solve linear equations using inverse operations and properties of equality	**Expressions, Equations, & Inequalities:** Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals Solve one-step equations having integer or decimal answers Solve routine first-degree equations Solve real-world problems using first-degree equations

TABLE 2A

DELAWARE Mathematics Grade 8 Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Standard 3: Geometric Reasoning	
Classification	
• Apply angle relationships to solve problems	**Properties of Plane Figures:** Exhibit some knowledge of the angles associated with parallel lines Find the measure of an angle using properties of parallel lines Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°) Use several angle properties to find an unknown angle measure Use properties of isosceles triangles
Location and transformation	
• Apply proportional reasoning strategies to find unknown sides of similar triangle	**Basic Operations & Applications:** Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
• Develop and evaluate mathematical arguments to demonstrate geometric relationships such as similarity, congruence, or symmetry	
• Use the Pythagorean Theorem to find missing sides of right triangles	**Properties of Plane Figures:** Recognize Pythagorean triples
Measurement	
• Explore the effects of scaling on volume and surface area of rectangular prisms (i.e., how does doubling the side lengths affect the volume?)	
• Compare the surface area of rectangular prisms which have the same volume but different dimensions	**Measurement:** Compute the area and perimeter of triangles and rectangles in simple problems Compute the area of triangles and rectangles when one or more additional simple steps are required
• Find the measures of corresponding parts of similar figures	
• Compare the relationship between the volume of different shapes with the same base and height (e.g., cylinder and cone, prism and pyramid)	

TABLE 2A

DELAWARE Mathematics Grade 8 Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Standard 4: Quantitative Reasoning	
Collect	
• Pose questions that can be answered by collecting and organizing data from experiments, surveys, and relevant print and electronic resources	
• Use random sampling methods to collect the necessary information to answer questions	
Represent	
• Construct displays of data to represent individual sets of data (e.g., histograms, box plots) or to explore the relationship between related sets of data (scatter plots, line graphs); describe the correspondence between data sets and their graphical displays	**Probability, Statistics, & Data Analysis:** Translate from one representation of data to another (e.g., a bar graph to a circle graph)
Analyze	
• Defend or dispute conclusions drawn from the interpretation of data by comparing sets of data or exploring possible relationships based upon scatter plots of related data and approximate lines of fit	
• Analyze a representative sample to make inferences about a population	
• Find and use appropriate measures of center (mean, media, mode) and spread (range, interquartile range) to interpret data	**Probability, Statistics, & Data Analysis:** Calculate the average of a list of positive whole numbers Calculate the average of a list of numbers Calculate the average, given the number of data values and the sum of the data values Calculate the missing data value, given the average and all data values but one Calculate the average, given the frequency counts of all the data values
• Compare the usefulness of the mean and median as measures of center; describe the effect of changes in the data on the mean and median of the data set(s)	**Probability, Statistics, & Data Analysis:** Calculate the average of a list of positive whole numbers Calculate the average of a list of numbers Calculate the average, given the number of data values and the sum of the data values Calculate the missing data value, given the average and all data values but one Calculate the average, given the frequency counts of all the data values
Probability	
• Compare and make predictions based on theoretical and experimental probabilities, using sample data generated through actual experiments or computer simulations	**Probability, Statistics, & Data Analysis:** Use the relationship between the probability of an event and the probability of its complement Determine the probability of a simple event Compute straightforward probabilities for common situations
• Construct an appropriate sample space and apply principles of probability for a simple or compound event	**Probability, Statistics, & Data Analysis:** Use the relationship between the probability of an event and the probability of its complement Determine the probability of a simple event Exhibit knowledge of simple counting techniques Compute straightforward probabilities for common situations
• Investigate and describe the difference between the event experimental probability of a simulated event (experiment) and the theoretical probability of the same event	**Probability, Statistics, & Data Analysis:** Determine the probability of a simple event Compute straightforward probabilities for common situations
• Explore the concepts of randomness and random sample	

= Measured by EXPLORE Mathematics Test

TABLE 2A

DELAWARE Mathematics Grade 8 Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Standard 5: Problem Solving	
5.1. Build new mathematical knowledge	
5.2. Solve problems that arise in mathematics and in other contexts	**Basic Operations & Applications:** Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) **Expressions, Equations, & Inequalities:** Solve real-world problems using first-degree equations
5.3. Apply and adapt a variety of appropriate strategies to solve problems	**Basic Operations & Applications:** Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) **Expressions, Equations, & Inequalities:** Solve real-world problems using first-degree equations
5.4. Monitor and reflect on the process of mathematical problem solving	
Standard 6: Reasoning and Proof	
6.1. Understand that reasoning and proof are fundamental aspects of mathematics	
6.2. Make and investigate mathematical conjectures	
6.3. Develop and evaluate mathematical arguments and proofs	
6.4. Select and use various types of reasoning and methods of proof	
Standard 7: Communication	
7.1. Organize and consolidate their mathematical thinking through communication	
7.2. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others	
7.3. Analyze and evaluate the mathematical thinking and strategies of others	
7.4. Use the language of mathematics to express mathematical ideas precisely	
Standard 8: Connections	
8.1. Recognize and use connections among mathematical ideas	
8.2. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole	
8.3. Recognize and apply mathematics in contexts outside of mathematics	

= Measured by EXPLORE Mathematics Test

TABLE 2B

DELAWARE Mathematics Grade 9 Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Standard 1: Numeric Reasoning	
Number sense	
• Demonstrate an understanding of numbers as rational or irrational	**Numbers: Concepts & Properties:** Work with squares and square roots of numbers Work with cubes and cube roots of numbers
• Compare relative sizes of real numbers	**Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Order fractions
• Estimate square roots	**Numbers: Concepts & Properties:** Work with squares and square roots of numbers
• Determine the appropriateness of an answer by using number sense or estimation	**Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
Operations	
• Represent and operate with very large and very small numbers to include various representations of them	**Numbers: Concepts & Properties:** Recognize equivalent fractions and fractions in lowest terms Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Work with scientific notation Work problems involving positive integer exponents
• Extend the "order of operations" to include absolute value	**Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
• Make generalizations about the effect of operations on rational numbers	
• Use properties of the real number system to simplify expressions (Associative, Commutative, Identity, Inverse, and Distributive)	**Basic Operations & Applications:** Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) **Numbers: Concepts & Properties:** Recognize equivalent fractions and fractions in lowest terms

TABLE 2B

DELAWARE Mathematics Grade 9 Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Standard 2: Algebraic Reasoning	
Patterns and change	
• Explain slope as a rate of change between dependent and independent variables	**Graphical Representations:** Exhibit knowledge of slope
• Understand and compare the graphs, tables, and equations within linear contexts that are direct variations (proportional) and those that are not	**Probability, Statistics, & Data Analysis:** Perform computations on data from tables and graphs Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs **Expressions, Equations, & Inequalities:** Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)
• Describe the effect of parameter changes on linear and exponential functions within a context, table, graph, and equation	**Probability, Statistics, & Data Analysis:** Perform computations on data from tables and graphs Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs **Expressions, Equations, & Inequalities:** Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) **Graphical Representations:** Match linear graphs with their equations
• Compare linear with exponential functions using, the context, table, graph, or equation	**Probability, Statistics, & Data Analysis:** Perform computations on data from tables and graphs Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs **Expressions, Equations, & Inequalities:** Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)
• Demonstrate and apply recursive thinking to classify linear and exponential functions	
• Use a variety of strategies to write expressions that generate the nth term of arithmetic (linear) and geometric (exponential) patterns	**Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor **Expressions, Equations, & Inequalities:** Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$) Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)
Representations	
• Model and solve real-world linear situations, including linear inequalities, using tables, graphs, and symbols	**Probability, Statistics, & Data Analysis:** Perform a single computation using information from a table or chart Read tables and graphs Perform computations on data from tables and graphs Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs Use Venn diagrams in counting **Expressions, Equations, & Inequalities:** Perform straightforward word-to-symbol translations Solve real-world problems using first-degree equations Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)

TABLE 2B

DELAWARE Mathematics Grade 9 Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Standard 2: Algebraic Reasoning	
• Model and solve situations involving systems of equations with tables or graphs using technology	**Probability, Statistics, & Data Analysis:** Read tables and graphs
• Analyze data sets using technology to find an appropriate linear or exponential mathematical model	
• Demonstrate a conceptual understanding of correlation	**Probability, Statistics, & Data Analysis:** Read tables and graphs Manipulate data from tables and graphs **Graphical Representations:** Exhibit knowledge of slope
• Demonstrate an understanding of the difference between discrete and continuous data	
• Analyze the interrelationship among the table, graph and equation of both linear and exponential functions paying particular attention to the meaning of intercept and slope in the context of the problem	**Probability, Statistics, & Data Analysis:** Read tables and graphs **Graphical Representations:** Locate points on the number line and in the first quadrant Locate points in the coordinate plane Match linear graphs with their equations
• Determine if a given value is a solution to a given equation or inequality	**Expressions, Equations, & Inequalities:** Substitute whole numbers for unknown quantities to evaluate expressions Evaluate algebraic expressions by substituting integers for unknown quantities
• Make strategic selection of graphing calculator viewing window and scale to solve problems	
Symbols	
• Determine symbolically the equation of a line given combinations of point, slope, and intercept information	**Expressions, Equations, & Inequalities:** Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) **Graphical Representations:** Exhibit knowledge of slope Determine the slope of a line from points or equations Match linear graphs with their equations
• Convert between equivalent forms of linear functions	**Expressions, Equations, & Inequalities:** Combine like terms (e.g., $2x + 5x$) Add and subtract simple algebraic expressions
• Solve single variable equations and inequalities algebraically	**Expressions, Equations, & Inequalities:** Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals Solve one-step equations having integer or decimal answers Solve routine first-degree equations Solve real-world problems using first-degree equations Solve first-degree inequalities that do not require reversing the inequality sign

TABLE 2B

DELAWARE Mathematics Grade 9 Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Standard 3: Geometric Reasoning	
Classification	
• Represent and verify parallel and perpendicular relationships in linear functions	**Graphical Representations:** Exhibit knowledge of slope Match linear graphs with their equations
• Classify 3-dimensional figures according to the shapes of their base(s) and faces	
Location and transformation	
• Use properties of triangles and quadrilaterals to construct them in the coordinate plane	**Graphical Representations:** Locate points on the number line and in the first quadrant Locate points in the coordinate plane Comprehend the concept of length on the number line
Measurement	
• Demonstrate an understanding of and apply formulas for area, surface area, and volume of geometric figures including pyramids, cones, spheres, and cylinders	**Measurement:** Compute the perimeter of polygons when all side lengths are given Compute the area of rectangles when whole number dimensions are given Compute the area and perimeter of triangles and rectangles in simple problems Use geometric formulas when all necessary information is given Compute the area of triangles and rectangles when one or more additional simple steps are required Compute the area and circumference of circles after identifying necessary information Compute the perimeter of simple composite geometric figures with unknown side lengths
• Solve problems which require an understanding of the Pythagorean Theorem relationships	**Properties of Plane Figures:** Recognize Pythagorean triples
• Compare the relationship between the volume of different shapes with the same base and height (e.g., cylinder and cone, prism and pyramid)	

TABLE 2B

DELAWARE Mathematics Grade 9 Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Standard 4: Quantitative Reasoning	
Collect	
• Describe and explain how the validity of predictions are affected by number of trials, sample size, and the population	
Represent	
• Select and interpret the most appropriate display for a given purpose and set(s) of data (e.g., histograms, parallel box plots, stem-and-leaf plots, scatter plots)	**Probability, Statistics, & Data Analysis:** Translate from one representation of data to another (e.g., a bar graph to a circle graph)
• Find an appropriate mathematical model of a linear or exponential function and use the model to make predictions recognizing the limitations of the model	**Expressions, Equations, & Inequalities:** Substitute whole numbers for unknown quantities to evaluate expressions Evaluate algebraic expressions by substituting integers for unknown quantities Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)
Analyze	
• Analyze the validity of statistical conclusions on both one- and two-variable data	
• Describe the effect of outliers in both one-variable and two-variable contexts	**Probability, Statistics, & Data Analysis:** Calculate the average of a list of positive whole numbers Calculate the average of a list of numbers Calculate the average, given the frequency counts of all the data values
Probability	
• Use and design simulations or experiments to determine probabilities of independent and dependent events	**Probability, Statistics, & Data Analysis:** Use the relationship between the probability of an event and the probability of its complement Determine the probability of a simple event Exhibit knowledge of simple counting techniques Compute straightforward probabilities for common situations
• Define a sample space to compare probabilities using the Fundamental Counting Principle	**Probability, Statistics, & Data Analysis:** Determine the probability of a simple event Exhibit knowledge of simple counting techniques Compute straightforward probabilities for common situations
• Compare event experimental probability with theoretical probability (Law of Large Numbers)	**Probability, Statistics, & Data Analysis:** Determine the probability of a simple event Exhibit knowledge of simple counting techniques Compute straightforward probabilities for common situations

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TABLE 2B

DELAWARE Mathematics Grade 9 Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Standard 5: Problem Solving	
5.1. Build new mathematical knowledge	
5.2. Solve problems that arise in mathematics and in other contexts	**Basic Operations & Applications:** Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) **Expressions, Equations, & Inequalities:** Solve real-world problems using first-degree equations
5.3. Apply and adapt a variety of appropriate strategies to solve problems	**Basic Operations & Applications:** Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) **Expressions, Equations, & Inequalities:** Solve real-world problems using first-degree equations
5.4. Monitor and reflect on the process of mathematical problem solving	
Standard 6: Reasoning and Proof	
6.1. Understand that reasoning and proof are fundamental aspects of mathematics	
6.2. Make and investigate mathematical conjectures	
6.3. Develop and evaluate mathematical arguments and proofs	
6.4. Select and use various types of reasoning and methods of proof	
Standard 7: Communication	
7.1. Organize and consolidate their mathematical thinking through communication	
7.2. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others	
7.3. Analyze and evaluate the mathematical thinking and strategies of others	
7.4. Use the language of mathematics to express mathematical ideas precisely	
Standard 8: Connections	
8.1. Recognize and use connections among mathematical ideas	
8.2. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole	
8.3. Recognize and apply mathematics in contexts outside of mathematics	

TABLE 2C

DELAWARE Mathematics Grade 10 Standards and Grade-Level Expectations	PLAN Mathematics College Readiness Standards
Standard 1: Numeric Reasoning	
Number sense	
• Compare and contrast the properties of numbers in the real number system	**Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
• Determine the effect of using exact values or estimates for repeating decimals and irrational numbers (e.g. 2/3 or .67, π or 3.14) in a problem solving situation	**Basic Operations & Applications:** Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages **Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
• Simplify numeric and symbolic expressions involving absolute value, square roots, and exponents	**Basic Operations & Applications:** Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages **Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Work with scientific notation Work with squares and square roots of numbers Work problems involving positive integer exponents Work with cubes and cube roots of numbers Apply rules of exponents
Operations	
• Use technology to add, subtract, and multiply with matrices in problem solving situations	**Probability, Statistics, & Data Analysis:** Perform computations on data from tables and graphs Manipulate data from tables and graphs
• Solve problems that involve using inverse operations including powers and roots	**Basic Operations & Applications:** Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Perform common conversions (e.g., inches to feet or hours to minutes) Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages **Numbers: Concepts & Properties:** Work with scientific notation Work with squares and square roots of numbers Work problems involving positive integer exponents Work with cubes and cube roots of numbers

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TABLE 2C

DELAWARE Mathematics Grade 10 Standards and Grade-Level Expectations	PLAN Mathematics College Readiness Standards
Standard 2: Algebraic Reasoning	
Patterns and change	
• Use linear, quadratic, and cubic functions to describe length, area, and volume relationships	**Expressions, Equations, & Inequalities:** Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings
• Describe and predict the effect of parameter changes on functions	**Expressions, Equations, & Inequalities:** Substitute whole numbers for unknown quantities to evaluate expressions Evaluate algebraic expressions by substituting integers for unknown quantities **Functions:** Evaluate quadratic functions, expressed in function notation, at integer values Evaluate polynomial functions, expressed in function notation, at integer values
• Compare linear with exponential and quadratic functions using the context, table, graph, or equation	**Probability, Statistics, & Data Analysis:** Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs **Expressions, Equations, & Inequalities:** Manipulate expressions and equations **Graphical Representations:** Interpret and use information from graphs in the coordinate plane
• Use a variety of strategies to write expressions that generate the nth term of linear, exponential, and quadratic functions	**Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor **Expressions, Equations, & Inequalities:** Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings
• Distinguish between situations involving direct and inverse variations	
Representations	
• Model and solve situations involving systems of equations and inequalities	**Numbers: Concepts & Properties:** Solve first-degree inequalities that do not require reversing the inequality sign Manipulate expressions and equations Solve linear inequalities that require reversing the inequality sign Find solutions to systems of linear equations
• Determine the appropriateness of linear, exponential or quadratic models given a real-world situation	**Expressions, Equations, & Inequalities:** Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings

TABLE 2C

DELAWARE Mathematics Grade 10 Standards and Grade-Level Expectations	PLAN Mathematics College Readiness Standards
Standard 2: Algebraic Reasoning	
• Convert flexibly among relationships expressed in tables, graphs, and equations for exponential and quadratic functions	**Probability, Statistics, & Data Analysis:** Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs **Expressions, Equations, & Inequalities:** Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings **Graphical Representations:** Interpret and use information from graphs in the coordinate plane
• Estimate solutions to exponential and quadratic function using tables and graphs	**Probability, Statistics, & Data Analysis:** Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs **Graphical Representations:** Interpret and use information from graphs in the coordinate plane
• Represent and analyze problem situations using matrices	**Probability, Statistics, & Data Analysis:** Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs
Symbols	
• Solve systems of linear equations and inequalities both algebraically and using technology	**Expressions, Equations, & Inequalities:** Find solutions to systems of linear equations

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TABLE 2C

DELAWARE Mathematics Grade 10 Standards and Grade-Level Expectations	PLAN Mathematics College Readiness Standards
Standard 3: Geometric Reasoning	
Classification	
• Determine whether a triangle is a right triangle (e.g., Converse of Pythagorean Theorem, slopes of adjacent sides)	**Graphical Representations:** Exhibit knowledge of slope Determine the slope of a line from points or equations Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point **Properties of Plane Figures:** Recognize Pythagorean triples Use the Pythagorean theorem
• Identify necessary and sufficient conditions that define parallelograms or triangles	**Graphical Representations:** Exhibit knowledge of slope Determine the slope of a line from points or equations Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point
• Justify whether two figures are similar or congruent	**Properties of Plane Figures:** Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles
• Use and justify angle relationships created by intersecting and parallel lines	**Properties of Plane Figures:** Exhibit some knowledge of the angles associated with parallel lines Find the measure of an angle using properties of parallel lines Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°) Use several angle properties to find an unknown angle measure
• Reason deductively to justify a conclusion or to create a counter-example	
Location and transformation	
• Determine the results of multiple transformations and determine the transformations required to obtain the finished product from the original shape	**Probability, Statistics, & Data Analysis:** Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs **Graphical Representations:** Interpret and use information from graphs in the coordinate plane
• Use appropriate technologies to model geometric figures and to develop conjectures about them	
• Draw geometric figures in the coordinate plane and justify the properties of the figure (e.g., slope, side length)	**Graphical Representations:** Determine the slope of a line from points or equations Find the midpoint of a line segment Use the distance formula **Properties of Plane Figures:** Recognize Pythagorean triples Use properties of isosceles triangles Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles Use the Pythagorean theorem
Measurement	
• Apply trigonometric relationships to determine side lengths and angle measures of right triangle	
• Determine the impact of measurement and rounding error on subsequent computations	
• Find missing dimensions of a shape given the area, volume, or surface area	**Measurement:** Estimate or calculate the length of a line segment based on other lengths given on a geometric figure Use geometric formulas when all necessary information is given Use relationships involving area, perimeter, and volume of geometric figures to compute another measure
• Apply the Pythagorean Theorem and its converse	**Properties of Plane Figures:** Recognize Pythagorean triples Use the Pythagorean theorem

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TABLE 2C

DELAWARE Mathematics Grade 10 Standards and Grade-Level Expectations	PLAN Mathematics College Readiness Standards
Standard 3: Geometric Reasoning	
• Develop and apply the distance and midpoint formulas	**Graphical Representations:** Find the midpoint of a line segment Use the distance formula
• Use partitioning and formulas to find the surface area and volume of complex shapes	**Measurement:** Use geometric formulas when all necessary information is given Use relationships involving area, perimeter, and volume of geometric figures to compute another measure
• Demonstrate the effects of scaling on volume and surface area of three-dimensional solids	**Measurement:** Use relationships involving area, perimeter, and volume of geometric figures to compute another measure
Standard 4: Quantitative Reasoning	
Collect	
• Use permutations and combinations as counting techniques	**Probability, Statistics, & Data Analysis:** Exhibit knowledge of simple counting techniques Use Venn diagrams in counting Apply counting techniques
Represent	
No GLEs at this grade level	
Analyze	
• Recognize how linear transformations of one variable data affect shape, center, and spread	**Probability, Statistics, & Data Analysis:** Calculate the missing data value, given the average and all data values but one Calculate the average, given the frequency counts of all the data values Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs **Graphical Representations:** Interpret and use information from graphs in the coordinate plane
Probability	
• Compute and interpret expected value	
• Compute the probability of both independent and dependent events	**Probability, Statistics, & Data Analysis:** Use the relationship between the probability of an event and the probability of its complement Determine the probability of a simple event Compute straightforward probabilities for common situations Compute a probability when the event and/or sample space are not given or obvious

TABLE 2C

DELAWARE Mathematics Grade 10 Standards and Grade-Level Expectations	PLAN Mathematics College Readiness Standards
Standard 5: Problem Solving	
5.1. Build new mathematical knowledge	
5.2. Solve problems that arise in mathematics and in other contexts	**Basic Operations & Applications:** Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages **Expressions, Equations, & Inequalities:** Solve real-world problems using first-degree equations
5.3. Apply and adapt a variety of appropriate strategies to solve problems	**Basic Operations & Applications:** Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages **Expressions, Equations, & Inequalities:** Solve real-world problems using first-degree equations
5.4. Monitor and reflect on the process of mathematical problem solving	
Standard 6: Reasoning and Proof	
6.1. Understand that reasoning and proof are fundamental aspects of mathematics	
6.2. Make and investigate mathematical conjectures	
6.3. Develop and evaluate mathematical arguments and proofs	
6.4. Select and use various types of reasoning and methods of proof	
Standard 7: Communication	
7.1. Organize and consolidate their mathematical thinking through communication	
7.2. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others	
7.3. Analyze and evaluate the mathematical thinking and strategies of others	
7.4. Use the language of mathematics to express mathematical ideas precisely	
Standard 8: Connections	
8.1. Recognize and use connections among mathematical ideas	
8.2. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole	
8.3. Recognize and apply mathematics in contexts outside of mathematics	

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TABLE 2D

DELAWARE Mathematics Grade 11 Standards and Grade-Level Expectations	ACT Mathematics College Readiness Standards
Standard 1: Numeric Reasoning	
Number sense	
• Extend the development of the properties of numbers in the real number system	**Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers
• Simplify expressions with negative and fractional exponents	**Numbers: Concepts & Properties:** Apply rules of exponents
Operations	
• Make generalizations about the effect of operations on real numbers	**Basic Operations & Applications:** Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings) **Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers
• Perform addition, subtraction, and multiplication on polynomial expressions	**Expressions, Equations, & Inequalities:** Combine like terms (e.g., $2x + 5x$) Multiply two binomials Add, subtract, and multiply polynomials Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)
• Perform addition, subtraction, and multiplication on irrational expressions	**Numbers: Concepts & Properties:** Work with squares and square roots of numbers Work with cubes and cube roots of numbers Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers
• Recognize and use inverse operations to solve equations, powers, and their corresponding roots	**Numbers: Concepts & Properties:** Work with squares and square roots of numbers Work problems involving positive integer exponents Work with cubes and cube roots of numbers Apply rules of exponents **Expressions, Equations, & Inequalities:** Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals Solve one-step equations having integer or decimal answers Solve routine first-degree equations Solve real-world problems using first-degree equations
• Analyze the reasonableness of computational strategies and the results	**Basic Operations & Applications:** Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings) **Numbers: Concepts & Properties:** Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers

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TABLE 2D

DELAWARE Mathematics Grade 11 Standards and Grade-Level Expectations	ACT Mathematics College Readiness Standards
Standard 2: Algebraic Reasoning	
Patterns and change	
• Use rates of change to classify families of functions	**Basic Operations & Applications:** Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings) **Numbers: Concepts & Properties:** Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers **Expressions, Equations, & Inequalities:** Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving **Graphical Representations:** Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane
• Describe how a change in one variable affects other variables in a multivariable situation	**Expressions, Equations, & Inequalities:** Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving
• Develop the conceptual understanding that logarithmic and exponential functions are inverse functions	**Numbers: Concepts & Properties:** Exhibit knowledge of logarithms and geometric sequences
Representations	
• Model constraints to solve linear programming problems	**Expressions, Equations, & Inequalities:** Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Identify solutions to simple quadratic equations Factor simple quadratics (e.g., the difference of squares and perfect square trinomials) Solve first-degree inequalities that do not require reversing the inequality sign Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings Solve linear inequalities that require reversing the inequality sign Solve quadratic equations Find solutions to systems of linear equations Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving **Graphical Representations:** Interpret and use information from graphs in the coordinate plane

TABLE 2D

DELAWARE Mathematics Grade 11 Standards and Grade-Level Expectations	ACT Mathematics College Readiness Standards
Standard 2: Algebraic Reasoning	
• Analyze linear, quadratic, exponential, periodic, trigonometric, or inverse relationships in graphs using best fit lines and curves (regression lines and curve fitting)	**Probability, Statistics, & Data Analysis:** Analyze and draw conclusions based on information from figures, tables, and graphs **Expressions, Equations, & Inequalities:** Manipulate expressions and equations Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving **Graphical Representations:** Interpret and use information from graphs in the coordinate plane Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane
• Understand the relationship between the solution to a quadratic equation and its graph	**Expressions, Equations, & Inequalities:** Manipulate expressions and equations Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving **Graphical Representations:** Interpret and use information from graphs in the coordinate plane Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane
Symbols	
• Use functional notation to represent and evaluate functions	**Functions:** Evaluate quadratic functions, expressed in function notation, at integer values Evaluate polynomial functions, expressed in function notation, at integer values Evaluate composite functions at integer values Write an expression for the composite of two simple functions
• Write equivalent symbolic forms of linear, quadratic, or exponential functions	**Expressions, Equations, & Inequalities:** Manipulate expressions and equations Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving
• Use geometric models and/or algebraic symbols to multiply binomials and complete the square	**Expressions, Equations, & Inequalities:** Combine like terms (e.g., $2x + 5x$) Multiply two binomials Add, subtract, and multiply polynomials Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving

TABLE 2D

DELAWARE Mathematics Grade 11 Standards and Grade-Level Expectations	ACT Mathematics College Readiness Standards
Standard 2: Algebraic Reasoning	
• Use algebraic techniques to identify the vertex and intercepts for quadratic functions	**Expressions, Equations, & Inequalities:** Combine like terms (e.g., $2x + 5x$) Multiply two binomials Identify solutions to simple quadratic equations Add, subtract, and multiply polynomials Factor simple quadratics (e.g., the difference of squares and perfect square trinomials) Manipulate expressions and equations Solve quadratic equations **Graphical Representations:** Interpret and use information from graphs in the coordinate plane Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$
• Apply the quadratic formula and/or factor to solve problems	**Expressions, Equations, & Inequalities:** Identify solutions to simple quadratic equations Solve quadratic equations Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving
• Use expressions or equations to describe arithmetic and geometric sequences (nth term) and series (using sigma notation) to represent the sum	**Numbers: Concepts & Properties:** Exhibit knowledge of logarithms and geometric sequences **Expressions, Equations, & Inequalities:** Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving

TABLE 2D

DELAWARE Mathematics Grade 11 Standards and Grade-Level Expectations	ACT Mathematics College Readiness Standards
Standard 3: Geometric Reasoning	
Classification	
• Connect the right angle relationships with the unit circle and periodic functions for any angle	**Functions:** Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths Apply basic trigonometric ratios to solve right-triangle problems Use trigonometric concepts and basic identities to solve problems Exhibit knowledge of unit circle trigonometry
• Use Sine and Cosine functions to explore periodic real world phenomena	**Functions:** Use trigonometric concepts and basic identities to solve problems Match graphs of basic trigonometric functions with their equations
• Identify and apply the properties of circles as they relate to central angles, inscribed angles, and tangents	**Properties of Plane Figures:** Draw conclusions based on a set of conditions Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas Use relationships among angles, arcs, and distances in a circle
Location and transformation	
• Stretch and shrink periodic functions by changing parameters	**Expressions, Equations, & Inequalities:** Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving **Functions:** Use trigonometric concepts and basic identities to solve problems Exhibit knowledge of unit circle trigonometry Match graphs of basic trigonometric functions with their equations
• Visualize three-dimensional objects from different perspectives	**Probability, Statistics, & Data Analysis:** Interpret and use information from figures, tables, and graphs Analyze and draw conclusions based on information from figures, tables, and graphs **Graphical Representations:** Interpret and use information from graphs in the coordinate plane Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane
Measurement	
• Develop the conceptual understanding of a radian	
• Understand the relationship between degree measures and radian measures of benchmark angles such as 0°, 30°, 45°, 60°, 90°, and multiples of these angles	**Properties of Plane Figures:** Use several angle properties to find an unknown angle measure Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles Use the Pythagorean theorem Draw conclusions based on a set of conditions Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas **Functions:** Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths Apply basic trigonometric ratios to solve right-triangle problems
• Use trigonometric relationships to determine side lengths and angle measures of any triangle	**Functions:** Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths Apply basic trigonometric ratios to solve right-triangle problems Use trigonometric concepts and basic identities to solve problems Exhibit knowledge of unit circle trigonometry

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TABLE 2D

DELAWARE Mathematics Grade 11 Standards and Grade-Level Expectations	ACT Mathematics College Readiness Standards
Standard 4: Quantitative Reasoning	
Collect	
• Understand the differences among the various kinds of studies (e.g., survey, controlled experiment)	**Probability, Statistics, & Data Analysis:** Analyze and draw conclusions based on information from figures, tables, and graphs **Graphical Representations:** Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane
• Determine factors which may affect the outcome of a survey	**Probability, Statistics, & Data Analysis:** Analyze and draw conclusions based on information from figures, tables, and graphs
Represent	
• Interpret least squares regression line as the line that minimizes the sum of the squared errors	
Analyze	
• Compute and use standard deviation to analyze data variability	**Probability, Statistics, & Data Analysis:** Interpret and use information from figures, tables, and graphs Analyze and draw conclusions based on information from figures, tables, and graphs **Expressions, Equations, & Inequalities:** Substitute whole numbers for unknown quantities to evaluate expressions Evaluate algebraic expressions by substituting integers for unknown quantities **Functions:** Evaluate quadratic functions, expressed in function notation, at integer values Evaluate polynomial functions, expressed in function notation, at integer values
• Apply benchmark percents described by the "empirical rule" (68%-95%-99.7% rule) in a normal distribution	**Probability, Statistics, & Data Analysis:** Interpret and use information from figures, tables, and graphs Analyze and draw conclusions based on information from figures, tables, and graphs
• Recognize approximate norm distributions	**Graphical Representations:** Interpret and use information from graphs in the coordinate plane Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane **Probability, Statistics, & Data Analysis:** Interpret and use information from figures, tables, and graphs Analyze and draw conclusions based on information from figures, tables, and graphs
Probability	
• Understand and use the addition rule to calculate probabilities for mutually exclusive and non-mutually exclusive events	**Probability, Statistics, & Data Analysis:** Use the relationship between the probability of an event and the probability of its complement Determine the probability of a simple event Exhibit knowledge of simple counting techniques Compute straightforward probabilities for common situations Use Venn diagrams in counting Apply counting techniques Compute a probability when the event and/or sample space are not given or obvious Exhibit knowledge of conditional and joint probability

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TABLE 2D

DELAWARE Mathematics Grade 11 Standards and Grade-Level Expectations	ACT Mathematics College Readiness Standards
Standard 5: Problem Solving	
5.1. Build new mathematical knowledge	
5.2. Solve problems that arise in mathematics and in other contexts	**Basic Operations & Applications:** Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings) **Expressions, Equations, & Inequalities:** Solve real-world problems using first-degree equations Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving
5.3. Apply and adapt a variety of appropriate strategies to solve problems	**Basic Operations & Applications:** Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings) **Expressions, Equations, & Inequalities:** Solve real-world problems using first-degree equations Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving
5.4. Monitor and reflect on the process of mathematical problem solving	

TABLE 2D

DELAWARE Mathematics Grade 11 Standards and Grade-Level Expectations	ACT Mathematics College Readiness Standards
Standard 6: Reasoning and Proof	
6.1. Understand that reasoning and proof are fundamental aspects of mathematics	
6.2. Make and investigate mathematical conjectures	**Numbers: Concepts & Properties:** Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers **Properties of Plane Figures:** Draw conclusions based on a set of conditions Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas
6.3. Develop and evaluate mathematical arguments and proofs	**Numbers: Concepts & Properties:** Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers **Properties of Plane Figures:** Draw conclusions based on a set of conditions Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas
6.4. Select and use various types of reasoning and methods of proof	
Standard 7: Communication	
7.1. Organize and consolidate their mathematical thinking through communication	
7.2. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others	
7.3. Analyze and evaluate the mathematical thinking and strategies of others	**Numbers: Concepts & Properties:** Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers **Properties of Plane Figures:** Draw conclusions based on a set of conditions
7.4. Use the language of mathematics to express mathematical ideas precisely	
Standard 8: Connections	
8.1. Recognize and use connections among mathematical ideas	**Graphical Representations:** Solve problems integrating multiple algebraic and/or geometric concepts
8.2. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole	
8.3. Recognize and apply mathematics in contexts outside of mathematics	

TABLE 2E

DELAWARE Mathematics Grade 12 Standards and Grade-Level Expectations	ACT Mathematics College Readiness Standards
Standard 1: Numeric Reasoning	
Number sense	
• Use i = $\sqrt{-1}$ to develop an awareness of other number systems	**Numbers: Concepts & Properties:** Exhibit some knowledge of the complex numbers
• Understand the magnitude of numbers that are encountered in the real world	**Numbers: Concepts & Properties:** Work with scientific notation
Operations	
• Select and use appropriate methods and tools for computing from among mental computation, estimation, calculators, paper and pencil, and computers according to the context and nature of the computation	**Basic Operations & Applications:** Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)

TABLE 2E

DELAWARE Mathematics Grade 12 Standards and Grade-Level Expectations	ACT Mathematics College Readiness Standards
Standard 2: Algebraic Reasoning	
Patterns and change	
• Apply and use an understanding of rates of change to solve real world problems involving applications of finance such as but not limited to, savings, compound interest, continuous interest, depreciation, loans, credit cards, mortgages, reading amortization tables, home buying, etc.	**Basic Operations & Applications:** Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings) **Probability, Statistics, & Data Analysis:** Read tables and graphs Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs Analyze and draw conclusions based on information from figures, tables, and graphs **Graphical Representations:** Interpret and use information from graphs in the coordinate plane Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane
• Explore and analyze real world problem situations involving non-financial applications of rates	**Basic Operations & Applications:** Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)
Representations	
• Interpret maximum and minimum values of functions in problem situations	**Graphical Representations:** Interpret and use information from graphs in the coordinate plane Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane **Functions:** Evaluate quadratic functions, expressed in function notation, at integer values Evaluate polynomial functions, expressed in function notation, at integer values

TABLE 2E

DELAWARE Mathematics Grade 12 Standards and Grade-Level Expectations	ACT Mathematics College Readiness Standards
Standard 2: Algebraic Reasoning	
• Understand the relationship between the zeros (roots) of a polynomial function and its factors	**Expressions, Equations, & Inequalities:** Manipulate expressions and equations Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving
Symbols	
• Use symbolic, numeric or graphical methods to solve systems of equations and/or inequalities involving linear and nonlinear contexts	**Probability, Statistics, & Data Analysis:** Interpret and use information from figures, tables, and graphs Analyze and draw conclusions based on information from figures, tables, and graphs **Expressions, Equations, & Inequalities:** Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving **Graphical Representations:** Interpret and use information from graphs in the coordinate plane Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane
• Solve everyday problems that can be modeled using polynomial, rational, exponential, logarithmic, and/or step functions, absolute value and square roots	**Basic Operations & Applications:** Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings) **Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Work with scientific notation Apply rules of exponents Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers **Expressions, Equations, & Inequalities:** Manipulate expressions and equations Solve absolute value equations Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving Solve simple absolute value inequalities

TABLE 2E

DELAWARE Mathematics Grade 12 Standards and Grade-Level Expectations	ACT Mathematics College Readiness Standards
Standard 3: Geometric Reasoning	
Classification	
• Understand and use periodic functions to model real world phenomena	**Graphical Representations:** Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane
Location and transformation	
• Explore and use other coordinate systems to describe directions and location	**Graphical Representations:** Interpret and use information from graphs in the coordinate plane Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts
• Use perspective, proportionality, and patterning to explore real world geometric applications	**Graphical Representations:** Interpret and use information from graphs in the coordinate plane **Measurement:** Use scale factors to determine the magnitude of a size change
Measurement	
• Use indirect measurement to find missing lengths of geometric figures	**Properties of Plane Figures:** Use the Pythagorean theorem Draw conclusions based on a set of conditions Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas **Functions:** Apply basic trigonometric ratios to solve right-triangle problems Use trigonometric concepts and basic identities to solve problems
• Use appropriate units to measure a given quantity	**Basic Operations & Applications:** Perform common conversions (e.g., inches to feet or hours to minutes)
Standard 4: Quantitative Reasoning	
Collect	
• Apply principles of data collection and experimental design that aim to minimize bias and variability of resulting data	
Represent	
• Apply and interpret z scores	
• Interpret margin of error and confidence intervals	
Analyze	
• Use discrete probability models such as the binomial model to represent real world phenomena	
Probability	
• Use conditional probabilities to solve problems from health, public policy, and other areas	**Probability, Statistics, & Data Analysis:** Compute a probability when the event and/or sample space are not given or obvious Exhibit knowledge of conditional and joint probability
• Use the normal distribution to calculate probabilities	**Probability, Statistics, & Data Analysis:** Analyze and draw conclusions based on information from figures, tables, and graphs **Graphical Representations:** Interpret and use information from graphs in the coordinate plane Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane

= Measured by ACT Mathematics Test

TABLE 2E

DELAWARE Mathematics Grade 12 Standards and Grade-Level Expectations	ACT Mathematics College Readiness Standards
Standard 5: Problem Solving	
5.1. Build new mathematical knowledge	
5.2. Solve problems that arise in mathematics and in other contexts	**Basic Operations & Applications:** Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings) **Expressions, Equations, & Inequalities:** Solve real-world problems using first-degree equations Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving
5.3. Apply and adapt a variety of appropriate strategies to solve problems	**Basic Operations & Applications:** Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings) **Expressions, Equations, & Inequalities:** Solve real-world problems using first-degree equations Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving
5.4. Monitor and reflect on the process of mathematical problem solving	

TABLE 2E

DELAWARE Mathematics Grade 12 Standards and Grade-Level Expectations	ACT Mathematics College Readiness Standards
Standard 6: Reasoning and Proof	
6.1. Understand that reasoning and proof are fundamental aspects of mathematics	
6.2. Make and investigate mathematical conjectures	**Numbers: Concepts & Properties:** Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers **Properties of Plane Figures:** Draw conclusions based on a set of conditions Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas
6.3. Develop and evaluate mathematical arguments and proofs	**Numbers: Concepts & Properties:** Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers **Properties of Plane Figures:** Draw conclusions based on a set of conditions Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas
6.4. Select and use various types of reasoning and methods of proof	
Standard 7: Communication	
7.1. Organize and consolidate their mathematical thinking through communication	
7.2. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others	
7.3. Analyze and evaluate the mathematical thinking and strategies of others	**Numbers: Concepts & Properties:** Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers **Properties of Plane Figures:** Draw conclusions based on a set of conditions
7.4. Use the language of mathematics to express mathematical ideas precisely	
Standard 8: Connections	
8.1. Recognize and use connections among mathematical ideas	**Graphical Representations:** Solve problems integrating multiple algebraic and/or geometric concepts
8.2. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole	
8.3. Recognize and apply mathematics in contexts outside of mathematics	

TABLE 2F

DELAWARE Mathematics Grade 11 Standards and Grade-Level Expectations	WorkKeys *Applied Mathematics* Skills
Standard 1: Numeric Reasoning	
Number sense	
• Extend the development of the properties of numbers in the real number system	
• Simplify expressions with negative and fractional exponents	
Operations	
• Make generalizations about the effect of operations on real numbers	
• Perform addition, subtraction, and multiplication on polynomial expressions	
• Perform addition, subtraction, and multiplication on irrational expressions	
• Recognize and use inverse operations to solve equations, powers, and their corresponding roots	
• Analyze the reasonableness of computational strategies and the results	Decide what information, calculations, or unit conversions to use to solve the problem Find mistakes in items that belong at Levels 3, 4, and 5 Find mistakes in Level 6 items
Standard 2: Algebraic Reasoning	
Patterns and change	
• Use rates of change to classify families of functions	
• Describe how a change in one variable affects other variables in a multivariable situation	
• Develop the conceptual understanding that logarithmic and exponential functions are inverse functions	
Representations	
• Model constraints to solve linear programming problems	
• Analyze linear, quadratic, exponential, periodic, trigonometric, or inverse relationships in graphs using best fit lines and curves (regression lines and curve fitting)	
• Understand the relationship between the solution to a quadratic equation and its graph	
Symbols	
• Use functional notation to represent and evaluate functions	
• Write equivalent symbolic forms of linear, quadratic, or exponential functions	
• Use geometric models and/or algebraic symbols to multiply binomials and complete the square	
• Use algebraic techniques to identify the vertex and intercepts for quadratic functions	
• Apply the quadratic formula and/or factor to solve problems	
• Use expressions or equations to describe arithmetic and geometric sequences (nth term) and series (using sigma notation) to represent the sum	

TABLE 2F

DELAWARE Mathematics Grade 11 Standards and Grade-Level Expectations	WorkKeys *Applied Mathematics* Skills
Standard 3: Geometric Reasoning	
Classification	
• Connect the right angle relationships with the unit circle and periodic functions for any angle	
• Use Sine and Cosine functions to explore periodic real world phenomena	
• Identify and apply the properties of circles as they relate to central angles, inscribed angles, and tangents	
Location and transformation	
• Stretch and shrink periodic functions by changing parameters	
• Visualize three-dimensional objects from different perspectives	
Measurement	
• Develop the conceptual understanding of a radian	
• Understand the relationship between degree measures and radian measures of benchmark angles such as 0°, 30°, 45°, 60°, 90°, and multiples of these angles	
• Use trigonometric relationships to determine side lengths and angle measures of any triangle	
Standard 4: Quantitative Reasoning	
Collect	
• Understand the differences among the various kinds of studies (e.g., survey, controlled experiment)	
• Determine factors which may affect the outcome of a survey	
Represent	
• Interpret least squares regression line as the line that minimizes the sum of the squared errors	
Analyze	
• Compute and use standard deviation to analyze data variability	
• Apply benchmark percents described by the “empirical rule” (68%-95%-99.7% rule) in a normal distribution	
• Recognize approximate norm distributions	
Probability	
• Understand and use the addition rule to calculate probabilities for mutually exclusive and non-mutually exclusive events	

TABLE 2F

DELAWARE Mathematics Grade 11 Standards and Grade-Level Expectations	WorkKeys *Applied Mathematics* Skills
Standard 5: Problem Solving	
5.1. Build new mathematical knowledge	
5.2. Solve problems that arise in mathematics and in other contexts	Solve problems that require one or two operations Multiply negative numbers Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals Add commonly known fractions, decimals, or percentages (e.g., ½, .75, 25%) Add three fractions that share a common denominator Multiply a mixed number by a whole number or decimal Put the information in the right order before performing calculations Decide what information, calculations, or unit conversions to use to solve the problem Look up a formula and perform single-step conversions within or between systems of measurement Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes) Divide negative numbers Find the best deal using one- and two-step calculations and then comparing results Calculate perimeters and areas of basic shapes (rectangles and circles) Calculate percentage discounts or markups Use fractions, negative numbers, ratios, percentages, or mixed numbers Rearrange a formula before solving a problem Use two formulas to change from one unit to another within the same system of measurement Use two formulas to change from one unit in one system of measurement to a unit in another system of measurement Find mistakes in items that belong at Levels 3, 4, and 5 Find the best deal and use the result for another calculation Find areas of basic shapes when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations Find the volume of rectangular solids Calculate multiple rates Solve problems that include nonlinear functions and/or that involve more than one unknown Find mistakes in Level 6 items Convert between systems of measurement that involve fractions, mixed numbers, decimals, and/or percentages Calculate multiple areas and volumes of spheres, cylinders, or cones Set up and manipulate complex ratios or proportions Find the best deal when there are several choices Apply basic statistical concepts

TABLE 2F

DELAWARE Mathematics Grade 11 Standards and Grade-Level Expectations	**WorkKeys *Applied Mathematics* Skills**
5.3. Apply and adapt a variety of appropriate strategies to solve problems	Solve problems that require one or two operations Multiply negative numbers Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals Add commonly known fractions, decimals, or percentages (e.g., ½, .75, 25%) Add three fractions that share a common denominator Multiply a mixed number by a whole number or decimal Put the information in the right order before performing calculations Decide what information, calculations, or unit conversions to use to solve the problem Look up a formula and perform single-step conversions within or between systems of measurement Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes) Divide negative numbers Find the best deal using one- and two-step calculations and then comparing results Calculate perimeters and areas of basic shapes (rectangles and circles) Calculate percentage discounts or markups Use fractions, negative numbers, ratios, percentages, or mixed numbers Rearrange a formula before solving a problem Use two formulas to change from one unit to another within the same system of measurement Use two formulas to change from one unit in one system of measurement to a unit in another system of measurement Find mistakes in items that belong at Levels 3, 4, and 5 Find the best deal and use the result for another calculation Find areas of basic shapes when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations Find the volume of rectangular solids Calculate multiple rates Solve problems that include nonlinear functions and/or that involve more than one unknown Find mistakes in Level 6 items Convert between systems of measurement that involve fractions, mixed numbers, decimals, and/or percentages Calculate multiple areas and volumes of spheres, cylinders, or cones Set up and manipulate complex ratios or proportions Find the best deal when there are several choices Apply basic statistical concepts
5.4. Monitor and reflect on the process of mathematical problem solving	
Standard 6: Reasoning and Proof	
6.1. Understand that reasoning and proof are fundamental aspects of mathematics	
6.2. Make and investigate mathematical conjectures	
6.3. Develop and evaluate mathematical arguments and proofs	
6.4. Select and use various types of reasoning and methods of proof	
Standard 7: Communication	
7.1. Organize and consolidate their mathematical thinking through communication	
7.2. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others	
7.3. Analyze and evaluate the mathematical thinking and strategies of others	Find mistakes in items that belong at Levels 3, 4, and 5 Find mistakes in Level 6 items
7.4. Use the language of mathematics to express mathematical ideas precisely	

= Measured by WorkKeys *Applied Mathematics* Test

TABLE 2F

DELAWARE Mathematics Grade 11 Standards and Grade-Level Expectations	**WorkKeys *Applied Mathematics* Skills**
Standard 8: Connections	
8.1. Recognize and use connections among mathematical ideas	
8.2. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole	
8.3. Recognize and apply mathematics in contexts outside of mathematics	Solve problems that require one or two operations Multiply negative numbers Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals Add commonly known fractions, decimals, or percentages (e.g., ½, .75, 25%) Add three fractions that share a common denominator Multiply a mixed number by a whole number or decimal Put the information in the right order before performing calculations Decide what information, calculations, or unit conversions to use to solve the problem Look up a formula and perform single-step conversions within or between systems of measurement Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes) Divide negative numbers Find the best deal using one- and two-step calculations and then comparing results Calculate perimeters and areas of basic shapes (rectangles and circles) Calculate percentage discounts or markups Use fractions, negative numbers, ratios, percentages, or mixed numbers Rearrange a formula before solving a problem Use two formulas to change from one unit to another within the same system of measurement Use two formulas to change from one unit in one system of measurement to a unit in another system of measurement Find mistakes in items that belong at Levels 3, 4, and 5 Find the best deal and use the result for another calculation Find areas of basic shapes when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations Find the volume of rectangular solids Calculate multiple rates Solve problems that include nonlinear functions and/or that involve more than one unknown Find mistakes in Level 6 items Convert between systems of measurement that involve fractions, mixed numbers, decimals, and/or percentages Calculate multiple areas and volumes of spheres, cylinders, or cones Set up and manipulate complex ratios or proportions Find the best deal when there are several choices Apply basic statistical concepts

TABLE 2G

DELAWARE Mathematics Grade 12 Standards and Grade-Level Expectations	WorkKeys *Applied Mathematics* Skills
Standard 1: Numeric Reasoning	
Number sense	
• Use $i = \sqrt{-1}$ to develop an awareness of other number systems	
• Understand the magnitude of numbers that are encountered in the real world	
Operations	
• Select and use appropriate methods and tools for computing from among mental computation, estimation, calculators, paper and pencil, and computers according to the context and nature of the computation	
Standard 2: Algebraic Reasoning	
Patterns and change	
• Apply and use an understanding of rates of change to solve real world problems involving applications of finance such as but not limited to, savings, compound interest, continuous interest, depreciation, loans, credit cards, mortgages, reading amortization tables, home buying, etc.	Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals Calculate multiple rates Solve problems that include nonlinear functions and/or that involve more than one unknown
• Explore and analyze real world problem situations involving non-financial applications of rates	Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals Calculate multiple rates
Representations	
• Interpret maximum and minimum values of functions in problem situations	
• Understand the relationship between the zeros (roots) of a polynomial function and its factors	
Symbols	
• Use symbolic, numeric or graphical methods to solve systems of equations and/or inequalities involving linear and nonlinear contexts	
• Solve everyday problems that can be modeled using polynomial, rational, exponential, logarithmic, and/or step functions, absolute value and square roots	
Standard 3: Geometric Reasoning	
Classification	
• Understand and use periodic functions to model real world phenomena	
Location and transformation	
• Explore and use other coordinate systems to describe directions and location	
• Use perspective, proportionality, and patterning to explore real world geometric applications	Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals Set up and manipulate complex ratios or proportions
Measurement	
• Use indirect measurement to find missing lengths of geometric figures	Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals Set up and manipulate complex ratios or proportions
• Use appropriate units to measure a given quantity	

= Measured by WorkKeys *Applied Mathematics* Test

TABLE 2G

DELAWARE Mathematics Grade 12 Standards and Grade-Level Expectations	WorkKeys *Applied Mathematics* Skills
Standard 4: Quantitative Reasoning	
Collect	
• Apply principles of data collection and experimental design that aim to minimize bias and variability of resulting data	
Represent	
• Apply and interpret z scores	
• Interpret margin of error and confidence intervals	
Analyze	
• Use discrete probability models such as the binomial model to represent real world phenomena	
Probability	
• Use conditional probabilities to solve problems from health, public policy, and other areas	
• Use the normal distribution to calculate probabilities	

= Measured by WorkKeys *Applied Mathematics* Test

TABLE 2G

DELAWARE Mathematics Grade 12 Standards and Grade-Level Expectations	WorkKeys *Applied Mathematics* Skills
Standard 5: Problem Solving	
5.1. Build new mathematical knowledge	
5.2. Solve problems that arise in mathematics and in other contexts	Solve problems that require one or two operations Multiply negative numbers Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals Add commonly known fractions, decimals, or percentages (e.g., ½, .75, 25%) Add three fractions that share a common denominator Multiply a mixed number by a whole number or decimal Put the information in the right order before performing calculations Decide what information, calculations, or unit conversions to use to solve the problem Look up a formula and perform single-step conversions within or between systems of measurement Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes) Divide negative numbers Find the best deal using one- and two-step calculations and then comparing results Calculate perimeters and areas of basic shapes (rectangles and circles) Calculate percentage discounts or markups Use fractions, negative numbers, ratios, percentages, or mixed numbers Rearrange a formula before solving a problem Use two formulas to change from one unit to another within the same system of measurement Use two formulas to change from one unit in one system of measurement to a unit in another system of measurement Find mistakes in items that belong at Levels 3, 4, and 5 Find the best deal and use the result for another calculation Find areas of basic shapes when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations Find the volume of rectangular solids Calculate multiple rates Solve problems that include nonlinear functions and/or that involve more than one unknown Find mistakes in Level 6 items Convert between systems of measurement that involve fractions, mixed numbers, decimals, and/or percentages Calculate multiple areas and volumes of spheres, cylinders, or cones Set up and manipulate complex ratios or proportions Find the best deal when there are several choices Apply basic statistical concepts

TABLE 2G

DELAWARE Mathematics Grade 12 Standards and Grade-Level Expectations	**WorkKeys *Applied Mathematics* Skills**
Standard 5: Problem Solving	
5.3. Apply and adapt a variety of appropriate strategies to solve problems	Solve problems that require one or two operations Multiply negative numbers Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals Add commonly known fractions, decimals, or percentages (e.g., ½, .75, 25%) Add three fractions that share a common denominator Multiply a mixed number by a whole number or decimal Put the information in the right order before performing calculations Decide what information, calculations, or unit conversions to use to solve the problem Look up a formula and perform single-step conversions within or between systems of measurement Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes) Divide negative numbers Find the best deal using one- and two-step calculations and then comparing results Calculate perimeters and areas of basic shapes (rectangles and circles) Calculate percentage discounts or markups Use fractions, negative numbers, ratios, percentages, or mixed numbers Rearrange a formula before solving a problem Use two formulas to change from one unit to another within the same system of measurement Use two formulas to change from one unit in one system of measurement to a unit in another system of measurement Find mistakes in items that belong at Levels 3, 4, and 5 Find the best deal and use the result for another calculation Find areas of basic shapes when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations Find the volume of rectangular solids Calculate multiple rates Solve problems that include nonlinear functions and/or that involve more than one unknown Find mistakes in Level 6 items Convert between systems of measurement that involve fractions, mixed numbers, decimals, and/or percentages Calculate multiple areas and volumes of spheres, cylinders, or cones Set up and manipulate complex ratios or proportions Find the best deal when there are several choices Apply basic statistical concepts
5.4. Monitor and reflect on the process of mathematical problem solving	

= Measured by WorkKeys *Applied Mathematics* Test

TABLE 2G

DELAWARE Mathematics Grade 12 Standards and Grade-Level Expectations	WorkKeys *Applied Mathematics* Skills
Standard 6: Reasoning and Proof	
6.1. Understand that reasoning and proof are fundamental aspects of mathematics	
6.2. Make and investigate mathematical conjectures	
6.3. Develop and evaluate mathematical arguments and proofs	
6.4. Select and use various types of reasoning and methods of proof	
Standard 7: Communication	
7.1. Organize and consolidate their mathematical thinking through communication	
7.2. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others	
7.3. Analyze and evaluate the mathematical thinking and strategies of others	Find mistakes in items that belong at Levels 3, 4, and 5 Find mistakes in Level 6 items
7.4. Use the language of mathematics to express mathematical ideas precisely	
Standard 8: Connections	
8.1. Recognize and use connections among mathematical ideas	
8.2. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole	
8.3. Recognize and apply mathematics in contexts outside of mathematics	Solve problems that require one or two operations Multiply negative numbers Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals Add commonly known fractions, decimals, or percentages (e.g., ½, .75, 25%) Add three fractions that share a common denominator Multiply a mixed number by a whole number or decimal Put the information in the right order before performing calculations Decide what information, calculations, or unit conversions to use to solve the problem Look up a formula and perform single-step conversions within or between systems of measurement Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes) Divide negative numbers Find the best deal using one- and two-step calculations and then comparing results Calculate perimeters and areas of basic shapes (rectangles and circles) Calculate percentage discounts or markups Use fractions, negative numbers, ratios, percentages, or mixed numbers Rearrange a formula before solving a problem Use two formulas to change from one unit to another within the same system of measurement Use two formulas to change from one unit in one system of measurement to a unit in another system of measurement Find mistakes in items that belong at Levels 3, 4, and 5 Find the best deal and use the result for another calculation Find areas of basic shapes when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations Find the volume of rectangular solids Calculate multiple rates Solve problems that include nonlinear functions and/or that involve more than one unknown Find mistakes in Level 6 items Convert between systems of measurement that involve fractions, mixed numbers, decimals, and/or percentages Calculate multiple areas and volumes of spheres, cylinders, or cones Set up and manipulate complex ratios or proportions

= Measured by WorkKeys *Applied Mathematics* Test

TABLE 2G

DELAWARE Mathematics Grade 12 Standards and Grade-Level Expectations	WorkKeys *Applied Mathematics* Skills
	Find the best deal when there are several choices Apply basic statistical concepts

SUPPLEMENT
TABLES 3A–3G:

SCIENCE

TABLE 3A

DELAWARE Science Grade 8 Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Standard 1: Nature and Application of Science and Technology	
Enduring Understanding: Scientific inquiry involves asking scientifically-oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.	
Frame and refine questions that can be investigated scientifically, and generate testable hypotheses.	**Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
Design and conduct investigations with controlled variables to test hypotheses.	**Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
Accurately collect data through the selection and use of tools and techniques appropriate to the investigation. Construct tables, diagrams and graphs, showing relationships between two variables, to display and facilitate analysis of data. Compare and question results with and from other students.	**Interpretation of Data:** Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Understand basic scientific terminology Find basic information in a brief body of text Translate information into a table, graph, or diagram **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design
Form explanations based on accurate and logical analysis of evidence. Revise the explanation using alternative descriptions, predictions, models and knowledge from other sources as well as results of further investigation.	**Interpretation of Data:** Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Identify key issues or assumptions in a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Identify strengths and weaknesses in one or more models Identify similarities and differences between models Determine which model(s) is(are) supported or weakened by new information Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion
Communicate scientific procedures, data, and explanations to enable the replication of results. Use computer technology to assist in communicating these results. Critical review is important in the analysis of these results.	**Interpretation of Data:** Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings,

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DELAWARE Science Grade 8 Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Standard 1: Nature and Application of Science and Technology	
	units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion
Use mathematics, reading, writing, and technology in conducting scientific inquiries.	**Interpretation of Data:** Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram Identify and/or use a simple (e.g., linear) mathematical relationship between data **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model

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TABLE 3A

DELAWARE Science Grade 8 Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Standard 2: Materials and Their Properties	
Enduring Understanding: The structures of materials determine their properties.	
Conduct simple investigations in which a variety of materials (sand, water, light colored materials, dark colored materials) are exposed to light and heat energy. Measure the change in temperature of the material and describe any changes that occur in terms of the physical properties of the material.	
Conduct investigations, using a variety of materials, to show that some materials conduct heat more readily than others. Identify these materials as conductors or insulators.	
Explain why insulators may be used to slow the change of temperature of hot or cold materials.	
Enduring Understanding: The properties of the mixture are based on the properties of its components.	
No GLEs for this understanding	
Enduring Understanding: When materials interact within a closed system, the total mass of the system remains the same.	
No GLEs for this understanding	
Enduring Understanding: People develop new materials as a response to the needs of society and the pursuit of knowledge. This development may have risks and benefits to humans and the environment.	
No GLEs for this understanding	

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TABLE 3A

DELAWARE Science Grade 8 Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Standard 3: Energy and Its Effects	
Enduring Understandings: Energy takes many forms. These forms can be grouped into types of energy that are associated with the motion of mass (kinetic energy) and types of energy associated with the position of mass and energy fields (potential energy).	
Explain that kinetic energy is the energy an object has because of its motion and identify that kinetic energy depends upon the object's speed and mass.	
Design and carry out investigations to determine how changing the mass of an object or changing its speed changes its kinetic energy.	
Explain that gravitational potential energy (GPE) is the energy of position (above the Earth's surface) and that it depends on the object's mass and height above the ground. Relate that lifted objects have GPE and that the size of an object's GPE depends on its mass and the vertical distance it was lifted. Make a graph to demonstrate and describe how the GPE changes as the height of an object is increased or decreased.	
Explain that the mechanical energy of an object is the sum of its kinetic energy and its potential energy at any point in time. Identify the mechanical energy of objects in different circumstances and identify whether the mechanical energy consists of KE, PE or both (i.e., a ball at rest at the top of an incline and in its motion part of the way down the incline, or a model plane driven by a "rubber band" motor, etc.).	
Interpret graphical representations of energy to describe how changes in the potential energy of an object can influence changes in its kinetic energy.	
Explain that the mechanical energy of an object is a measure of how much the object can change the motion of other objects or materials (e.g., a ball (or air) having a large kinetic energy can do more damage than a ball (or air) with less kinetic energy).	
Use the particle model to explain heat energy as the combined random kinetic energy of particles that make up an object and while the heat energy and temperature of an object are related, they are different quantities.	
Describe how the motion of water particles in a glass of cold water is different from the motion of water particles in a glass of hot water.	
Explain that sound energy is mechanical energy that travels in the form of waves. Use the particle model to explain why sound waves must travel through matter, and that sound travels more effectively through solids and liquids than through gases. Model and describe how sound energy travels through solids, liquids, and gases.	
Use the properties of sound waves and the particle model to describe how the pitch of two waves can be different and how the loudness of two waves can be different.	
Explain that heat energy and sound energy both make the particles of a substance move. Use models to explain how the particles respond differently to these types of energy. Use models to explain why sound travels much faster through substances than heat energy does.	
Relate that the sun is the source of almost all of the Earth's energy and that this energy travels to the Earth in the form of electromagnetic waves.	
Explain that the electromagnetic waves from the sun consist of a range of wavelengths and associated energies. Explain that the majority of the energy from the sun reaches Earth in the form of infrared, visible, and ultraviolet waves. Use diagrams to demonstrate the differences in different types of electromagnetic waves.	
Plan and conduct an experiment to identify the presence of UV and IR waves in sunlight or other sources of electromagnetic waves. Use evidence to explain the presence of each.	
Enduring Understandings: Changes take place because of the transfer of energy. Energy is transferred to matter through the action of forces. Different forces are responsible for the different forms of energy.	

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TABLE 3A

DELAWARE Science Grade 8 Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Standard 3: Energy and Its Effects	
The force of gravity can act across very large distances of space. Through the force of gravity planets pull on their moons, and pull on each other. The sun pulls on all planets, moons and other celestial bodies in the solar system. Use an understanding of how forces change the motion of objects to explain how gravity is responsible for creating the orbital motion of planets and moons.	
Explain that the transfer of energy from one object to another is caused by the exertion of a force. Create an energy chain to show how forces can change the mechanical energy of an object. Describe how the distance over which the forces act will influence the amount of energy transferred (and when appropriate, the amount of energy transformed).	
Give examples of how mechanical energy can be transferred to (or away from) an object, and describe the changes that can take place in the motion of the object because of this energy transfer, (e.g., pulling on a trailer to start it moving or using friction to slow an object and bring it to rest).	
Use diagrams to trace and describe the transfer of energy through a physical system (for example, the erosion effects of water flowing down an unprotected slope).	
Use the particle model to explain how mechanical waves can transport energy without transporting mass. Give examples that support the transfer of energy without any net transfer of matter.	
Explain that the frequency and amplitude are two characteristics of waves that determine the mechanical energy carried and delivered by a sound wave per unit of time. Use diagrams to explain how each of these properties will influence the KE of the particles in the substance when a sound wave passes through the substance.	
The energy delivered by a wave depends on more than just the frequency. Give an example of a high frequency sound wave that delivers small quantities of energy every second and explain how this is possible. Give an example of a low frequency sound wave that delivers large quantities of energy every second and explain how this is possible.	
Use the particle model to explain how heat energy is transferred through solid materials (conduction). Give examples of materials that are good “conductors” of heat energy and examples of materials that are poor conductors of heat energy, and how both types of materials are used in typical homes.	
Use the particle model to describe the difference between heat energy transfer in solids and heat energy transfer in liquids and gases (i.e., the differences between conduction and convection).	
Use the particle model to explain why heat energy is always transferred from materials at higher temperatures to materials at lower temperatures. Explain why heat energy transfer ceases when the equilibrium temperature is reached. Explain that when this temperature is reached, the materials are in thermal equilibrium.	
Conduct simple investigations to demonstrate that heat energy is transferred from one material to another in predictable ways (from materials at higher temperatures to materials at lower temperatures), until both materials reach the same temperature.	
Explain how the addition or removal of heat energy can change an object’s temperature or its physical state. Conduct simple investigations involving changes of physical state and temperature. Relate that there is no change in temperature when a substance is changing state.	
Enduring Understandings: Energy readily transforms from one form to another, but these transformations are not always reversible. The details of these transformations depend upon the initial form of the energy and the properties of the materials involved. Energy may transfer into or out of a system and it may change forms, but the total energy cannot change.	
Identify that energy can exist in several forms, and when it changes from one form into another the process is called energy transformation.	

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TABLE 3A

DELAWARE Science Grade 8 Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Standard 3: Energy and Its Effects	
Explain that energy transformation and energy transfer are different processes, and that energy transformations can take place during an energy transfer. Give examples of energy transformations that take place during an energy transfer.	
Give examples of energy transfers that do not include energy transformations. Give examples of energy transformations that take place without any energy transfer.	
Use energy chains to trace the flow of energy through physical systems. Indicate the energy transfers and the energy transformations that are involved in the processes (e.g., the lighting of an electric lamp in a region serviced by a hydroelectric (or coal fueled) electric power plant, or the sediment that clouds a stream after a heavy rainfall).	
Recognize that when light enters an eye, the energy carried by the light waves carries information and allows living things to see.	
Trace the flow of the energy carried by the light when the light strikes a material and is reflected from, transmitted through, and/or absorbed by the material. Describe the energy transfers and transformations that take place when light energy is absorbed by a material.	
Conduct investigations to show that materials can absorb some frequencies of electromagnetic waves, but reflect others or allow them to transmit through the material. Use this selective absorption process to explain how objects obtain their color, how materials like sunscreen can serve to protect us from harmful electromagnetic waves, and how selective absorption contributes to the Greenhouse Effect.	
Trace what happens to the energy from the Sun when it reaches Earth and encounters various materials, such as, atmosphere, oceans, soil, rocks, plants, and animals. Recognize that these materials absorb, reflect and transmit the electromagnetic waves coming from the sun differently.	
Conduct investigations to determine how the physical properties of materials (e.g., size, shape, color, texture, hardness) can account for the effect the materials have on sunlight and the degree of change observed in the materials (e.g., dark cloth absorbs more heat than light cloth, clear water transmits more light than murky water, and polished materials reflect more light than dull materials).	
Use the properties of water and soil to explain how uneven heating of Earth's surface can occur. Conduct an investigation that shows how water and soil are heated unequally by sunlight. Describe how this can be used to explain unequal heating of the Earth's surface, producing atmospheric movements that influence weather.	
Use the particle model to explain why a material expands (takes up more space) as its temperature increases. Recognize that this expansion is due to the increase in the motion of the particles, and that the particles themselves remain the same size.	
Enduring Understanding: People utilize a variety of resources to meet the basic and specific needs of life. Some of these resources cannot be replaced. Other resources can be replenished or exist in such vast quantities they are in no danger of becoming depleted. Often the energy stored in resources must be transformed into more useful forms and transported over great distances before it can be helpful to us.	
Identify different forms of alternative energy (i.e., solar, wind, ocean waves, tidal and hydroelectric systems). Research and report on the use of this alternative form of energy. Discuss and compare findings to describe the advantages and disadvantages of different kinds of alternative energy.	

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TABLE 3A

DELAWARE Science Grade 8 Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Standard 4: Earth in Space	
Enduring Understanding: Observable, predictable patterns of movement in the Sun, Earth, Moon system occur because of gravitational interaction and energy from the Sun.	
Describe how scientists have historically confirmed that the Earth is round, not flat.	
Analyze data on sunrise and sunset times (in terms of length of daylight) and describe patterns. Explain the reason for the patterns by using models or computer simulations of the Earth and Sun.	
Using internet, newspaper, and actual observations of the night sky for at least two months, collect data on the Moon's appearance, and moonrise and moonset times. Analyze the data to describe the observable patterns (phases). Explain why the Moon's appearance changes in a repeating cyclical pattern.	
Use models to describe how the relative positions of the Sun, Moon, and Earth account for Moon phases, eclipses, and tides.	
Describe how the relative positions of the Earth, Moon and Sun can cause high and low tides, and unusually high or low tides.	
Enduring Understanding: All objects in the Solar System orbit the Sun and have distinctive physical characteristics and orderly motion.	
Demonstrate an understanding of the components of our Solar System and their characteristics, including the Moon, the Sun, the planets and their moons, extra-solar planets, and smaller objects such as asteroids and comets. Construct scale models of the Solar System in order to describe the relative sizes of planets and their distances from the Sun.	
Use a variety of resources (e.g., NASA photographs, computer simulations) to compare and contrast the physical properties (i.e., temperature, size, composition, surface features) of planets.	
Demonstrate an understanding of the motion of the bodies in our Solar System. Use models, charts, illustrations, and other suitable representations to predict and describe regular patterns of motion for most objects in the Solar System.	
Explain how the Sun is the central and largest body in our Solar System and the source of the light energy that hits our planet. Use models to explain how variations in the amount of Sun's energy hitting the Earth's surface results in seasons.	
Recognize that the force of gravity keeps planets in orbit around the sun and influences objects on Earth and other planets (i.e., tides, ability of humans to move and function). Differentiate between an object's mass and weight.	
Enduring Understanding: Technology expands our knowledge of the Solar System.	
Describe how scientists have acquired knowledge about components of our Solar System. Recognize the importance of people and technologies that have led to our current understanding of space.	
Recognize that spin-offs are products which have undergone a technology transfer process from research to public use. Research and report on spin-offs from the space program that have affected our everyday lives (i.e., Velcro, smoke detectors, cordless tools).	

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TABLE 3A

DELAWARE Science Grade 8 Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Standard 5: Earth's Dynamic Systems	
Enduring Understandings: Earth's systems can be broken down into individual components which have observable measurable properties.	
No GLEs for this understanding	
Enduring Understanding: Earth's components form systems. These systems continually interact at different rates of time, affecting the Earth locally and globally.	
Observe, measure, and predict changes in weather using atmospheric properties (wind speed and direction, cloud cover and type, temperature, dew point, air pressure, and relative humidity). Describe how air pressure and temperature change with increasing altitude and/or latitude.	
Explain how uneven heating of Earth's components—water, land, air—produce local and global atmospheric and oceanic movement. Describe how these local and global patterns of movement influence weather and climate.	
Investigate the rate at which different Earth materials absorb heat. Explain how these differences in heat absorption causes air pressure differences that result in convection currents (i.e., local land and sea breezes).	
Use a variety of models, charts, diagrams, or simple investigations to explain how the Sun's energy drives the cycling of water through the Earth's crust, oceans, and atmosphere.	
Examine maps of ocean currents and trace the origin and flow of such currents to explain the transfer of heat energy. Identify which currents have dominant influence on the Delaware coast.	
Differentiate between weather, which is the condition of the atmosphere at a given time, and climate, which is the weather averaged over a long period of time.	
Discuss the origin and identify characteristics (i.e., air circulation pattern, wind speed, temperature and dew point, and air pressure) of storm systems including hurricanes, Nor' easters, tornadoes, thunderstorms, and mid-latitude cyclones. Explain how these weather events can transfer heat. Describe the environmental, economic, and human impact of these storms.	
Compare and contrast different storm systems in terms of size, formation, and associated weather.	
Describe how origin affects the temperature and moisture content of an air mass. Describe how the interaction of air masses produces different fronts (warm, cold, and stationary) that influence our weather.	
Describe how the formation of clouds is influenced by the dew point, environmental temperature and amount of particles in the air. Explain how various lifting mechanisms affect cloud formation.	
Use cloud characteristics (altitude, composition, and form) to predict the weather. Discuss how different cloud types are indicators of weather and weather systems such as frontal systems and hurricanes.	
Enduring Understanding: Technology enables us to better understand Earth's systems. It also allows us to analyze the impact of human activities on Earth's systems and the impact of Earth's systems on human activity.	
Examine isobars on weather maps to describe how wind (moving air) travels from a region of high pressure to a region of low pressure. Apply this knowledge to explain the cause of wind.	
Record and interpret daily weather measurements over an extended period of time using a variety of instruments (i.e., barometer, anemometer, sling psychrometer, rain gauge, and thermometer) in order to predict and to identify weather patterns.	
Construct and use surface station models to represent local atmospheric data and interpret weather patterns on meteorological maps.	
Examine satellite imagery pictures and use these images to identify cloud patterns and storm systems.	
Use weather maps to describe the movement of fronts and storms and to predict their influence on local weather.	

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_____ = Content sampled by EXPLORE Science Test

TABLE 3A

DELAWARE Science Grade 8 Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Standard 6: Life Processes	
Enduring Understanding: Living systems, from the organismic to the cellular level, demonstrate the complementary nature of structure and function.	
No GLEs for this understanding	
Enduring Understanding: All organisms transfer matter and convert energy from one form to another. Both matter and energy are necessary to build and maintain structures within the organism.	
No GLEs for this understanding	
Enduring Understanding: Organisms respond to internal and external cues, which allow them to survive.	
Understand and describe how the maintenance of a relatively stable internal environment is required for the continuation of life and explain how stability is challenged by changing physical, chemical, and environmental conditions.	
Explain that the regulatory and behavioral responses of an organism to external stimuli occur in order to maintain both short and long term equilibrium (e.g., migrating shorebirds behave differently along the migration path in order to support their life cycle).	
Enduring Understanding: The life processes of organisms are affected by their interactions with each other and their environment, and may be altered by human manipulation.	
No GLEs for this understanding	

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_____ = Content sampled by EXPLORE Science Test

TABLE 3A

DELAWARE Science Grade 8 Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Standard 7: Diversity and Continuity of Living Things	
Enduring Understanding: Organisms reproduce, develop, have predictable life cycles, and pass on heritable traits to their offspring.	
Relate the advantages and disadvantages of different reproductive strategies in terms of energy expenditure per offspring and survival rates of that offspring.	
Research and report on reproductive strategies of different organisms (i.e., broadcast spawning versus nurturing parenting) that allow them to be successful.	
Enduring Understanding: The diversity and changing of life forms over many generations is the result of natural selection, in which organisms with adaptive traits survive, reproduce, and pass those traits to offspring.	
Recognize that species acquire many of their unique characteristics through biological adaptations, which involve the selection of naturally occurring variations in populations.	
Observe a variety of organisms and explain how a specific trait could increase an organism's chances of survival.	
Explain how the extinction of a species occurs when the environment changes and the adaptation of a species is insufficient to allow for its survival.	
Conduct a natural selection simulation to demonstrate how physical adaptations (i.e., protective camouflage, long neck for food gathering, muscular legs for running, heavy beak for nut cracking, etc.) have selective advantages for an organism. Research and report on beneficial physical adaptations of a variety of organisms.	
Investigate and discuss how short-term physiological changes of an organism (e.g., skin tanning, muscle development, formation of calluses) differ from long-term evolutionary adaptations (e.g., white coloration of polar bears, seed formation in plants) that occur in populations of organisms over generations.	
Conduct simulations to investigate how organisms fulfill basic needs (i.e., food, shelter, air, space light/dark, and water) in a competitive environment. Relate how competition for resources can determine survival.	
Examine an assortment of plants and animals and use simple classification keys, based on observable features, to sort and group the organisms.	
Identify a variety of reasons for extinction of a species. Use research on a variety of extinct organisms to speculate causes of extinction (i.e., inability to adapt to environmental changes).	
Enduring Understanding: The development of technology has allowed us to apply our knowledge of genetics, reproduction, development and evolution to meet human wants and needs.	
No GLEs for this understanding	

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TABLE 3A

DELAWARE Science Grade 8 Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Standard 8: Ecology	
Enduring Understandings: Organisms and their environments are interconnected. Changes in one part of the system will affect other parts of the system.	
Survey the diversity of organisms in a local or model ecosystem. Recognizing that a population consists of all individuals of a species that occur together at a given place and time, describe how to estimate and then calculate the size of a large population of a variety of organisms. Chart the diversity of the organisms in the ecosystem.	
Categorize populations of organisms according to the roles (producers, consumers, and decomposers) they play in an ecosystem.	
Describe and explain how factors (i.e., space, food, water, disease) limit the number of organisms an ecosystem can support.	
Construct a data table or line graph to show population changes of a selected species over time. Describe the population changes portrayed by the graph.	
Observe graphs or data tables showing both the population growth of a species and the consequences of resource depletion on the population. Analyze the data and explain the effect that may occur from exponential growth of a population (given finite resources).	
Investigate and discuss how short-term physiological changes of an organism (e.g., skin tanning, muscle development, formation of calluses) differ from long-term evolutionary adaptations (e.g., white coloration of polar bears, seed formation in plants) that occur in a group of organisms over generations.	
Investigate local areas; disturbed and undisturbed, that are undergoing succession (i.e., abandoned gardens, ditch banks, and the edge of a forest). Predict how plant communities that grow in the area may change over time and how their presence determines what kinds of animals may move into and out of the areas.	
Enduring Understandings: Matter needed to sustain life is continually recycled among and between organisms and the environment. Energy from the sun flows irreversibly through ecosystems and is conserved as organisms use and transform it.	
Construct food webs and identify the relationships among producers, consumers, and decomposers.	
Design food webs and trace the flow of matter and energy (beginning with the Sun) through the food web.	
Enduring Understanding: Humans can alter the living and non-living factors within an ecosystem, thereby creating changes to the overall system.	
Research and analyze data on human population changes that have occurred in a specific Delaware ecosystem. Discuss reasons for changes in human population and explain how these changes have affected the biodiversity of local organisms and availability of natural resources in the given ecosystem (e.g., habitat loss, water quality, preservation/conservation efforts).	
Identify ways in which invasive species can disrupt the balance of Delaware as well as other ecosystems (i.e., competition for resources including habitat and/or food). Research and report on an invasive species, indicating how this species has altered the ecosystem.	

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_____ = Content sampled by EXPLORE Science Test

TABLE 3B

DELAWARE Science Grade 9 Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Standard 1: Nature and Application of Science and Technology	
Enduring Understanding: Scientific inquiry involves asking scientifically-oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.	
Identify and form questions that generate a specific testable hypothesis that guide the design and breadth of the scientific investigation.	**Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
Design and conduct valid scientific investigations to control all but the testable variable in order to test a specific hypothesis.	**Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
Collect accurate and precise data through the selection and use of tools and technologies appropriate to the investigations. Display and organize data through the use of tables, diagrams, graphs, and other organizers that allow analysis and comparison with known information and allow for replication of results.	**Interpretation of Data:** Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Understand basic scientific terminology Find basic information in a brief body of text Translate information into a table, graph, or diagram **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design
Construct logical scientific explanations and present arguments which defend proposed explanations through the use of closely examined evidence.	**Interpretation of Data:** Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Identify key issues or assumptions in a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Identify strengths and weaknesses in one or more models Identify similarities and differences between models Determine which model(s) is(are) supported or weakened by new information Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion
Communicate and defend the results of scientific investigations using logical arguments and connections with the known body of scientific information.	**Interpretation of Data:** Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings,

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TABLE 3B

DELAWARE Science Grade 9 Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Standard 1: Nature and Application of Science and Technology	
	units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion
Use mathematics, reading, writing and technology when conducting scientific inquiries.	**Interpretation of Data:** Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram Identify and/or use a simple (e.g., linear) mathematical relationship between data **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model

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TABLE 3B

DELAWARE Science Grade 9 Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Standard 2: Materials and Their Properties	
Enduring Understanding: The structures of materials determine their properties.	
Explain that matter is composed of tiny particles called atoms that are unique to each element, and that atoms are composed of subatomic particles called protons, neutrons, and electrons.	
Describe the relative charge, approximate mass, and location of protons, neutrons, and electrons in an atom.	
Classify matter as mixtures (which are either homogeneous or heterogeneous) or pure substances (which are either compounds or elements.)	
Explain that elements are pure substances that cannot be separated by chemical or physical means. Recognize that compounds are pure substances that can be separated by chemical means into elements.	
Classify various common materials as an element, compound or mixture.	
Describe isotopes of elements in terms of protons, neutrons, electrons, and average atomic masses. Recognize that isotopes of the same element have essentially the same chemical properties that are determined by the proton and electron number.	
Use the Periodic Table to identify an element's atomic number, valence electron number, atomic mass, group/family and be able to classify the element as a metal, non-metal or metalloid.	
Determine the physical and chemical properties of an element based on its location on the Periodic Table.	
Investigate differences between the properties of various elements in order to predict the element's location on the Periodic Table.	
Use the Periodic Table to predict the types of chemical bonds (e.g., ionic or covalent) in a variety of compounds.	
Use models or drawings to illustrate how molecules are formed when two or more atoms are held together in covalent bonds by "sharing" electrons. Use models or drawings to illustrate how ionic compounds are formed when two or more atoms "transfer" electrons and are held together in ionic bonds.	
Explain how an atom's electron arrangement influences its ability to transfer or share electrons and is related its position on the periodic table. Recognize that an atom in which the positive and negative charges do not balance is an ion.	
Recognize that metals have the physical properties of conductivity, malleability, luster, and ductility.	
Explore the extent to which a variety of solid materials conduct electricity in order to rank the materials from good conductors to poor conductors. Based on the conductivity data, determine patterns of location on the Periodic Table for the good conductors versus the poor conductors.	
Recognize that physical changes alter some physical properties of a substance but do not alter the chemical composition of the substance.	
Conduct investigations to determine the effect of heat energy on the change of state (change of phase) of water. Sketch and interpret graphs representing the melting, freezing, evaporation and condensation of water.	
Recognize that molecular and ionic compounds are electrically neutral.	
Apply the kinetic molecular theory to explain that a change in the energy of the particles may result in a temperature change or a change of phase (change in state).	
Use a model or a diagram to explain water's properties (e.g., density, polarity, hydrogen bonding, boiling point, cohesion, and adhesion) in the three states of matter. Cite specific examples of how water's properties are important (i.e., water as the "universal").	
Enduring Understanding: The properties of the mixture are based on the properties of its components.	
Recognize that mixtures can be separated by physical means into pure substances.	

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TABLE 3B

DELAWARE Science Grade 9 Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Standard 2: Materials and Their Properties	
Explain the effect of water's polarity on the solubility of substances (e.g., alcohol, salt, oil).	
Separate mixtures into their component parts according to their physical properties such as melting point, boiling point, magnetism, solubility and particle size. Explain how the properties of the components of the mixture determine the physical separation techniques used.	
Describe how the process of diffusion or the movement of molecules from an area of high concentration to an area of low concentration (down the concentration gradient) occurs because of molecular collisions.	
Explore how various solutions conduct electricity and rank the liquids from good conductors to poor conductors. Explain the characteristics that allow some solutions to have better electrical conductivity than others.	
Measure the pH of a solution using chemical indicators to determine the relative acidity or alkalinity of the solution. Identify the physical properties of acids and bases.	
Investigate factors that affect the materials' solubility in water and construct solubility curves to compare the extent to which the materials dissolve.	
Enduring Understanding: When materials interact within a closed system, the total mass of the system remains the same.	
Conduct and explain the results of simple investigations to demonstrate that the total mass of a substance is conserved during both physical and chemical changes.	
Enduring Understanding: There are several ways in which elements and/or compounds react to form new substances and each reaction involves energy.	
Recognize that chemical changes alter the chemical composition of a substance forming one or more new substances. The new substance may be a solid, liquid, or gas.	
Balance simple chemical equations and explain how these balanced chemical equations represent the conservation of matter.	
Identify, name and write formulae for covalent and ionic compounds	
Enduring Understanding: People develop new materials as a response to the needs of society and the pursuit of knowledge. This development may have risks and benefits to humans and the environment.	
Research and report on a variety of manufactured goods and show how the chemical properties of the component materials were used to achieve the desired qualities.	

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TABLE 3B

DELAWARE Science Grade 9 Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Standard 3: Energy and Its Effects	
Enduring Understandings: Energy takes many forms. These forms can be grouped into types of energy that are associated with the motion of mass (kinetic energy) and types of energy associated with the position of mass and energy fields (potential energy).	
Recognize that electromagnetic energy (radiant energy) is carried by electromagnetic waves.	
Use diagrams to illustrate the similarities shared by all electromagnetic waves and differences between them. Show how wavelength is used to distinguish the different groups of EM waves (radio waves, microwaves, IR, visible and UV waves, X-rays, and gamma waves).	
Conduct investigations involving moving objects to examine the influence that the mass and the speed have on the kinetic energy of the object. Collect and graph data that supports that the kinetic energy depends linearly upon the mass, but nonlinearly upon the speed. Recognize that the kinetic energy of an object depends on the square of its speed, and that KE = $\frac{1}{2}mv^2$.	
Collect and graph data that shows that the potential energy of an object increases linearly with the weight of an object (mg) and with its height above a pre-defined reference level, h. (GPE = mgh).	
Conduct investigations and graph data that indicate that the energy stored in a stretched elastic material increases nonlinearly with the extent to which the material was stretched.	
Recognize that the energy stored in a stretched elastic material is proportional to the square of the stretch of the material, and a constant that reflects the elasticity of the material. (Elastic PE = $\frac{1}{2}kx^2$)	
Explain that heat energy represents the total random kinetic energy of molecules of a substance.	
Recognize that chemical energy is the energy stored in the bonding of atoms and molecules.	
Describe the differences between nuclear energy and chemical energy, that chemical energy is derived from the energy of the electrons that move around the nucleus, while nuclear energy is associated with the protons and neutrons in the nucleus.	
Enduring Understandings: Changes take place because of the transfer of energy. Energy is transferred to matter through the action of forces. Different forces are responsible for the different forms of energy.	
Recognize that electromagnetic waves transfer energy from one charged particle to another. Use graphics or computer animations to illustrate this transfer process. Give everyday examples of how society uses these transfer processes (for example, communication devices such as radios and cell phones).	
Use diagrams to illustrate how the motion of molecules when a mechanical wave passes through the substance is different from the motion associated with their random kinetic energies.	
Use diagrams or models to explain how mechanical waves can transport energy without transporting matter.	
Reflect on why mechanical waves will pass through some states of matter better than others.	
Recognize that the gravitational force is a universal force of attraction that acts between masses, but this force is only significant when one (or both) of the objects is massive (for example, a star, planet or moon).	
Explain that as objects move away from the surface of a planet or moon, the gravitational pull on the object will decrease.	
Use examples to illustrate that near the surface of a planet or moon, the gravitational force acting on an object remains nearly constant.	
Recognize that on Earth, the object would have to be moved several hundred miles above the surface before the decrease in the force of gravity would become detectable.	

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TABLE 3B

DELAWARE Science Grade 9 Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Standard 3: Energy and Its Effects	
Explain the difference between the mass of an object and its weight. Identify that near the surface of the Earth, the gravitational force acting on the object (its weight) depends only on its mass, and that this force can be simply calculated from knowledge of the mass ($F_G = mg$).	
Conduct investigations to determine the behavior of elastic materials. Graph the data and identify the relationship between the extent of the stretch and the size of the elastic force (i.e., $F_{elastic} = kx$ where x = stretch).	
Describe the role that forces play when energy is transferred between interacting objects and explain how the amount of energy transferred can be calculated from measurable quantities.	
Give examples of common forces transferring energy to (or away from) objects. For example; a pulling force can transfer energy to an object (when the object is pulled along a floor), a pushing force can transfer energy away from an object (to slow its motion), and friction and air resistance always transfer kinetic energy away from moving objects.	
Identify that "work" is the process by which a force transfers energy to an object, and use measured quantities to make calculations of the work done by forces (W = energy transferred = F · D).	
Conduct investigations to determine what factors influence whether a force transfers energy to an object or away from the object, and how the direction of the force (relative to the direction of motion) influences the quantity of energy transferred by the force.	
Recognize that power is a quantity that tells us how quickly energy is transferred to an object or transferred away from the object. Give examples that illustrate the differences between power, force and energy (for example, the energy needed to propel a vehicle is stored in the chemical energy of the fuel. Static friction is the force that propels the vehicle, and the power of the vehicle's engine helps to determine how quickly the vehicle can speed up . . . and how quickly its engine uses fuel!).	
Use models and diagrams to illustrate the structure of the atom. Include information regarding the distribution of electric charge and mass in the atom. Identify the forces that are responsible for the stability of the atom, and which parts of the atom exert and feel these forces.	
Recognize that there are attractive forces acting within the nucleus that are different from electric forces, and that these forces are responsible for the stability of the nucleus.	
Enduring Understanding: Energy readily transforms from one form to another, but these transformations are not always reversible. The details of these transformations depend upon the initial form of the energy and the properties of the materials involved. Energy may transfer into or out of a system and it may change forms, but the total energy cannot change.	
Describe why it is significant that energy cannot be created (made) nor destroyed (consumed), and identify that that this property of energy is referred to as the Law of the Conservation of Energy.	
Give examples that illustrate the transfer of energy from one object (or substance) to another, and examples of energy being transformed from one to another.	
Use energy chains to trace the flow of energy through physical systems. Indicate the source of the energy in each example, and trace the energy until it leaves the system or adopts a form in the system that neither changes nor is transferred. Make qualitative estimates of all the forms of the energy involved and reflect on the consequences of the energy transfers and transformations that take place. For example, trace the flow of the radiant energy carried by sunlight that strikes the roof of a home. Reflect on how the color of the roof (light vs. dark) will have an impact on the ability to heat and cool the house, and possibly the functional lifetime of the roofing materials themselves.	

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TABLE 3B

DELAWARE Science Grade 9 Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Standard 3: Energy and Its Effects	
Use diagrams and energy chains to illustrate examples of the selective absorption of mechanical waves in natural phenomena and give examples of how the selective absorption of mechanical waves is used to conduct investigations in medicine, industry and science (for example ultrasound imagery, detecting the epicenter of earthquakes, testing structures for defects, and conducting explorations of the earth's crust and mantle).	
Explain that what happens to electromagnetic waves that strike a substance (reflection, transmission, absorption) depends on the wavelength of the waves and the physical properties of the substance.pInvestigate how radio waves, microwaves, infrared waves, visible waves and ultraviolet waves behave when they strike different substances	
Record how effectively different materials reflect, absorb and transmit different kinds of EM waves. Draw conclusions based on this data and the physical properties of the substances (e.g., some substances absorb visible waves, but not radio waves. Other materials absorb UV waves, but not visible waves).	
Give examples that illustrate how the selective absorption of EM waves explains physical phenomena. For example; how X-rays can be used to detect broken bones beneath the skin and how coating on eyeglasses and sunglasses protect the eyes by permitting visible waves to pass but absorb UV waves.	
Use energy chains to trace the flow of energy in a selective absorption process (e.g., sunburn, Greenhouse Effect, microwave cooking).	
Use energy chains to trace the flow of energy through systems involving sliding friction and air resistance (for example, the braking action in vehicles or bicycles or a vehicle rolling to rest).pExplain that through the action of resistive forces (friction and air resistance) mechanical energy is transformed into heat energy, and because of the random nature of heat energy, transforming all of the heat energy back into mechanical energy (or any other organized form of energy) is impossible. Give examples where organized forms of energy (GPE, elastic PE, the KE of large objects) are transformed into heat energy but the reverse transformations are not possible.	
Reflect on why organized forms of energy are more useful than disorganized forms (heat energy).	
Enduring Understanding: People utilize a variety of resources to meet the basic and specific needs of life. Some of these resources cannot be replaced. Other resources can be replenished or exist in such vast quantities they are in no danger of becoming depleted. Often the energy stored in resources must be transformed into more useful forms and transported over great distances before it can be helpful to us.	
Research the factors that contribute to the energy efficiency of cars and trucks. Examine the role that the power of the engine and the weight and physical size and shape of the vehicle have on the fuel efficiency of the vehicle. Identify and report on the sources of the fuels currently used by vehicles and alternative fuels being developed.	

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TABLE 3B

DELAWARE Science Grade 9 Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Standard 4: Earth in Space	
Enduring Understanding: Observable, predictable patterns of movement in the Sun, Earth, Moon system are caused by gravitational interaction and powered by energy from the Sun.	
No GLEs for this understanding	
Enduring Understanding: Most objects in the Solar System orbit the Sun and have distinctive physical characteristics and orderly motion which are a result of their formation and changes over time.	
Explain the formation of solar systems using the Solar Nebular Theory including the origin of the planets and Sun from the nebula, the evolution of planets, and the dispersal of left over gas and dust.	
Describe how the Earth formed (using the Solar Nebular Theory) into a solid core, molten mantle, crust of solid rock composed of plates, and early atmosphere as a result of the densities of the elements.	
Enduring Understanding: The Universe is composed of galaxies, which are composed of solar systems, all of which are composed of the same elements and governed by the same laws.	
No GLEs for this understanding	
Enduring Understanding: Technology expands our knowledge of the Universe.	
No GLEs for this understanding	

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TABLE 3B

DELAWARE Science Grade 9 Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Standard 5: Earth's Dynamic Systems	
Enduring Understanding: Earth's systems can be broken down into individual components which have observable measurable properties.	
Identify mineral specimens according to their chemical and physical properties. Mineral specimens include calcite, quartz, mica, feldspar, and hornblende. Properties include hardness (Moh's scale), streak, specific gravity, luster, cleavage, crystal shape, and color, and other properties that are useful for identification of specific minerals such as reaction with hydrochloric acid.	
Identify a few of the most common elements in the Earth's crust, oceans, and atmosphere and confirm their location on the periodic table. (Example: Si, O, C, N, H, Al). Compare the relative abundance of elements found in the Earth's crust, oceans, and atmosphere. Trace carbon as it cycles through the crust, ocean, and atmosphere.	
Classify and describe features that are used to distinguish between igneous, sedimentary, and metamorphic rocks.	
Describe energy sources, processes, and transformations of Earth materials as they progress through the rock cycle to form new sedimentary, metamorphic, and igneous rocks. Discuss how the cycling of rock is continuous.	
Describe how igneous rocks are formed. Classify igneous rocks according to crystal size and mineral assemblage.	
Identify sandstone, shale and limestone by their composition and texture. Explain how sandstone, shale, and limestone can be changed into the metamorphic rocks quartzite, slate, and marble.	
Investigate the densities, composition, and relative age of continental (felsic) and oceanic (mafic) rocks. Explain why the continental crust, although thicker in most places, overlies oceanic crust. Use this information to explain why oceanic crust sub ducts below continental crust in convergent plate boundaries and explain the configuration of land masses and ocean basins.	
Enduring Understanding: Earth's components form systems. These systems continually interact at different rates of time, affecting the Earth locally and globally.	
Explain how exposivity, type (shield, strato, etc.) and shape of a volcano is related to the properties of its magma and its location along different plate margins.	
Identify volcanic products (lava, mudflow, pyroclastic projectiles, ash, gases) associated with various types of volcanoes and their eruptions. Describe the effect of these products on life and property. Explain how the products of volcanic activity influence both long-term and short-term changes in the Earth system.	
Describe how energy within the Earth's interior is released in the form of earthquake waves, and explain how these waves affect Earth's surface.	
Describe how earthquake energy is represented on seismograms and describe how these waves can be used to determine the origin and intensity of earthquakes.	
Describe the effects on life and property from consequences of earthquake such as landslides, liquification, surface faulting and tsunamis. Cite ways these hazards can be minimized.	
Use models or computer simulations to demonstrate the processes and origin of landforms at diverging, converging and transform plate boundaries. Show on a map how plate tectonics, earthquakes, and volcanoes are spatially related.	
Investigate how thermal convection relates to movement of materials. Apply this knowledge in explaining the cause of movement of the Earth's plates.	
Research and describe evidence that supports the Theory of Plate Tectonics to include rock magnetism and the age of the sea floor.	
Explain how the Theory of Plate Tectonics demonstrates that scientific knowledge changes by evolving over time. Recognize that although some theories are initially rejected, they may be re-examined and eventually accepted in the face of new evidence.	

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TABLE 3B

DELAWARE Science Grade 9 Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Standard 5: Earth's Dynamic Systems	
Enduring Understanding: Technology enables us to better understand Earth's systems. It also allows us to analyze the impact of human activities on Earth's systems and the impact of Earth's systems on human activity.	
Explain how data from Global Positioning Systems can be used to predict and determine the direction and rate of movement of Earth's plates and sea floor spreading.	
Explain how technology such as GPS, tilt meters, etc., can be used to predict earthquake and volcanic activity.	
Describe ways in which people use historical data, geologic maps, and technologies to minimize earthquake damage.	
Standard 6: Life Processes	
No GLEs at this grade level	
Standard 7: Diversity and Continuity of Living Things	
No GLEs at this grade level	
Standard 8: Ecology	
No GLEs at this grade level	

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TABLE 3C

DELAWARE Science Grade 10 Content Standards and Grade-Level Expectations	PLAN Science College Readiness Standards
Standard 1: Nature and Application of Science and Technology	
Enduring Understanding: Scientific inquiry involves asking scientifically-oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.	
Identify and form questions that generate a specific testable hypothesis that guide the design and breadth of the scientific investigation.	**Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment Determine the hypothesis for an experiment
Design and conduct valid scientific investigations to control all but the testable variable in order to test a specific hypothesis.	**Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
Collect accurate and precise data through the selection and use of tools and technologies appropriate to the investigations. Display and organize data through the use of tables, diagrams, graphs, and other organizers that allow analysis and comparison with known information and allow for replication of results.	**Interpretation of Data:** Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Understand basic scientific terminology Find basic information in a brief body of text Translate information into a table, graph, or diagram **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design
Construct logical scientific explanations and present arguments which defend proposed explanations through the use of closely examined evidence.	**Interpretation of Data:** Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Identify key issues or assumptions in a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Identify strengths and weaknesses in one or more models Identify similarities and differences between models Determine which model(s) is(are) supported or weakened by new information Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion Determine whether new information supports or weakens a model, and why

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TABLE 3C

DELAWARE Science Grade 10 Content Standards and Grade-Level Expectations	PLAN Science College Readiness Standards
Standard 1: Nature and Application of Science and Technology	
Communicate and defend the results of scientific investigations using logical arguments and connections with the known body of scientific information.	**Interpretation of Data:** Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion
Use mathematics, reading, writing and technology when conducting scientific inquiries.	**Interpretation of Data:** Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram Identify and/or use a simple (e.g., linear) mathematical relationship between data **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model

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TABLE 3C

DELAWARE Science Grade 10 Content Standards and Grade-Level Expectations	PLAN Science College Readiness Standards
Standard 1: Nature and Application of Science and Technology	
Standard 2: Materials and Their Properties	
No GLEs at this grade level	
Standard 3: Energy and Its Effects	
No GLEs at this grade level	
Standard 4: Earth in Space	
No GLEs at this grade level	
Standard 5: Earth's Dynamic Systems	
No GLEs at this grade level	

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TABLE 3C

DELAWARE Science Grade 10 Content Standards and Grade-Level Expectations	PLAN Science College Readiness Standards
Standard 6: Life Processes	
Enduring Understanding: Living systems, from the organismic to the cellular level, demonstrate the complementary nature of structure and function.	
Use microscopes to identify similarities and differences among a variety of cells (e.g., muscle, nerve, epithelial, blood, adipose), and explain how structural variations relate to the function that each of the cells performs.	
Differentiate between prokaryotic cells and eukaryotic cells in terms of their general structures (cell membrane & genetic material) and degree of complexity. Give examples of prokaryotic organisms and organisms with eukaryotic cells.	
Explain how organelles of single-celled organisms function as a system to perform the same basic life processes as are performed in multi-cellular organisms (e.g., acquisition of energy, elimination of waste, reproduction, gas exchange, growth, repair, and protein synthesis).	
Use fluid mosaic models of the plasma membrane to explain how its structure regulates the movement of materials across the membrane.	
Show how water moves in and out of cells down a concentration gradient. Recognize that this process, known as osmosis, requires no input of energy.	
Explain the role of cell membranes as highly selective barriers (e.g., diffusion, osmosis, active transport).	
Distinguish between active and passive transport. Recognize that active transport requires energy input to move molecules from an area of low concentration to an area of high concentration (against the concentration gradient).	
Design a controlled experiment to investigate the capacity of the cell membrane to regulate how materials enter and leave the cell.	
Construct cell models (e.g., phenolphthalein-agar cubes, potato-iodine cubes) to investigate the relationship among cell size, surface area to volume ratio and the rates of diffusion into and out of the cell. Explain why large organisms have developed from many cells rather than one large cell.	
Recognize that as a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable despite changes in the outside environment.	
Explain how the cells of a multi-cellular organisms work together for the benefit of the colonial or singular organism.	
Enduring Understanding: All organisms transfer matter and convert energy from one form to another. Both matter and energy are necessary to build and maintain structures within the organism.	
Use molecular models to explain how carbon atoms uniquely bond to one another to form a large variety of molecules, including those necessary for life (e.g., polysaccharides, polypeptides).	
Observe formulas and diagrams of compounds found in food (fats, proteins, carbohydrates). Identify elements that comprise these compounds.	
Explain that physically breaking down food into smaller pieces by mechanical digestion helps facilitate breakdown (by increasing surface area) into chemical components and that digestive enzymes are necessary for the breakdown of food into those chemical components (e.g., starch to glucose, lipids and glycerol to fatty acids, proteins to amino acids).	
Observe and recognize that unicellular organisms take in food from their environment and chemically digest it (if needed) within their cell body.	
Recognize that both mechanical and chemical processes are necessary in digestion for multi-cellular organisms to get molecules that come from food to enter the cells. Trace the process whereby nutrients are transported to cells where they serve as building blocks for the synthesis of body structures and as reactants for cellular respiration.	

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TABLE 3C

DELAWARE Science Grade 10 Content Standards and Grade-Level Expectations	PLAN Science College Readiness Standards
Standard 6: Life Processes	
Explain the processes used by autotrophs to transform light energy into chemical energy in the form of simple sugars. Give examples of how these compounds are used by living things as sources of matter and energy.	
Describe the process by which water is removed from sugar molecules (dehydration synthesis) to form carbohydrates and is added to break them down (hydrolysis).	
Describe photosynthesis as an energy storing process and explain how environmental factors such as temperature, light intensity, and the amount of water available can affect photosynthesis.	
Identify the reactants and the products in equations that represent photosynthesis and cellular respiration. Explain how the equations demonstrate the Law of Conservation of Matter and Energy in terms of balanced equations.	
Investigate and describe the complementary relationship (cycling of matter and the flow of energy) between photosynthesis and cellular respiration.	
Recognize that during photosynthesis, plants use energy from the sun and elements from the atmosphere and the soil to make specific compounds. Recognize that these compounds are used by living things as sources of matter and energy.	
Compare the amount of chemical potential energy stored in chemical bonds of a variety of foods (calorimetry). Recognize that equal amounts of different types of food contain different amounts of energy.	
Recognize that during cellular respiration, chemical bonds between food molecules are broken (hydrolysis), and energy is transferred to ADP to create ATP (the energy storage molecule that fuels cellular processes). Acknowledge that all organisms must break the high energy chemical bonds in food molecules during cellular respiration to obtain the energy needed for life processes.	
Recognize that in general, synthesis reactions (i.e. photosynthesis) require energy while decomposition reactions (i.e. cellular respiration) usually release energy.	
Investigate the role of enzymes (e.g., protease, amylase and lipase) in the rate of chemical breakdown of a variety of foods.	
Explain how enzymes permit low temperature chemical reactions to occur in cells.	
Investigate how various factors (temperature, pH, enzyme/substrate concentration) affect the rate of enzyme activity.	
Enduring Understanding: Organisms respond to internal and external cues, which allow them to survive.	
Illustrate how nerve cells communicate with each other to transmit information from the internal and external environment often resulting in physiological or behavioral responses.	
Draw a schematic to illustrate a positive and negative feedback mechanism that regulates body systems in order to help maintain homeostasis.	
Recognize that in order to help maintain the health of an organism, the immune system works in nonspecific ways (e.g., skin, mucous, membranes) and specific ways (e.g., antibody-antigen interactions.)	
Enduring Understanding: The health of humans and other organisms is affected by their interactions with each other and their environment, and may be altered by human manipulation.	
Investigate how scientists use biotechnology to produce more nutritious food, more effective medicine, and new ways to mitigate pollution.	
Investigate how drugs can affect neurotransmission.	
Explain how antibiotics (e.g., penicillin, tetracycline) kill bacterial cells without harming human cells due to differences between prokaryotic and eukaryotic cell structure.	
Describe how environmental factors (e.g., UV light or the presence of carcinogens or pathogens) alter cellular functions.	

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TABLE 3C

DELAWARE Science Grade 10 Content Standards and Grade-Level Expectations	PLAN Science College Readiness Standards
Standard 7: Diversity and Continuity of Living Things	
Enduring Understanding: Organisms reproduce, develop, have predictable life cycles, and pass on heritable traits to their offspring.	
Describe the relationship between DNA, genes, chromosomes and proteins.	
Explain that a gene is a section of DNA that directs the synthesis of a specific protein associated with a specific trait in an organism.	
Trace how a DNA sequence, through transcription and translation, results in a sequence of amino acids.	
Demonstrate that when DNA replicates, the complementary strands separate and the old strands serve as a template for the new complementary strands. Recognize that this results in two identical strands of DNA that are exact copies of the original.	
Illustrate how a sequence of DNA nucleotides codes for a specific sequence of amino acids.	
Use Punnett squares, including dihybrid crosses, and pedigree charts to determine probabilities and patterns of inheritance (i.e. dominant/recessive, co-dominance, sex-linkage, multi-allele inheritance).	
Analyze a karyotype to determine chromosome numbers and pairs. Compare and contrast normal and abnormal karyotypes.	
Explain how crossing over and Mendel's Laws of Segregation and Independent Assortment contribute to genetic variation in sexually reproducing organisms.	
Describe how exposure to radiation, chemicals and pathogens can increase mutations.	
Explain that mutations in the DNA sequence of a gene may or may not affect the expression of the gene. Recognize that mutations may be harmful, beneficial, or have no impact on the survival of the organism.	
Explain how the type of cell (gamete or somatic) in which a mutation occurs determines heritability of the mutation.	
Predict the possible consequences of a somatic cell mutation.	
Describe the cell cycle as an orderly process that results in new somatic cells that contain an exact copy of the DNA that make up the genes and chromosomes found in the parent somatic cells.	
Explain how the cell cycle contributes to reproduction and maintenance of the cell and/or organism.	
Recognize that during the formation of gametes, or sex cells (meiosis), the number of chromosomes is reduced by one half, so that when fertilization occurs the diploid number is restored.	
Explain why sex-linked traits are expressed more frequently in males.	
Compare and contrast the processes of growth (cell division) and development (differentiation).	
Recognize that any environmental factor that influences gene expression or alteration in hormonal balance may have an impact on development.	
Enduring Understanding: The diversity and changing of life forms over many generations is the result of natural selection, in which organisms with advantageous traits survive, reproduce, and pass those traits to offspring.	
Recognize random mutation (changes in DNA) and recombination within gametes as the sources of heritable variations that give individuals within a species survival and reproductive advantage or disadvantage over others in the species.	
Analyze natural selection simulations and use data generated from them to describe how environmentally-favored traits are perpetuated over generations resulting in species survival, while less favorable traits decrease in frequency or may lead to extinction.	
Explain how biochemical evidence, homologous structures, embryological development and fossil evidence support or refute prior hypotheses of common ancestry.	

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TABLE 3C

DELAWARE Science Grade 10 Content Standards and Grade-Level Expectations	PLAN Science College Readiness Standards
Standard 7: Diversity and Continuity of Living Things	
Describe that evolution involves changes in the genetic make-up of whole populations over time, not changes in the genes of an individual organism.	
Explain how species evolve through descent with modification, thus allowing them to adapt to different environments.	
Discuss how environmental pressure, genetic drift, mutation and competition for resources influence the evolutionary process. Recognize that a change in a species over time does not follow a set pattern or timeline.	
Compare and contrast the role of sexual selection to the role of natural selection on the evolutionary process.	
Relate a population's survival to the reproductive success of adapted individuals in that population.	
Explain the roles of geographical isolation and natural selection on the evolution of new species.	
Predict possible evolutionary implications for a population due to environmental changes over time (e.g., volcanic eruptions, global climate change, industrial pollution).	
Explain why homogeneous populations may be more vulnerable to environmental changes than heterogeneous populations.	
Explain how evolutionary relationships between species are used to group organisms together.	
Explain how antibiotic resistance populations evolve from common bacterial populations.	
Research how invasive species have genetically altered an indigenous population.	
Enduring Understanding: The development of technology has allowed us to apply our knowledge of genetics, reproduction, development and evolution to meet human needs and wants.	
Explain how DNA evidence can be used to determine evolutionary relationships.	
Investigate how the human ability to manipulate genetic material and reproductive processes can be applied to many areas of medicine, biology, and agriculture. Evaluate the risks and benefits of various ethical, social and legal scenarios that arise from this ability.	
Discuss examples of how genetic engineering technology can be applied in biology, agriculture and medicine in order to meet human wants and needs.	
Explain the basic process of bacterial transformation and how it is applied in genetic engineering.	
Explain how developments in technology (e.g., gel electrophoresis) have been used to identify individuals based on DNA as well as to improve the ability to diagnose genetic diseases.	
Standard 8: Ecology	
No GLEs at this grade level	

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TABLE 3D

DELAWARE Science Grade 11 Content Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Standard 1: Nature and Application of Science and Technology	
Enduring Understanding: Scientific inquiry involves asking scientifically-oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.	
Identify and form questions that generate a specific testable hypothesis that guide the design and breadth of the scientific investigation.	**Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment Determine the hypothesis for an experiment
Design and conduct valid scientific investigations to control all but the testable variable in order to test a specific hypothesis.	**Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
Collect accurate and precise data through the selection and use of tools and technologies appropriate to the investigations. Display and organize data through the use of tables, diagrams, graphs, and other organizers that allow analysis and comparison with known information and allow for replication of results.	**Interpretation of Data:** Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Understand basic scientific terminology Find basic information in a brief body of text Translate information into a table, graph, or diagram **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design
Construct logical scientific explanations and present arguments which defend proposed explanations through the use of closely examined evidence.	**Interpretation of Data:** Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Identify key issues or assumptions in a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Identify strengths and weaknesses in one or more models Identify similarities and differences between models Determine which model(s) is(are) supported or weakened by new information Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion Determine whether new information supports or weakens a model, and why

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TABLE 3D

DELAWARE Science Grade 11 Content Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Standard 1: Nature and Application of Science and Technology	
Communicate and defend the results of scientific investigations using logical arguments and connections with the known body of scientific information.	**Interpretation of Data:** Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion
Use mathematics, reading, writing and technology when conducting scientific inquiries.	**Interpretation of Data:** Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram Identify and/or use a simple (e.g., linear) mathematical relationship between data **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model

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TABLE 3D

DELAWARE Science Grade 11 Content Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Standard 2: Materials and Their Properties	
Enduring Understanding: The structures of materials determine their properties.	
Construct models or diagrams (Lewis Dot structures, ball and stick models, or other models) of common compounds and molecules (i.e., NaCl, SiO_2, O_2, H_2, CO_2) and distinguish between ionically and covalently bonded compounds. Based on the location of their component elements on the Periodic Table, explain the elements tendency to transfer or share electrons.	
Explain why the average atomic mass of an element reflects the relative natural abundance of the element and therefore is not a whole number.	
Explain that unstable isotopes undergo spontaneous nuclear decay, emitting energy or particles and energy.	
Compare and contrast the energy released by nuclear reactions to that released by chemical reactions.	
Describe the composition of alpha, beta, and gamma radiation and the shielding necessary to prevent penetration.	
Use the half life of a radioactive isotope to calculate the amount of remaining radioactive substance after an integral number of half-lives.	
Use kinetic molecular theory to explain changes in gas volume, pressure, and temperature.	
Perform simple calculations to show that if the temperature is held constant, changes in pressure and volume of an enclosed gas have an inverse relationship. (Boyles Law).	
Perform simple calculations to show that if the pressure is held constant, changes in temperature (in Kelvin) and volume of an enclosed gas have a direct relationship. (Charles Law).	
Perform simple calculations to show that if the volume is held constant, changes in pressure and temperature (in Kelvin) of an enclosed gas have a direct relationship (Gay-Lussac's Law).	
Use the Periodic Table to show trends within periods and groups (families) regarding atomic size, size of ions, ionization energies and electronegativity.	
Enduring Understanding: The properties of the mixture are based on the properties of its components.	
Express the concentration of various solutions in terms of the amount of solute dissolved in the solvent (molarity).	
Collect data to calculate the unknown concentration of a solution by performing an acid-base titration using an appropriate indicator. Describe neutralization reactions using chemical equations.	
Enduring Understanding: When materials interact within a closed system, the total mass of the system remains the same.	
Recognize that one mole is the amount of any substance that contains 6.02×10^{23} (Avogadro's number) representative particles of that substance. This quantity of particles will have the mass equivalent to the molecular weight (molar mass).	
Express various quantities of matter in terms of moles (e.g., 6.0 g carbon = .50 moles of carbon; 36 g H_2O = 2.0 moles H_2O).	
Determine how the mass of the products compares to the mass of the reactants in chemical investigations. Show how this comparison links to the appropriate balanced chemical equation.	
Enduring Understanding: There are several ways in which elements and/or compounds react to form new substances and each reaction involves energy.	
Conduct experiments and provide evidence (e.g., formation of a precipitate, evolution of gas, change of color, release/absorption of energy in the form of heat, light, or sound) to determine if a chemical reaction has occurred.	
Identify, name and write formulae for covalent and ionic compounds.	
Describe chemical reactions using correct chemical formulae and balance the resulting chemical equation.	

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TABLE 3D

DELAWARE Science Grade 11 Content Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Standard 2: Materials and Their Properties	
Classify various reactions as synthesis (combination), single replacement, double replacement, decomposition or combustion.	
Explain whether or not a chemical reaction would occur given a set of reactants. Predict the product(s) if the reactions would occur.	
Investigate factors (e.g., presence of a catalyst, temperature, concentration) that influence reaction rates.	
Analyze reaction diagrams for some common chemical reactions to compare the amount of heat energy absorbed by the reaction to the amount of heat energy released. Explain, using the diagrams, that if the products of the reactions are at a higher level than the reactants, the reaction has absorbed heat energy (endothermic), but if the products of the reaction are at a lower level than the reactants, then heat energy has been released (exothermic).	
Use energy diagrams to explain the effect of a catalyst on activation energy.	
Enduring Understanding: People develop new materials as a response to the needs of society and the pursuit of knowledge. This development may have risks and benefits to humans and the environment.	
Identify polymers as large molecules with a carbon backbone. Recognize that polymers are comprised of repeating monomers. Investigate synthetic and naturally occurring polymers and relate their chemical structure to their current or potential use.	
Research and report on materials that are used in response to human and societal needs. These materials might include but are not limited to synthetic polymers such as Kevlar or Gortex; or radioactive isotopes such as U_{235}, or C^{14}, etc. Recognize the intended (and realized) benefits as well as any risks or trade-offs required in their production and use.	

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TABLE 3D

DELAWARE Science Grade 11 Content Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Standard 3: Energy and Its Effects	
Enduring Understandings: Energy takes many forms. These forms can be grouped into types of energy that are associated with the motion of mass (kinetic energy) and types of energy associated with the position of mass and energy fields (potential energy).	
Conduct investigations to identify how the rotational kinetic energy of an object depends on the object's mass, angular speed (rpm), and its geometry (for example; solid and hollow spheres, solid and hollow cylinders, rings).	
Conduct investigations to show that rolling objects have two kinds of kinetic energy, linear kinetic energy (LKE), and rotational kinetic energy (RKE). For example, a ball released on a ramp from a height, h, will consistently reach the bottom of the ramp with less linear kinetic energy than its GPE at the top of the ramp. The RKE of the rolling object explains the difference.	
Explain that when a chemical reaction takes place and energy is released, the reaction results in molecules that have a lower chemical energy and if energy must be added for a chemical reaction to take place, the molecules that result from that reaction have higher chemical energy.	
Recognize that nuclear energy takes the form of mass, and that energy is released from a nuclear reaction as a consequence of the annihilation of mass.	
Explain why large amounts of energy are released when small amounts of mass are annihilated ($E = mc^2$).	
Enduring Understanding: Changes take place because of the transfer of energy. Energy is transferred to matter through the action of forces. Different forces are responsible for the different forms of energy.	
Use the inverse square law to describe how the force of gravity changes over long distances (for example, describe the forces acting on the Voyager Space Probes as they moved through the solar system).	
Conduct investigations to determine the relative sizes of static and kinetic frictional forces acting between two surfaces.	
Conduct investigations to determine what variables (mass, normal force, surface area, surface texture, etc.) influence the size of frictional forces that act between two objects.	
Give examples in which static friction is a force of propulsion, initiating the motion of an object. Use force diagrams to illustrate the forces acting on the object during this propulsion process.	
Use force diagrams to describe how static friction can prevent an object (that is subject to another force) from moving.	
Draw force diagrams to illustrate the action of friction when it acts to slow-down an object. Use an energy argument to describe how friction slows down a moving object.	
Describe the factors that contribute to the size of an electric force acting between charged particles (i.e., the size of an electric force depends upon the size of the charges involved and the distance between the charges). Recognize that the electric force is an inverse square force like the gravitational force.	
Use a sketch of this force to describe how its influence changes as the distance between the charges increases.	
Recognize that the gravitational forces acting between objects the size of people or even large trucks is negligible compared to their weight (for example, F_{Grav} acting between two people standing 1m apart on the Earth's surface is less than one billionth the size of their weight). Also recognize that gravitational forces between particles at the molecular level are completely negligible when compared to electric forces that act between these particles ($F_{Grav}/F_{electric} < 10^{-30}$).	
Describe how many of the forces acting between objects (friction and normal forces) and acting within objects (tensions, compressions and elastic forces) are manifestations of the electromagnetic forces that act between atoms and molecules in substances.	

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TABLE 3D

DELAWARE Science Grade 11 Content Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Standard 3: Energy and Its Effects	
Use diagrams or models to show how the electric forces acting between molecules can explain the presence of these forces.	
Use diagrams to show the similarities between the magnetic field of a permanent magnet and the magnetic field created by an electric coil.	
Conduct investigations to show how forces acting between permanent magnets and conducting coils carrying electric currents can be used to create electric motors.	
Use diagrams to show how magnets and rotating coils can be used to create electric currents.	
Use vector diagrams to illustrate the forces that act within the nucleus. Recognize that the stability of a nucleus depends upon the repulsive electric forces acting between the protons and the attractive nuclear forces acting between all protons and neutrons in the nucleus.	
Use examples of mechanical or chemical systems to explain that the stability of an object is linked to the object's energy, and that stability can be used as an indicator how likely it is that an object will undergo a physical, chemical, or nuclear change.	
Identify mid-sized nuclei as the most stable nuclei, and use the concept of stability to explain the basics of nuclear fission, fusion, and radioactive decay. Use models and diagrams to illustrate the differences between fission, fusion and radioactive decay.	
Use vector diagrams to illustrate how the total force is determined from a group of individual forces.	
Make vector diagrams of objects moving with a constant velocity, identifying all of the forces acting on the object (for example, a car moving along a straight highway, an aircraft in flight, an elevator ascending at constant speed, etc.).	
Reflect on how forces can collectively act on the object and not change its motion (basis of Newton's 1st Law).	
Conduct investigations to reach qualitative and quantitative conclusions regarding the effects of the size of the total force and the object's mass on its resulting acceleration (Newton's 2nd Law, $a = F_{total}/m$). Observe how the direction of the acceleration relates to the direction of the total force.	
Use examples to illustrate the differences between mass and force and explain why only forces can change the motion of objects.	
Explain why an object with a large mass is usually more difficult to start moving than an object with a smaller mass.	
Use Newton's Second Law to calculate the acceleration of objects that are subject to common forces (for example, gravity, constant pushing or pulling forces and/or friction).	
Use vector diagrams to show how the direction of the acceleration (relative to the direction of the velocity) can be used to determine if the speed of the object will increase or decrease, and if the direction of motion will change.	
Describe what the size of the acceleration of an object indicates about the object's motion (how quickly the object's velocity will change). Give examples of objects having large accelerations (motorcycles starting from rest, vehicles stopping abruptly, cars negotiating sharp curves), and objects having small accelerations (tractor trailers starting from rest, large ships slowing down, and vehicles traveling on long gradual curves on highways).	
Conduct investigations to show that the acceleration due to gravity is the same for all objects near the surface of the earth. Use graphical analysis to determine the acceleration due to gravity from experimental data.	
Use algebraic relationships that relate the acceleration of an object to its speed and position to make predictions about the motion of objects as they move along straight and circular paths.	
Conduct investigations (or demonstrate) that under a variety of conditions when two objects collide they exert equal sized forces on each other. Use Newton's 2nd Law to explain why these two objects may react differently to equal sized forces.	

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TABLE 3D

DELAWARE Science Grade 11 Content Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Standard 3: Energy and Its Effects	
Use vector diagrams and Newton's 3rd Law to explain how a bathroom scale indirectly indicates your weight.	
Recognize that momentum of an object is a property of its motion that can be calculated from its mass and its velocity (P = mv), and that only forces can change the momentum of an object.	
Conduct investigations to determine the relationship between the force acting on an object and the change it produces in the object's momentum (i.e., the impulse) ($\Delta P = F_{avg} \cdot \Delta t$).	
Use the concept of impulse ($I = F_{avg} \cdot \Delta t$) to make estimates of average forces when the change in an object's momentum is known. For example, explain why collision forces will be reduced when the barriers are flexible (increasing Δt decreases F_{avg}), or how the severity of the injury to a falling athlete will be influenced by the surface the athlete lands on (i.e., turf, hard ground, concrete, etc.).	
Recognize that momentum (like energy) is a conserved quantity, and describe how this property of momentum makes it a useful tool in problem solving, especially problems involving collisions.	
Describe that forces transfer energy from one object to another through a process called "work". Explain how calculating the work done by a force helps us make qualitative and quantitative predictions regarding the motion of objects. Use mathematics, graphing calculators and/or graphing analysis programs to investigate the work done by individual forces.	
Give examples of forces doing work to transfer energy to a rotating object (increasing its rotational speed), or doing work to transfer energy away from a rotating object (decreasing its rotational speed).	
Describe how the concept of torque is used to explain (and calculate) the rotational effect that forces have when they act on objects.	
Conduct investigations to identify the factors that determine the torque produced by a force (Torque = force · lever distance). (For example, what conditions must be met to ensure that the sum of all torques acting on an object is zero, leaving the object in rotational equilibrium?).	
Enduring Understanding: Energy readily transforms from one form to another, but these transformations are not always reversible. The details of these transformations depend upon the initial form of the energy and the properties of the materials involved. Energy may transfer into or out of a system and it may change forms, but the total energy cannot change.	
Use energy chains to trace the flow of energy through systems that involve both static and kinetic friction.	
Use diagrams to illustrate how the constructive and destructive interference of waves occurs.	
Give specific examples of how wave interference occurs in earth systems for both mechanical waves and electromagnetic waves. For example, in the case of mechanical waves, demonstrate regions of high volume (constructive interference) and low volume "dead spots" (destructive interference) in the space surrounding two speakers. Or consider the effect that wave interference has on the impact of seismic waves produced by earthquakes. In the case of EM waves, observe the colored patterns (fringes) on a soap bubble or in a thin layer of oil on a puddle of water.	
Describe how wave interference is used to create useful devices, such as noise cancellation devices (mechanical waves), window coatings to selectively transmit or reflect IR waves, diffraction gratings for spectroscopy, and lasers (EM waves).	
Explain why the Law of Conservation of Energy must be expanded to the Law of the Conservation of Mass/Energy when nuclear energy is involved in a process.	
Use the concept of stability to explain why energy is released during a fission process and during a fusion process.	
Use diagrams and energy chains to illustrate and explain the flow and transformations of energy that occur in fission and fusion processes, and during radioactive decay.	

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TABLE 3D

DELAWARE Science Grade 11 Content Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Standard 3: Energy and Its Effects	
Enduring Understanding: People utilize a variety of resources to meet the basic and specific needs of life. Some of these resources cannot be replaced. Other resources can be replenished or exist in such vast quantities they are in no danger of becoming depleted. Often the energy stored in resources must be transformed into more useful forms and transported over great distances before it can be helpful to us.	
Use energy chains to describe the flow of energy in a nuclear-fueled electric power facility. Indicate the source of energy of the facility, how and where energy leaves the facility, and in which parts of the facility energy transformations take place.	
Compare and contrast the energy diagram of the nuclear-fueled power plant to a comparable energy diagram for a fossil-fueled electric power plant.	
Prepare a written report, a poster, or a computer-based presentation that explains the advantages and disadvantages of using fossil fuels, nuclear fuel, and alternative energy sources to generate electrical energy.	
Standard 4: Earth in Space	
No GLEs at this grade level	
Standard 5: Earth's Dynamic Systems	
No GLEs at this grade level	
Standard 6: Life Processes	
No GLEs at this grade level	
Standard 7: Diversity and Continuity of Living Things	
No GLEs at this grade level	
Standard 8: Ecology	
No GLEs at this grade level	

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TABLE 3E

DELAWARE Science Grade 12 Content Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Standard 1: Nature and Application of Science and Technology	
Enduring Understanding: Scientific inquiry involves asking scientifically-oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.	
Identify and form questions that generate a specific testable hypothesis that guide the design and breadth of the scientific investigation.	**Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment Determine the hypothesis for an experiment
Design and conduct valid scientific investigations to control all but the testable variable in order to test a specific hypothesis.	**Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
Collect accurate and precise data through the selection and use of tools and technologies appropriate to the investigations. Display and organize data through the use of tables, diagrams, graphs, and other organizers that allow analysis and comparison with known information and allow for replication of results.	**Interpretation of Data:** Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Understand basic scientific terminology Find basic information in a brief body of text Translate information into a table, graph, or diagram **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design
Construct logical scientific explanations and present arguments which defend proposed explanations through the use of closely examined evidence.	**Interpretation of Data:** Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Identify key issues or assumptions in a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Identify strengths and weaknesses in one or more models Identify similarities and differences between models Determine which model(s) is(are) supported or weakened by new information Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion Determine whether new information supports or weakens a model, and why
Communicate and defend the results of scientific investigations using logical arguments and connections with the known body of scientific	**Interpretation of Data:** Select a single piece of data (numerical or nonnumerical) from a simple

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TABLE 3E

DELAWARE Science Grade 12 Content Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Standard 1: Nature and Application of Science and Technology	
information.	data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion
Use mathematics, reading, writing and technology when conducting scientific inquiries.	**Interpretation of Data:** Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram Identify and/or use a simple (e.g., linear) mathematical relationship between data **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model
Standard 2: Materials and Their Properties	
No GLEs at this grade level	

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TABLE 3E

DELAWARE Science Grade 12 Content Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Standard 3: Energy and Its Effects	
Enduring Understandings: Energy takes many forms. These forms can be grouped into types of energy that are associated with the motion of mass (kinetic energy) and types of energy associated with the position of mass and energy fields (potential energy).	
Explain that the quantity of radiant energy delivered to a surface every second can be viewed in two different ways. Use the concept of waves to describe that the energy delivered by electromagnetic radiation depends on the amplitude and frequency of the electromagnetic waves. Use the particle model of electromagnetic radiation (energy is carried by packets of electromagnetic energy called photons) to explain that the radiant energy delivered depends on the frequency of the radiation and the number of packets striking the surface per second.	
Enduring Understanding: Changes take place because of the transfer of energy. Energy is transferred to matter through the action of forces. Different forces are responsible for the different forms of energy.	
No GLEs for this understanding	
Enduring Understanding: Energy readily transforms from one form to another, but these transformations are not always reversible. The details of these transformations depend upon the initial form of the energy and the properties of the materials involved. Energy may transfer into or out of a system and it may change forms, but the total energy cannot change.	
Use the model of discrete electronic energy states in an atom to describe how the atom can emit or absorb packets of electromagnetic energy (photons) having specific energies. Demonstrate how prisms, diffraction gratings or other optical devices can be used to analyze the light coming from different substances, and how this analysis can be useful in the identification of elements and compounds.	
Use diagrams to show how concave reflecting devices and convex lenses can be used to collect and focus EM waves.	
Recognize that the characteristics of these devices are different for different groups of EM waves (radio waves, microwaves, infrared waves, visible waves, etc.).	
Create light ray diagrams to illustrate how converging devices are used to collect and focus waves in scientific devices (e.g., telescopes and microscopes).	
Enduring Understanding: People utilize a variety of resources to meet the basic and specific needs of life. Some of these resources cannot be replaced. Other resources can be replenished or exist in such vast quantities they are in no danger of becoming depleted. Often the energy stored in resources must be transformed into more useful forms and transported over great distances before it can be helpful to us.	
No GLEs for this understanding	

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TABLE 3E

DELAWARE Science Grade 12 Content Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Standard 4: Earth in Space	
Enduring Understanding: Observable, predictable patterns of movement in the Sun, Earth, Moon system are caused by gravitational interaction and powered by energy from the Sun.	
Describe how nuclear fusion reactions change over time and lead to the creation of elements (and the evolution of stars).	
Explain how the process of nuclear fusion in our Sun consumes mass and releases, over billions of years, enormous amounts of energy.	
Compare and contrast the age, temperature, and size of our Sun to other stars.	
Discuss the many ways in which the Sun influences Earth including the role of gravity, coronal mass ejections, and electromagnetic radiation including gamma photons.	
Enduring Understanding: Most objects in the Solar System orbit the Sun and have distinctive physical characteristics and orderly motion which are a result of their formation and changes over time.	
Use library and internet resources to identify characteristics of the Earth which permit it to support life, and compare those characteristics to properties of other planets. Based on the research, debate the possibility of life on other planets.	
Enduring Understanding: The Universe is composed of galaxies, which are composed of solar systems, all of which are composed of the same elements and governed by the same laws.	
Describe the relative size differences and distances between planetary systems, stars, multiple-star galaxies, star clusters, galaxies, and galactic groups in the Universe.	
Explain why the force of gravity is responsible for many phenomena in the Universe including the formation and life cycle of galaxies, stars, and planetary systems. Explain how gravity influences the motion of bodies in the Universe including tides and maintaining orbits of planets.	
Describe how our knowledge of the history of the Universe is based on electromagnetic energy that has traveled vast distances and takes a long period of time to reach us.	
Explain the life history of stars in terms of luminosity, size and temperature using the Hertzsprung-Russell Diagram. Compare and contrast stellar evolution based on mass (black hole, neutron star, white dwarf).	
Explain the Big Bang Theory and how it is supported by evidence that includes microwave background radiation and red shift. Cite research supporting the Big Bang Theory as the most scientifically accepted theory explaining the formation of the Universe.	
Enduring Understanding: Technology expands our knowledge of the Universe.	
Describe how the composition of stars can be determined by analysis of their spectra. Compare the elements that compose stars to those that compose Earth.	
Discuss how technology (i.e., telescopes, computers, space probes, radio observatories) assists astronomers in discovering and investigating celestial bodies beyond the limits of our Solar System.	
Standard 5: Earth's Dynamic Systems	
No GLEs at this grade level	
Standard 6: Life Processes	
No GLEs at this grade level	
Standard 7: Diversity and Continuity of Living Things	
No GLEs at this grade level	

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TABLE 3E

DELAWARE Science Grade 12 Content Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Standard 8: Ecology	
Enduring Understanding: Organisms and their environments are interconnected. Changes in one part of the system will affect other parts of the system.	
Identify and measure biological, chemical and physical indicators within a given ecosystem (pH, dissolved oxygen, macroinvertebrate and other indicator species, salinity).	
Using models, computer simulations, or graphic representations, demonstrate how, changes in these indicators may affect interactions within ecosystems. Evaluate the current health of the ecosystem and suggest possible interventions for mitigation.	
Explain how feedback loops keep an ecosystem (at the local and global level) in a state of dynamic equilibrium (e.g., positive and negative feedback loops associated with global climate).	
Explain how niches help to increase the diversity within an ecosystem and maximize the number of populations that can live in the same habitat.	
Using graphs of population data of a predator and its prey, describe the patterns observed. Explain how the interactions of predator and prey generate these patterns, and predict possible future trends in these populations.	
Analyze and explain the short-term impact of a natural disaster on the biological, chemical, and physical components of the affected ecosystem and their associated interrelationships, including geochemical cycles and food webs.	
Based on knowledge of populations and interactions in an ecosystem, predict the possible long-term outcomes (e.g., extinction, adaptation, succession) of a natural disaster on populations in the ecosystem.	
Explain the significance of the introduction of non-native and invasive species to a stable ecosystem and describe the consequent harm to the native species and the environment (e.g., zebra mussels, purple loosestrife, phragmites, Japanese Beetles).	
Describe how the biotic and abiotic factors can act as selective pressures on a population and can alter the diversity of the ecosystem over time.	
Identify limiting factors in an ecosystem and explain why these factors prevent populations from reaching biotic potential. Predict the effects on a population if these limiting factors were removed. Explain why a population reaching unlimited biotic potential can be detrimental to the ecosystem.	
Determine the carrying capacity for a population in an ecosystem using graphical representations of population data.	
Describe how birth rate, death rate, emigration, and immigration contribute to a population's growth rate.	
Enduring Understanding: Matter needed to sustain life is continually recycled among and between organisms and the environment. Energy from the sun flows irreversibly through ecosystems and is conserved as organisms use and transform it.	
Illustrate how elements on Earth cycle among the biotic and abiotic components of the biosphere.	
Recognize that the amount of matter in a closed ecosystem will remain constant.	
Relate an ecosystem's requirement for the continual input of energy to the inefficiency of energy transfer.	
Explain how ecosystems that do not rely on radiant energy obtain energy to maintain life.	
Explain how the inefficiency of energy transfer determines the number of trophic levels and affects the relative number of organisms at each trophic level in an ecosystem.	
Relate a chemical's properties to its accumulation within organisms, such as PCBs in the fatty tissues of fish.	
Relate the accumulation of a chemical in an organism to the organism's trophic level. Explain why bioaccumulation is a greater problem for organisms at higher trophic levels.	

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TABLE 3E

DELAWARE Science Grade 12 Content Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Standard 8: Ecology	
Explain how biomagnification has led to unsafe food supplies, such as mercury accumulation in tuna.	
Analyze how an understanding of biomagnification has led to the regulation of chemical use and disposal.	
Enduring Understanding: Humans can alter the living and non-living factors within an ecosystem, thereby creating changes to the overall system.	
Examine and describe how social and biological factors influence the exponential growth of the human population (e.g., economic, cultural, age at reproduction, fertility rate, birth/death rate, and environmental factors).	
Examine and describe how the exponential growth of the human population has affected the consumption of renewable and non-renewable resources.	
Evaluate decisions about the use of resources in one country and how these decisions can impact the diversity and stability of ecosystems globally.	
Analyze ways in which human activity (i.e., producing food, transporting materials, generating energy, disposing of waste, obtaining fresh water, or extracting natural resources) can affect ecosystems and the organisms within.	
Research and discuss ways in which humans use technology to reduce the negative impact of human activity on the environment. (e.g., phytoremediation, smokestack scrubbers).	
Describe how advances in technology can increase the carrying capacity of an ecosystem (i.e., advances in agricultural technology have led to increases in crop yields per acre).	

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TABLE 3F

DELAWARE Science Grade 11 Content Standards and Grade-Level Expectations	**WorkKeys *Locating Information* Skills**
Standard 1: Nature and Application of Science and Technology	
Enduring Understanding: Scientific inquiry involves asking scientifically-oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.	
Identify and form questions that generate a specific testable hypothesis that guide the design and breadth of the scientific investigation.	
Design and conduct valid scientific investigations to control all but the testable variable in order to test a specific hypothesis.	
Collect accurate and precise data through the selection and use of tools and technologies appropriate to the investigations. Display and organize data through the use of tables, diagrams, graphs, and other organizers that allow analysis and comparison with known information and allow for replication of results.	Find one or two pieces of information in a graphic Fill in one or two pieces of information that are missing from a graphic Find several pieces of information in one or two graphics Understand how graphics are related to each other Summarize information from one or two straightforward graphics Identify trends shown in one or two straightforward graphics Compare information and trends shown in one or two straightforward graphics Sort through distracting information Summarize information from one or more detailed graphics Identify trends shown in one or more detailed or complicated graphics Compare information and trends from one or more complicated graphics Draw conclusions based on one complicated graphic or several related graphics Apply information from one or more complicated graphics to specific situations Use the information to make decisions
Construct logical scientific explanations and present arguments which defend proposed explanations through the use of closely examined evidence.	
Communicate and defend the results of scientific investigations using logical arguments and connections with the known body of scientific information.	
Use mathematics, reading, writing and technology when conducting scientific inquiries.	

= Measured by WorkKeys *Locating Information* Test

TABLE 3F

DELAWARE Science Grade 11 Content Standards and Grade-Level Expectations	**WorkKeys *Locating Information* Skills**
Standard 2: Materials and Their Properties	
Enduring Understanding: The structures of materials determine their properties.	
Construct models or diagrams (Lewis Dot structures, ball and stick models, or other models) of common compounds and molecules (i.e., NaCl, SiO_2, O_2, H_2, CO_2) and distinguish between ionically and covalently bonded compounds. Based on the location of their component elements on the Periodic Table, explain the elements tendency to transfer or share electrons.	
Explain why the average atomic mass of an element reflects the relative natural abundance of the element and therefore is not a whole number.	
Explain that unstable isotopes undergo spontaneous nuclear decay, emitting energy or particles and energy.	
Compare and contrast the energy released by nuclear reactions to that released by chemical reactions.	
Describe the composition of alpha, beta, and gamma radiation and the shielding necessary to prevent penetration.	
Use the half life of a radioactive isotope to calculate the amount of remaining radioactive substance after an integral number of half-lives.	
Use kinetic molecular theory to explain changes in gas volume, pressure, and temperature.	
Perform simple calculations to show that if the temperature is held constant, changes in pressure and volume of an enclosed gas have an inverse relationship. (Boyles Law).	
Perform simple calculations to show that if the pressure is held constant, changes in temperature (in Kelvin) and volume of an enclosed gas have a direct relationship. (Charles Law).	
Perform simple calculations to show that if the volume is held constant, changes in pressure and temperature (in Kelvin) of an enclosed gas have a direct relationship (Gay-Lussac's Law).	
Use the Periodic Table to show trends within periods and groups (families) regarding atomic size, size of ions, ionization energies and electronegativity.	
Enduring Understanding: The properties of the mixture are based on the properties of its components.	
Express the concentration of various solutions in terms of the amount of solute dissolved in the solvent (molarity).	
Collect data to calculate the unknown concentration of a solution by performing an acid-base titration using an appropriate indicator. Describe neutralization reactions using chemical equations.	
Enduring Understanding: When materials interact within a closed system, the total mass of the system remains the same.	
Recognize that one mole is the amount of any substance that contains 6.02×10^{23} (Avogadro's number) representative particles of that substance. This quantity of particles will have the mass equivalent to the molecular weight (molar mass).	
Express various quantities of matter in terms of moles (e.g., 6.0 g carbon = .50 moles of carbon; 36 g H_2O = 2.0 moles H_2O).	
Determine how the mass of the products compares to the mass of the reactants in chemical investigations. Show how this comparison links to the appropriate balanced chemical equation.	
Enduring Understanding: There are several ways in which elements and/or compounds react to form new substances and each reaction involves energy.	
Conduct experiments and provide evidence (e.g., formation of a precipitate, evolution of gas, change of color, release/absorption of energy in the form of heat, light, or sound) to determine if a chemical reaction has occurred.	
Identify, name and write formulae for covalent and ionic compounds.	
Describe chemical reactions using correct chemical formulae and balance the resulting chemical equation.	
Classify various reactions as synthesis (combination), single replacement, double replacement, decomposition or combustion.	

= Measured by WorkKeys *Locating Information* Test

TABLE 3F

DELAWARE Science Grade 11 Content Standards and Grade-Level Expectations	WorkKeys *Locating Information* Skills
Standard 2: Materials and Their Properties	
Explain whether or not a chemical reaction would occur given a set of reactants. Predict the product(s) if the reactions would occur.	
Investigate factors (e.g., presence of a catalyst, temperature, concentration) that influence reaction rates.	
Analyze reaction diagrams for some common chemical reactions to compare the amount of heat energy absorbed by the reaction to the amount of heat energy released. Explain, using the diagrams, that if the products of the reactions are at a higher level than the reactants, the reaction has absorbed heat energy (endothermic), but if the products of the reaction are at a lower level than the reactants, then heat energy has been released (exothermic).	
Use energy diagrams to explain the effect of a catalyst on activation energy.	
Enduring Understanding: People develop new materials as a response to the needs of society and the pursuit of knowledge. This development may have risks and benefits to humans and the environment.	
Identify polymers as large molecules with a carbon backbone. Recognize that polymers are comprised of repeating monomers. Investigate synthetic and naturally occurring polymers and relate their chemical structure to their current or potential use.	
Research and report on materials that are used in response to human and societal needs. These materials might include but are not limited to synthetic polymers such as Kevlar or Gortex; or radioactive isotopes such as U_{235}, or C^{14}, etc. Recognize the intended (and realized) benefits as well as any risks or trade-offs required in their production and use.	

TABLE 3F

DELAWARE Science Grade 11 Content Standards and Grade-Level Expectations	WorkKeys *Locating Information* Skills
Standard 3: Energy and Its Effects	
Enduring Understandings: Energy takes many forms. These forms can be grouped into types of energy that are associated with the motion of mass (kinetic energy) and types of energy associated with the position of mass and energy fields (potential energy).	
Conduct investigations to identify how the rotational kinetic energy of an object depends on the object's mass, angular speed (rpm), and its geometry (for example; solid and hollow spheres, solid and hollow cylinders, rings).	
Conduct investigations to show that rolling objects have two kinds of kinetic energy, linear kinetic energy (LKE), and rotational kinetic energy (RKE). For example, a ball released on a ramp from a height, h, will consistently reach the bottom of the ramp with less linear kinetic energy than its GPE at the top of the ramp. The RKE of the rolling object explains the difference.	
Explain that when a chemical reaction takes place and energy is released, the reaction results in molecules that have a lower chemical energy and if energy must be added for a chemical reaction to take place, the molecules that result from that reaction have higher chemical energy.	
Recognize that nuclear energy takes the form of mass, and that energy is released from a nuclear reaction as a consequence of the annihilation of mass.	
Explain why large amounts of energy are released when small amounts of mass are annihilated ($E = mc^2$).	
Enduring Understanding: Changes take place because of the transfer of energy. Energy is transferred to matter through the action of forces. Different forces are responsible for the different forms of energy.	
Use the inverse square law to describe how the force of gravity changes over long distances (for example, describe the forces acting on the Voyager Space Probes as they moved through the solar system).	
Conduct investigations to determine the relative sizes of static and kinetic frictional forces acting between two surfaces.	
Conduct investigations to determine what variables (mass, normal force, surface area, surface texture, etc.) influence the size of frictional forces that act between two objects.	
Give examples in which static friction is a force of propulsion, initiating the motion of an object. Use force diagrams to illustrate the forces acting on the object during this propulsion process.	
Use force diagrams to describe how static friction can prevent an object (that is subject to another force) from moving.	
Draw force diagrams to illustrate the action of friction when it acts to slow-down an object. Use an energy argument to describe how friction slows down a moving object.	
Describe the factors that contribute to the size of an electric force acting between charged particles (i.e., the size of an electric force depends upon the size of the charges involved and the distance between the charges). Recognize that the electric force is an inverse square force like the gravitational force.	
Use a sketch of this force to describe how its influence changes as the distance between the charges increases.	
Recognize that the gravitational forces acting between objects the size of people or even large trucks is negligible compared to their weight (for example, F_{Grav} acting between two people standing 1m apart on the Earth's surface is less than one billionth the size of their weight). Also recognize that gravitational forces between particles at the molecular level are completely negligible when compared to electric forces that act between these particles ($F_{Grav}/F_{electric} < 10^{-30}$).	
Describe how many of the forces acting between objects (friction and normal forces) and acting within objects (tensions, compressions and elastic forces) are manifestations of the electromagnetic forces that act between atoms and molecules in substances.	

TABLE 3F

DELAWARE Science Grade 11 Content Standards and Grade-Level Expectations	WorkKeys *Locating Information* Skills
Standard 3: Energy and Its Effects	
Use diagrams or models to show how the electric forces acting between molecules can explain the presence of these forces.	
Use diagrams to show the similarities between the magnetic field of a permanent magnet and the magnetic field created by an electric coil.	
Conduct investigations to show how forces acting between permanent magnets and conducting coils carrying electric currents can be used to create electric motors.	
Use diagrams to show how magnets and rotating coils can be used to create electric currents.	
Use vector diagrams to illustrate the forces that act within the nucleus. Recognize that the stability of a nucleus depends upon the repulsive electric forces acting between the protons and the attractive nuclear forces acting between all protons and neutrons in the nucleus.	
Use examples of mechanical or chemical systems to explain that the stability of an object is linked to the object's energy, and that stability can be used as an indicator how likely it is that an object will undergo a physical, chemical, or nuclear change.	
Identify mid-sized nuclei as the most stable nuclei, and use the concept of stability to explain the basics of nuclear fission, fusion, and radioactive decay. Use models and diagrams to illustrate the differences between fission, fusion and radioactive decay.	
Use vector diagrams to illustrate how the total force is determined from a group of individual forces.	
Make vector diagrams of objects moving with a constant velocity, identifying all of the forces acting on the object (for example, a car moving along a straight highway, an aircraft in flight, an elevator ascending at constant speed, etc.).	
Reflect on how forces can collectively act on the object and not change its motion (basis of Newton's 1st Law).	
Conduct investigations to reach qualitative and quantitative conclusions regarding the effects of the size of the total force and the object's mass on its resulting acceleration (Newton's 2nd Law, $a = F_{total}/m$). Observe how the direction of the acceleration relates to the direction of the total force.	
Use examples to illustrate the differences between mass and force and explain why only forces can change the motion of objects.	
Explain why an object with a large mass is usually more difficult to start moving than an object with a smaller mass.	
Use Newton's Second Law to calculate the acceleration of objects that are subject to common forces (for example, gravity, constant pushing or pulling forces and/or friction).	
Use vector diagrams to show how the direction of the acceleration (relative to the direction of the velocity) can be used to determine if the speed of the object will increase or decrease, and if the direction of motion will change.	
Describe what the size of the acceleration of an object indicates about the object's motion (how quickly the object's velocity will change). Give examples of objects having large accelerations (motorcycles starting from rest, vehicles stopping abruptly, cars negotiating sharp curves), and objects having small accelerations (tractor trailers starting from rest, large ships slowing down, and vehicles traveling on long gradual curves on highways).	
Conduct investigations to show that the acceleration due to gravity is the same for all objects near the surface of the earth. Use graphical analysis to determine the acceleration due to gravity from experimental data.	
Use algebraic relationships that relate the acceleration of an object to its speed and position to make predictions about the motion of objects as they move along straight and circular paths.	
Conduct investigations (or demonstrate) that under a variety of conditions when two objects collide they exert equal sized forces on each other. Use Newton's 2nd Law to explain why these two objects may react differently to equal sized forces.	

= Measured by WorkKeys *Locating Information* Test

TABLE 3F

DELAWARE Science Grade 11 Content Standards and Grade-Level Expectations	**WorkKeys *Locating Information* Skills**
Standard 3: Energy and Its Effects	
Use vector diagrams and Newton's 3rd Law to explain how a bathroom scale indirectly indicates your weight.	
Recognize that momentum of an object is a property of its motion that can be calculated from its mass and its velocity ($P = mv$), and that only forces can change the momentum of an object.	
Conduct investigations to determine the relationship between the force acting on an object and the change it produces in the object's momentum (i.e., the impulse) ($\Delta P = F_{avg} \cdot \Delta t$).	
Use the concept of impulse ($I = F_{avg} \cdot \Delta t$) to make estimates of average forces when the change in an object's momentum is known. For example, explain why collision forces will be reduced when the barriers are flexible (increasing Δt decreases F_{avg}), or how the severity of the injury to a falling athlete will be influenced by the surface the athlete lands on (i.e., turf, hard ground, concrete, etc.).	
Recognize that momentum (like energy) is a conserved quantity, and describe how this property of momentum makes it a useful tool in problem solving, especially problems involving collisions.	
Describe that forces transfer energy from one object to another through a process called "work". Explain how calculating the work done by a force helps us make qualitative and quantitative predictions regarding the motion of objects. Use mathematics, graphing calculators and/or graphing analysis programs to investigate the work done by individual forces.	
Give examples of forces doing work to transfer energy to a rotating object (increasing its rotational speed), or doing work to transfer energy away from a rotating object (decreasing its rotational speed).	
Describe how the concept of torque is used to explain (and calculate) the rotational effect that forces have when they act on objects.	
Conduct investigations to identify the factors that determine the torque produced by a force (Torque = force · lever distance). (For example, what conditions must be met to ensure that the sum of all torques acting on an object is zero, leaving the object in rotational equilibrium?).	
Enduring Understanding: Energy readily transforms from one form to another, but these transformations are not always reversible. The details of these transformations depend upon the initial form of the energy and the properties of the materials involved. Energy may transfer into or out of a system and it may change forms, but the total energy cannot change.	
Use energy chains to trace the flow of energy through systems that involve both static and kinetic friction.	
Use diagrams to illustrate how the constructive and destructive interference of waves occurs.	
Give specific examples of how wave interference occurs in earth systems for both mechanical waves and electromagnetic waves. For example, in the case of mechanical waves, demonstrate regions of high volume (constructive interference) and low volume "dead spots" (destructive interference) in the space surrounding two speakers. Or consider the effect that wave interference has on the impact of seismic waves produced by earthquakes. In the case of EM waves, observe the colored patterns (fringes) on a soap bubble or in a thin layer of oil on a puddle of water.	
Describe how wave interference is used to create useful devices, such as noise cancellation devices (mechanical waves), window coatings to selectively transmit or reflect IR waves, diffraction gratings for spectroscopy, and lasers (EM waves).	
Explain why the Law of Conservation of Energy must be expanded to the Law of the Conservation of Mass/Energy when nuclear energy is involved in a process.	
Use the concept of stability to explain why energy is released during a fission process and during a fusion process.	
Use diagrams and energy chains to illustrate and explain the flow and transformations of energy that occur in fission and fusion processes, and during radioactive decay.	

TABLE 3F

DELAWARE Science Grade 11 Content Standards and Grade-Level Expectations	WorkKeys *Locating Information* Skills
Standard 3: Energy and Its Effects	
Enduring Understanding: People utilize a variety of resources to meet the basic and specific needs of life. Some of these resources cannot be replaced. Other resources can be replenished or exist in such vast quantities they are in no danger of becoming depleted. Often the energy stored in resources must be transformed into more useful forms and transported over great distances before it can be helpful to us.	
Use energy chains to describe the flow of energy in a nuclear-fueled electric power facility. Indicate the source of energy of the facility, how and where energy leaves the facility, and in which parts of the facility energy transformations take place.	
Compare and contrast the energy diagram of the nuclear-fueled power plant to a comparable energy diagram for a fossil-fueled electric power plant.	
Prepare a written report, a poster, or a computer-based presentation that explains the advantages and disadvantages of using fossil fuels, nuclear fuel, and alternative energy sources to generate electrical energy.	
Standard 4: Earth in Space	
No GLEs at this grade level	
Standard 5: Earth's Dynamic Systems	
No GLEs at this grade level	
Standard 6: Life Processes	
No GLEs at this grade level	
Standard 7: Diversity and Continuity of Living Things	
No GLEs at this grade level	
Standard 8: Ecology	
No GLEs at this grade level	

= Measured by WorkKeys *Locating Information* Test

TABLE 3G

DELAWARE Science Grade 12 Content Standards and Grade-Level Expectations	**WorkKeys *Locating Information* Skills**
Standard 1: Nature and Application of Science and Technology	
Enduring Understanding: Scientific inquiry involves asking scientifically-oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.	
Identify and form questions that generate a specific testable hypothesis that guide the design and breadth of the scientific investigation.	
Design and conduct valid scientific investigations to control all but the testable variable in order to test a specific hypothesis.	
Collect accurate and precise data through the selection and use of tools and technologies appropriate to the investigations. Display and organize data through the use of tables, diagrams, graphs, and other organizers that allow analysis and comparison with known information and allow for replication of results.	Find one or two pieces of information in a graphic Fill in one or two pieces of information that are missing from a graphic Find several pieces of information in one or two graphics Understand how graphics are related to each other Summarize information from one or two straightforward graphics Identify trends shown in one or two straightforward graphics Compare information and trends shown in one or two straightforward graphics Sort through distracting information Summarize information from one or more detailed graphics Identify trends shown in one or more detailed or complicated graphics Compare information and trends from one or more complicated graphics Draw conclusions based on one complicated graphic or several related graphics Apply information from one or more complicated graphics to specific situations Use the information to make decisions
Construct logical scientific explanations and present arguments which defend proposed explanations through the use of closely examined evidence.	
Communicate and defend the results of scientific investigations using logical arguments and connections with the known body of scientific information.	
Use mathematics, reading, writing and technology when conducting scientific inquiries.	
Standard 2: Materials and Their Properties	
No GLEs at this grade level	

= Measured by WorkKeys *Locating Information* Test

TABLE 3G

DELAWARE Science Grade 12 Content Standards and Grade-Level Expectations	WorkKeys *Locating Information* Skills
Standard 3: Energy and Its Effects	
Enduring Understandings: Energy takes many forms. These forms can be grouped into types of energy that are associated with the motion of mass (kinetic energy) and types of energy associated with the position of mass and energy fields (potential energy).	
Explain that the quantity of radiant energy delivered to a surface every second can be viewed in two different ways. Use the concept of waves to describe that the energy delivered by electromagnetic radiation depends on the amplitude and frequency of the electromagnetic waves. Use the particle model of electromagnetic radiation (energy is carried by packets of electromagnetic energy called photons) to explain that the radiant energy delivered depends on the frequency of the radiation and the number of packets striking the surface per second.	
Enduring Understanding: Changes take place because of the transfer of energy. Energy is transferred to matter through the action of forces. Different forces are responsible for the different forms of energy.	
No GLEs for this understanding	
Enduring Understanding: Energy readily transforms from one form to another, but these transformations are not always reversible. The details of these transformations depend upon the initial form of the energy and the properties of the materials involved. Energy may transfer into or out of a system and it may change forms, but the total energy cannot change.	
Use the model of discrete electronic energy states in an atom to describe how the atom can emit or absorb packets of electromagnetic energy (photons) having specific energies. Demonstrate how prisms, diffraction gratings or other optical devices can be used to analyze the light coming from different substances, and how this analysis can be useful in the identification of elements and compounds.	
Use diagrams to show how concave reflecting devices and convex lenses can be used to collect and focus EM waves.	
Recognize that the characteristics of these devices are different for different groups of EM waves (radio waves, microwaves, infrared waves, visible waves, etc.).	
Create light ray diagrams to illustrate how converging devices are used to collect and focus waves in scientific devices (e.g., telescopes and microscopes).	
Enduring Understanding: People utilize a variety of resources to meet the basic and specific needs of life. Some of these resources cannot be replaced. Other resources can be replenished or exist in such vast quantities they are in no danger of becoming depleted. Often the energy stored in resources must be transformed into more useful forms and transported over great distances before it can be helpful to us.	
No GLEs for this understanding	

= Measured by WorkKeys *Locating Information* Test

TABLE 3G

DELAWARE Science Grade 12 Content Standards and Grade-Level Expectations	WorkKeys *Locating Information* Skills
Standard 4: Earth in Space	
Enduring Understanding: Observable, predictable patterns of movement in the Sun, Earth, Moon system are caused by gravitational interaction and powered by energy from the Sun.	
Describe how nuclear fusion reactions change over time and lead to the creation of elements (and the evolution of stars).	
Explain how the process of nuclear fusion in our Sun consumes mass and releases, over billions of years, enormous amounts of energy.	
Compare and contrast the age, temperature, and size of our Sun to other stars.	
Discuss the many ways in which the Sun influences Earth including the role of gravity, coronal mass ejections, and electromagnetic radiation including gamma photons.	
Enduring Understanding: Most objects in the Solar System orbit the Sun and have distinctive physical characteristics and orderly motion which are a result of their formation and changes over time.	
Use library and internet resources to identify characteristics of the Earth which permit it to support life, and compare those characteristics to properties of other planets. Based on the research, debate the possibility of life on other planets.	
Enduring Understanding: The Universe is composed of galaxies, which are composed of solar systems, all of which are composed of the same elements and governed by the same laws.	
Describe the relative size differences and distances between planetary systems, stars, multiple-star galaxies, star clusters, galaxies, and galactic groups in the Universe.	
Explain why the force of gravity is responsible for many phenomena in the Universe including the formation and life cycle of galaxies, stars, and planetary systems. Explain how gravity influences the motion of bodies in the Universe including tides and maintaining orbits of planets.	
Describe how our knowledge of the history of the Universe is based on electromagnetic energy that has traveled vast distances and takes a long period of time to reach us.	
Explain the life history of stars in terms of luminosity, size and temperature using the Hertzsprung-Russell Diagram. Compare and contrast stellar evolution based on mass (black hole, neutron star, white dwarf).	
Explain the Big Bang Theory and how it is supported by evidence that includes microwave background radiation and red shift. Cite research supporting the Big Bang Theory as the most scientifically accepted theory explaining the formation of the Universe.	
Enduring Understanding: Technology expands our knowledge of the Universe.	
Describe how the composition of stars can be determined by analysis of their spectra. Compare the elements that compose stars to those that compose Earth.	
Discuss how technology (i.e., telescopes, computers, space probes, radio observatories) assists astronomers in discovering and investigating celestial bodies beyond the limits of our Solar System.	
Standard 5: Earth's Dynamic Systems	
No GLEs at this grade level	
Standard 6: Life Processes	
No GLEs at this grade level	
Standard 7: Diversity and Continuity of Living Things	
No GLEs at this grade level	

= Measured by WorkKeys *Locating Information* Test

TABLE 3G

DELAWARE Science Grade 12 Content Standards and Grade-Level Expectations	WorkKeys *Locating Information* Skills
Standard 8: Ecology	
Enduring Understanding: Organisms and their environments are interconnected. Changes in one part of the system will affect other parts of the system.	
Identify and measure biological, chemical and physical indicators within a given ecosystem (pH, dissolved oxygen, macroinvertebrate and other indicator species, salinity).	
Using models, computer simulations, or graphic representations, demonstrate how, changes in these indicators may affect interactions within ecosystems. Evaluate the current health of the ecosystem and suggest possible interventions for mitigation.	
Explain how feedback loops keep an ecosystem (at the local and global level) in a state of dynamic equilibrium (e.g., positive and negative feedback loops associated with global climate).	
Explain how niches help to increase the diversity within an ecosystem and maximize the number of populations that can live in the same habitat.	
Using graphs of population data of a predator and its prey, describe the patterns observed. Explain how the interactions of predator and prey generate these patterns, and predict possible future trends in these populations.	
Analyze and explain the short-term impact of a natural disaster on the biological, chemical, and physical components of the affected ecosystem and their associated interrelationships, including geochemical cycles and food webs.	
Based on knowledge of populations and interactions in an ecosystem, predict the possible long-term outcomes (e.g., extinction, adaptation, succession) of a natural disaster on populations in the ecosystem.	
Explain the significance of the introduction of non-native and invasive species to a stable ecosystem and describe the consequent harm to the native species and the environment (e.g., zebra mussels, purple loosestrife, phragmites, Japanese Beetles).	
Describe how the biotic and abiotic factors can act as selective pressures on a population and can alter the diversity of the ecosystem over time.	
Identify limiting factors in an ecosystem and explain why these factors prevent populations from reaching biotic potential. Predict the effects on a population if these limiting factors were removed. Explain why a population reaching unlimited biotic potential can be detrimental to the ecosystem.	
Determine the carrying capacity for a population in an ecosystem using graphical representations of population data.	
Describe how birth rate, death rate, emigration, and immigration contribute to a population's growth rate.	
Enduring Understanding: Matter needed to sustain life is continually recycled among and between organisms and the environment. Energy from the sun flows irreversibly through ecosystems and is conserved as organisms use and transform it.	
Illustrate how elements on Earth cycle among the biotic and abiotic components of the biosphere.	
Recognize that the amount of matter in a closed ecosystem will remain constant.	
Relate an ecosystem's requirement for the continual input of energy to the inefficiency of energy transfer.	
Explain how ecosystems that do not rely on radiant energy obtain energy to maintain life.	
Explain how the inefficiency of energy transfer determines the number of trophic levels and affects the relative number of organisms at each trophic level in an ecosystem.	
Relate a chemical's properties to its accumulation within organisms, such as PCBs in the fatty tissues of fish.	
Relate the accumulation of a chemical in an organism to the organism's trophic level. Explain why bioaccumulation is a greater problem for organisms at higher trophic levels.	

= Measured by WorkKeys *Locating Information* Test

TABLE 3G

DELAWARE Science Grade 12 Content Standards and Grade-Level Expectations	WorkKeys *Locating Information* Skills
Standard 8: Ecology	
Explain how biomagnification has led to unsafe food supplies, such as mercury accumulation in tuna.	
Analyze how an understanding of biomagnification has led to the regulation of chemical use and disposal.	
Enduring Understanding: Humans can alter the living and non-living factors within an ecosystem, thereby creating changes to the overall system.	
Examine and describe how social and biological factors influence the exponential growth of the human population (e.g., economic, cultural, age at reproduction, fertility rate, birth/death rate, and environmental factors).	
Examine and describe how the exponential growth of the human population has affected the consumption of renewable and non-renewable resources.	
Evaluate decisions about the use of resources in one country and how these decisions can impact the diversity and stability of ecosystems globally.	
Analyze ways in which human activity (i.e., producing food, transporting materials, generating energy, disposing of waste, obtaining fresh water, or extracting natural resources) can affect ecosystems and the organisms within.	
Research and discuss ways in which humans use technology to reduce the negative impact of human activity on the environment. (e.g., phytoremediation, smokestack scrubbers).	
Describe how advances in technology can increase the carrying capacity of an ecosystem (i.e., advances in agricultural technology have led to increases in crop yields per acre).	

= Measured by WorkKeys *Locating Information* Test