Literacy Model Core Curriculum for Iowa High Schools

Literacy - defined by Meltzer, Smith, and Clark as the ability to read, write, speak, listen, and think effectively - enables adolescents to learn and to communicate clearly about what they know. Being literate gives people the ability to become informed, to inform others, and to make informed decisions (2001). **Literacy is synonymous with learning**. The partnerships between reading, writing, speaking, listening, and viewing, connecting with the ever-increasing knowledge base for each content area, provide the means for thinking among and between concepts and ideas. It is an active process.

Increasingly sophisticated levels of literacy are required to negotiate the world as one matures. Because of the recursive nature of learning in English language arts, students at every grade level apply fundamentally the same language concepts and skills. But as they learn and mature, students are asked to adapt these skills and concepts in new, more complex ways**. In the process of adapting these skills and strategies to new situations, students gain independence and sophistication.**

By its nature, **literacy is social**. In being effective critical members of a literacy community, students collaborate with others. Whether it be engaging the ideas of an author who lived centuries ago or actively debating issues about their contemporary lives with their peers, this collaboration helps students gain an appreciation of themselves, others, and the world. There is a cumulative advantage to the reciprocity of sharing ideas. The more students engage in literacy tasks, the deeper becomes their conceptual understanding and motivation to learn.

The **interdisciplinary nature of literacy** is also an important consideration when reviewing these essential skill sets. Literacy skills need to be developed across the curriculum, not simply in an English/Language Arts classroom. Students expand their range when applying literacy skills to a variety of content areas because the academic discourses and disciplinary concepts in those require different approaches to reading, writing, speaking, viewing, and listening. It is through applying literacy skills in a number of content areas that students learn to integrate these skills and strategies into life experience. Teachers who make literacy a priority understand that learning involves making meaning.

Because literacy is fundamental to learning, **support for literacy development at the secondary level is key to students' success** (Meltzer, et al, 2001). Prominent throughout the literature on secondary school reform is the importance of literacy development in ensuring one's success in high school, post-secondary education, the workplace, and in life. A student who becomes thoughtful and deliberate in his or her approach to a specific learning experience is said to be "a strategic learner" (Irvin, et al, 1995). Strategic learners are actively engaged in using literacy strategies to process information, construct knowledge, and make judgments. Effective and efficient application of literacy strategies increases students' ability to internalize content knowledge and develop conceptual understanding of all subject matter.

A number of documents were significant resources in developing these Essential Concepts and Skill Set of the Model Core Curriculum in Literacy:

- International Reading Association/National Council of Teachers of English *Standards for English Language Arts*. These standards were developed through a collaboration of these two significant professional organizations in the field of English Language Arts and represent the current consensus among literacy teachers and researchers about what students should learn in the English language arts.
- *New Standards Performance Standards*. New Standards is a collaborative project between the Learning Research and Development Center at the University of Pittsburgh and the National Center on Education and the Economy. New Standards, founded by Lauren Resnick, Director of the Learning Research and Development Center, and Marc Tucker, President of the National Center on Education and the Economy, are a set of internationally competitive performance standards.
- National Assessment of Educational Progress' *Reading Framework and Writing Framework*. The National Assessment of Educational Progress (NAEP), also known as "the Nation's Report Card," is the only national representative and continuing assessment of what America's students know and can do in various subject areas. Reviewed were the most recent framework's available, the 1998 NAEP Writing Framework and the 2009 Reading Framework.
- Reports from the Alliance for Excellent Education. Two reports, *Reading Next: A Vision for Action and Research in Middle and High School Literacy* and *Adolescents and Literacy: Reading for the 21st Century* were used in defining the essential concepts and skill sets in a reading curriculum.
- Other state curriculum strands and frameworks and local district standards and benchmarks. States with high performance in NAEP assessments in reading and writing were reviewed, particularly the Massachusetts English Language Art Framework. Also reviewed were the standards and benchmarks developed by a number of Iowa districts.
- Research and best practice information. The Literacy Work Team also reviewed a number of research articles that had been identified as part of the curriculum for an in-depth study to be conducted next year by the Statewide Adolescent Literacy Research and Development Team.

Reading

Reading is a complex, purposeful, social, and cognitive process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning. Reading is not a technical skill acquired once and for all in the primary grades, but rather a developmental process. A reader's competence continues to grow through engagement with various types of text and wide reading for various purposes over a lifetime.

From the NCTE's Commission on Reading
May 2004

1. Independently reads a significant number of books and text each year. This reading should include both fiction and nonfiction in a variety of genres.

Reading independently is an essential literacy skill. This reading should include a significant number of books or texts and a variety of materials representing different literary forms and authors each year. The material should include traditional and contemporary literature, both fiction and non-fiction. Motivation and choice have been found to be important considerations when selecting what students are asked to read. Providing students with materials that vary by topic and reading level is most likely to produce higher levels of student engagement in reading.

Illustration of ***Reading independently*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Throughout a yearlong language arts class, students select, based on individual interest and abilities, and independently read 25 books from a list of commonly recommended books for college freshmen. In response to these texts, students create in-depth analyses in which the students evaluate and interpret meaning, extend the ideas presented in the texts to the world today, and evaluate the effectiveness of authors' styles.	**Quadrant D** Based on the class's independent reading, students create annotated reading lists for other students. The lists should be categorized by difficulty, subject, and genre and include books, magazines, and websites. The lists should be accompanied by a student-created guide for selecting reading materials and be continually revised based on solicited and unsolicited feedback.
Quadrant A Throughout a yearlong language arts class, students select, independently read, and summarize 25 books from a list of commonly recommended books for college freshmen.	**Quadrant B** Students in a science class select, independently read, and summarize 25 science-related texts from a teacher-selected list consisting of fiction, non-fiction, informational texts, and websites.

2. Reads for a variety of purposes and across content areas

Students read for a variety of purposes. They make adjustments in how they are reading based upon the genre and the purpose for the reading. For example, students might employ previewing, predicting, or scanning to adjust rate and depth of engagement in reading.

Illustration of ***Reads for a variety of purposes and across content areas*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students review three pieces, one from a research journal, one from a popular magazine, and one from a trade book for younger readers, all about the same topic. Students compare and contrast aspects of each form (i.e., word choice, sentence structure, organization, etc.). Students write an analysis of the three pieces, explaining how the purposes for reading resulted in variations in word choice, sentence structure, organization, etc.).	**Quadrant D** Students in a social studies class are given text versions of two speeches not previously studied: the Gettysburg Address and I Have a Dream. Students select a speech, and modify it to address a contemporary world issue but maintain the persuasive techniques of the original.
Quadrant A Students review purposes of reading and communication: information, entertainment, persuasion, connection, education, etc.	**Quadrant B** Students propose possible purposes for reading of a variety of excerpts and articles from popular magazines.

3. Uses a variety of skills and strategies to comprehend complex non-fiction and informational text

Using a variety of skills and research-based strategies to comprehend complex non-fiction and informational text is an essential skill that a high school student must develop. Opportunities to develop these skills should take place in all content areas. Skills and strategies include the following:

- Understanding the organization, structure, and elements of nonfiction and information text
- Using graphic features such as titles, subheadings, photos, illustrations, charts, and tables
- Using organizational features such as sequence, description, problem-solution, compare/contrast, cause/effect, main idea/detail, chronological order, or classification
- Generating questions to understand context
- Discussing ideas in small and large groups
- Relating new information to prior knowledge and experience
- Evaluating information critically based on relevancy, objectivity, and reliability
- Restating or summarizing information by determining main ideas and supporting details
- Analyzing the logic and use of evidence in author's argument
- Drawing conclusions based on facts and inferences
- Synthesizing information from multiple sources

Illustration of ***Uses a variety of skills and strategies to comprehend complex non-fiction and informational text*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students locate and read multiple sources of information about a topic related to genetic engineering. Students listen to a lecture by a genetic engineer employed by a local seed corn company about implications of genetic engineering on corn. Then they develop hypotheses and a plan to prove or disprove a hypothesis using research. Students write an evaluative, annotated bibliography and research paper assessing hypotheses and posing proposals for refined research.	**Quadrant D** Students research national and world nutrition/food problems in collaborative groups. Students predict potential crises and pose solutions to these problems that could occur through genetic engineering of food products. Students present research information, hypothesis, and solutions through a multi-media presentation to a knowledgeable and critical audience. Students defend their proposals through answering questions posed by audience members.
Quadrant A Students read a chapter from a biology textbook about genetics and genetic engineering and write a five-sentence summary of what they've read. The teacher identifies key vocabulary words in the text and students use context clues or other resources to write definitions of the words.	**Quadrant B** After reading a chapter from a biology textbook about genetics and genetic engineering, students examine varieties of ears of corn from the Farmer's Market. Students group samples into categories and define the characteristics of the categories. Students interpret differences in corn samples based on information from the textbook.

4. Uses a variety of strategies and skills to comprehend and interpret complex literature

Using a variety of skills and research-based strategies to comprehend and interpret literary text is an essential skill that a high school student must develop. Opportunities to develop these skills may be offered most frequently in the English/Language Arts classroom but may be reinforced in other content areas using fiction that supports the content being learned. Skills and strategies include the following:

- Monitoring and adjusting as needed to make clarifications
- Generating questions when reading and in small and large group settings
- Making predictions and drawing inferences
- Determining importance
- Summarizing
- Visualizing by depicting key events and characters in non-text representations
- Evaluating the text
- Synthesizing literary materials

Illustration of ***Uses a variety of strategies and skills to comprehend and interpret complex literature*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students write an extended literary analysis of *Romeo and Juliet* after reading a number of literary critiques of the play. Using information literacy skills, each student accesses, evaluates, and synthesizes outside sources to support a thesis statement.	**Quadrant D** After reading *Romeo and Juliet*, students select the most powerful and important scenes in the play based upon teacher identified criteria. Then students form small groups based upon the scene they are interested in studying. Students are asked to adapt this story and its themes into another time period. Students select civil war, wild west, the Victorian era, the Roaring Twenties, post World War II, hippie culture, or the disco era. Based upon their historical research, students develop a portfolio that includes script, set design, costume design, a dictionary of terms from the era, and a marketing plan for the redesigned scene. Students present their scene to an audience beyond their classroom. Students are evaluated through a rubric that assesses the script, the presentation, and the theatrical portfolio.
Quadrant A Students read each act of *Romeo and Juliet* out loud in character and answer comprehension questions. They also memorize and recite teacher-selected scenes. Through teacher-led classroom discussion, students draw comparisons between *Romeo and Juliet* and Bernstein's *West Side Story*.	**Quadrant B** Students translate scenes from *Romeo and Juliet* into contemporary language and contemporary settings. Included in this is research into the time period in which the play was written and performed and an intense study of significant characters. They perform their revised scenes for peers.

5. Reads with fluency silently and aloud to support comprehension

Reading with fluency silently and aloud is an essential skill. This includes varying silent reading rate to match purpose and difficulty of text and reading aloud accurately with rhythm, flow, and meter resembling everyday speech.

Illustration of ***Reads with fluency silently and aloud to support comprehension*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students engage in an in-depth study of their own reading habits. Throughout this process, the students will be required to think about when they read, why they read, what they read, and how they read differently based on varying purposes and varying texts. Students will then critique their own processes of reading to identify strengths and weaknesses and set goals for improvement. Students will present their findings in the form of an individual conference with the teacher.	**Quadrant D** Students gather data about reading from several college students with different majors and at different levels. Data is collected through reading logs that record time spent reading, pages read, and purpose for reading, completed by the college students. Additional data comes from interviews with the college students, conducted by the high school students. Upon completion of the data collection, students collectively create a guide to reading in college and distribute it to seniors.
Quadrant A Students present a dramatic reading of a piece of poetry to the class. The poetry reading is evaluated based on the speaker's ability to convey meaning through rate, tone, inflection, volume, and control of non-verbal cues.	**Quadrant B** Students conduct interviews and engage in the research process to discover the different ways in which silent reading and reading aloud are required for two careers of interest. Students report their findings through informal presentations to the class.

6. Uses a variety of strategies to understand unfamiliar vocabulary found in narrative text, technical reading, and literary text

Students must be able to use a variety of strategies to understand unfamiliar vocabulary found in narrative text, informational text, technical reading, and literary text. This includes the following:

- Using structural analysis to decode words (prefixes, suffixes, inflectional endings)
- Using knowledge of root words, word origins, derivations, synonyms, antonyms, and idioms to determine the meanings of vocabulary found in narrative texts, informational texts, technical reading, and literary text
- Understanding the meaning of most words in a text
- Using a variety of strategies to learn word meanings
- Using a variety of strategies to understand the meaning of specialized and technical terms and idiomatic and figurative terms
- Demonstrating flexibility in extending the meaning of words

Illustration of ***Uses a variety of strategies to understand unfamiliar vocabulary found in narrative text, technical reading, and literary text*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students develop Frayer-like models of chosen vocabulary words (word definition, characteristics, synonyms, antonyms). Students keep vocabulary journal to record learned words.	**Quadrant D** Students select a number of instant messaging (IM) conversations from their files. After studying these files, they identify often-used abbreviations for words and phrases. Students create a dictionary of IM lingo and share it with someone who is new to IMing.
Quadrant A Students review and practice vocabulary decoding skills: • Prefix/suffix identification and definitions • Root word identification and definitions • Defining words from context of sentence	**Quadrant B** Students bring in passages from textbooks of other classes (science, math, social studies, art, etc.) and identify difficult vocabulary words. Students use decoding skills described in Quadrant A activity to attempt to understand words' meanings.

Writing

Students write to communicate with others and to clarify their own thinking. They need to write frequently in a variety of forms and for a variety of purposes and audiences. Students learn to write well when they are taught strategies for organizing a first draft, writing successive versions, revising, and editing. But students must also learn to write successfully in instances where they are required to write quickly, clearly, and succinctly. Writing can be an effective learning tool for students in all content areas, as they use informal reflective writing to record their observations, experiences, classroom discussions, or to record comments on their reading.

From the ***NCTE Beliefs about the Teaching of Writing***
November 2004

1. Uses an effective writing process

Students need to understand and use writing processes that they have tailored to be most effective for them. This writing process is not a set of steps, but rather includes prewriting techniques, multiple strategies for developing and organizing a message, a variety of strategies for revising and editing, and strategies for preparing products for public audiences and for deadlines. Students should be given opportunities to learn what works best as they go from one writing situation to the next.

Illustration of ***Uses an effective writing process*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students reflect on their past experiences with writing, the types of writing they do, their motivations for writing, and their learning styles to define their current writing processes. After defining their individual processes, students identify the strengths and weaknesses of them and set goals for improvement.	**Quadrant D** Students create a website that acts as a virtual writing center. Throughout the creation of the website, students use information gathered from interviews with students, teachers, and parents; scholarly sources, such as MLA and APA; the media specialist; and other sources. Students constantly solicit feedback and revise the site for optimal usefulness.
Quadrant A Students use a writing process that includes prewriting, drafting, revising, and editing to create a research report that adheres to MLA style guidelines.	**Quadrant B** Students engage in writing interviews with three adults to discover the various writing situations the adults encounter and the ways in which their writing processes differ in different writing situations. For instance, the student might interview a principal, a salesperson, and a restaurant manager. Students report their findings in the form of a polished written report.

2. Uses knowledge of purpose, audience, format, and medium in developing written communication

Using knowledge of purpose, audience, format, and medium in developing written communication is an essential skill of world-class secondary literacy curriculum. For example, if a student is communicating with a global audience about a topic of general interest, a web site might be an appropriate medium. If the student were wishing to request a written response from a public official regarding recent legislation, a formal business letter would be appropriate.

Illustration of ***Uses knowledge of purpose, audience, format, and medium in developing written communication*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students brainstorm personal characteristics and find information about their career interests and schools and programs that prepare students for those careers. Then students engage in a writing process to create a post-secondary plan which would include educational and career goals, pathways to reach the goals, a resume, and an informational report on the educational training and career opportunities in the chosen field.	**Quadrant D** Students use a writing process to create a cover letter and resume for a specific job of interest. Students submit the materials to employers representing various career pathways. Students explain, defend, and discuss the letter and resume with these employers. Students are then given a prompt and required to write an essay in an on-demand situation. The employers also provide feedback for the on-demand essay based on the employer's hiring tools.
Quadrant A Teacher reviews the five-paragraph essay structure and the major considerations involving audience and purpose in writing. Teacher delivers a lesson on grammatical structures. As a prewriting activity, students brainstorm lists of positive and negative personal characteristics related to employment. Students write a five-paragraph essay about a potential career based on their personal goals and interests.	**Quadrant B** Based on their personal strengths and weaknesses related to employment, students choose an essay prompt from a list of 100 job and college application essay topics. Students write a five-paragraph essay to address the chosen essay prompt. Students submit the essay to the school's guidance counselor for review using a teacher-develop rubric.

3. Applies writing skills and strategies to effectively communicate in a variety of genres with various audiences

A literate high school graduate effectively applies writing skills and strategies to communicate in a variety of genres with various audiences. Opportunities to develop these skills should take place in all content areas. The variety of genres includes the following:

- Exposition
- Literary analysis
- Narrative account or procedure
- Persuasive essay
- Reflective essay
- Technical/business writing
- Informative writing

Illustration of ***Applies writing skills and strategies to effectively communicate in a variety of genres with various audiences*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students guess as to audience characteristics targeted in examples found in Quadrant B activity. Students evaluate effectiveness of writing for target audience and/or propose revisions to examples to be appropriate for a wider ranging audience.	**Quadrant D** Students randomly draw a writing genre (exposition, literary analysis, narrative account, narrative procedure, persuasive essay, reflective essay, technical/business writing, and informative writing) and randomly draw an audience (ex.: teenage boys, outdoorsmen, health care professionals, retired persons). Students analyze audience selection and determine appropriate topic given selected genre. Students draft a piece of writing appropriate for audience and genre and then have three people from the given audience evaluate the writing.
Quadrant A Students review writing genres (exposition, literary analysis, narrative account, narrative procedure, persuasive essay, reflective essay, technical/business writing, and informative writing), characteristics and forms of each, and audience variables (age, education, formality, setting, etc.).	**Quadrant B** Students find examples of several different genres (at least five) from periodicals or varying professionally published media sources.

4. Uses writing as a tool for learning

The literate high school graduate uses writing as a tool for learning. He or she uses writing for the following purposes:

- To reinforce literacy skills in other areas
- To make personal connections and interpretations of content
- To generate thoughtful questioning and reasoning strategies
- To explore and clarify ideas
- To enhance learning of content through the use of text structure

Illustration of ***Uses writing as a tool for learning*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students in a mathematics class use a reflective journal to document their mathematic understanding. Students use this writing to synthesize concepts learned through several different math problems to understand a more complex problem.	**Quadrant D** Students in an advanced mathematics class create, advertise, and participate in a web blog where middle school students can seek homework help. The middle school students use the blog as a place to post mathematics questions, and the high school students respond, providing online tutoring.
Quadrant A Students write and submit daily journal entries documenting their thoughts, experiences, and questions throughout a career internship.	**Quadrant B** Students prepare for a mathematics test by participating in an online study group in the form of a discussion board organized by the teacher

5. Engages in the information literacy process: accesses, evaluates, and communicates information and ideas

Using effective problem solving skills and strategies to engage in the information literacy process, which includes accessing, evaluating, and communicating information and ideas, is an essential skill that a high school graduate must possess. This includes the following:

- Generating effective questions
- Articulating a clear research question or thesis statement
- Using appropriate means for locating and selecting research materials,
- Using information from a variety of sources, both print and electronic, including electronic databases, the Internet, periodicals, interviews, surveys, books, and other informational publications
- Evaluating, interpreting, and selecting information
- Communicating research findings through a variety of means, both written and spoken
- Using technology effectively to communicate research findings
- Incorporating research findings without plagiarizing and adhering to a consistent format for documentation

Illustration of ***Engages in the information literacy process: accesses, evaluates, and communicates information and ideas*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students conduct research using library print sources, electronic databases, and the Internet. Students write an annotated bibliography of sources including an evaluation of the information. Students draft a research essay in MLA format.	**Quadrant D** Students present research findings in an educational forum including peers, teacher(s), and relatives using multimedia formats such as PowerPoint. Students take questions about their research and respond and defend their research findings.
Quadrant A Students and instructor review steps in the research process including the generation of effective questions, articulating a clear thesis statement, incorporating a variety of sources in the research process, and communicating research findings in a variety of formats (written and spoken). Students also review MLA documentation format to avoid plagiarism.	**Quadrant B** Students develop research questions and thesis statements around topics currently being studied in other classes. Students present questions and statements developed to classmates as possible topics for research in other classes.

6. Is able to write on demand

Being able to write on demand is an essential skill of a literate high school graduate. This includes the following:

- Developing ideas logically into a single draft
- Synthesizing information from multiple resources into a brief and focused response
- Reflecting writer's personal style and viewpoints to suit the purpose of writing
- Adhering to all conventions of formal English when writing and editing

Illustration of ***Is able to write on demand*** in the ICLE's Rigor and Relevance Framework	
Quadrant C On a test in government class, students write an essay evaluating a court case they have never encountered. In the essay, students must act as the judge in the case and make a ruling supported with their knowledge of the law.	**Quadrant D** Students participate in a mock job interview conducted by members of the community who commonly interview applicants. The interview consists of a question and answer session and a written portion in which the students are asked to write how they would resolve a conflict with a colleague. Their answers are evaluated based on how effectively they analyze the situation to identify the root problems and the likely effectiveness of their proposed solutions.
Quadrant A On a test in government class, students write an essay explaining three of the freedoms protected in the First Amendment.	**Quadrant B** Students participate in a mock job interview conducted by members of the community who commonly interview applicants. The interview consists of a question and answer session and a written portion in which the students are asked to complete short answer questions that allow them to demonstrate understanding of key concepts and skills required for the job.

7. Adheres to conventions generally established in spelling, punctuation, grammar, usage, syntax, and style

Adhering to conventions generally established for public texts is an essential skill of a literate high school graduate. This includes spelling, punctuation, grammar, usage, syntax, and style appropriate to genre and writing situation. Instruction in this area is most effectively delivered in the context of a student's engagement in a writing process. A more sophisticated writer is able to match conventions used to purpose, audience, and style of writing.

Illustration of ***Adheres to conventions generally established in spelling, punctuation, grammar, usage, syntax, and style*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students write essays/articles concerning current issues affecting high school students employing proper writing conventions. Students review, revise, and edit each other's writings.	**Quadrant D** Students construct a weekly publication (student newspaper, student web site, student magazine, etc.) and share with public. Students receive and respond to praise or criticism in formal and timely manner.
Quadrant A Students review basic rules for spelling, grammar, punctuation, usage, syntax, and style.	**Quadrant B** Students find examples of errors in spelling, grammar, punctuation, usage, syntax and style in current publications (i.e. local/regional newspapers, magazines, etc.).

8. Incorporates technology as a tool to enhance writing

Incorporating technology as a tool to enhance writing is an essential skill of world-class secondary literacy curriculum. This includes using technology appropriately when prewriting, drafting, revising, editing, and publishing.

Illustration of ***Incorporates technology as a tool to enhance writing*** in the ICLE's Rigor and Relevance Framework	
Quadrant C After choosing a topic of interest and exploring what information currently exists online, students create a web quest that leads visitors through 10 different websites that explore at least three different aspects of the topic.	**Quadrant D** Each student prepares a Senior Celebration Presentation that involves the creation of a multi-media presentation to share insights gained, experiences had, and lessons learned during the student's four years of high school; identify goals for the future and the steps involved in meeting those goals; and evaluate how effectively prepared he or she is to accomplish future goals. The student must share his or her presentation with an audience consisting of no less than one parent or guardian, two teachers, one other school staff member, two students, and one community member.
Quadrant A Students use a word processor and a spreadsheet to create a lab report after completing a science experiment. The purpose of the report is to explain the steps involved in the experiment and to summarize the results of the experiment.	**Quadrant B** Students participate in a Senior Celebration Presentation that involves the creation of a multi-media presentation to reflect on the student's four years of high school. Throughout the presentation, the students should highlight the major events, experiences, and lessons of each of the previous four years. Each student must share his or her presentation with an audience consisting of no less than one parent or guardian, two teachers, one other school staff member, two students, and one community member.

Speaking

Speaking is a fundamental process that people use to express, explore, and learn about ideas. Speaking includes sharing information, persuading others, expressing and understanding ideas, coordinating activities with others, and selecting and critically analyzing messages. Contexts of this communication include one-on-one opportunities such as job interviews, small group interactions, large audiences and meetings, and interactions with broadcast media.

1. Considers audience and variables in the speaking situation

Considering the audience and variables in a speaking situation that affect the composition of the message is an essential skill of a literate high school graduate. This includes the following:

- Analyzing context and occasion for messages
- Selecting content to achieve a particular purpose
- Adjusting content to appeal to the interests and background knowledge of audience members

Illustration of ***Considers audience and variables in the speaking situation*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students formulate a thesis for addressing an environmental concern. Students debate in small groups the strengths and weaknesses of their arguments and counter-arguments. Students record and analyze or critique their speech and debate deliveries, receiving feedback from their peers and the instructor.	**Quadrant D** Students write and verbally present a bill proposing a new law or law change for an environmental issue accompanied by a multi-media presentation. Students defend position before three faculty members to simulate a legislative debate over the law proposals. Students revise bill proposals and submit them to their local officials for further consideration.
Quadrant A Students review elements of persuasive speech (attention-getter, thesis, development of argument/ideas, acknowledgement of counter-arguments, ethos, logos, pathos, etc.). As students listen to sample persuasive speeches, they discuss and identify effective speaking techniques, such as emphasis, rate, tone, and non-verbal communication.	**Quadrant B** Students conduct research through interviews with experts about environmental concerns. Students investigate and discuss how a bill becomes a law and the process of amending or repealing a law.

2. Produces a coherent message

A literate high school graduate is able to produce a coherent spoken message. This includes the following:

- Developing several main points related to a single thesis
- Using familiar organizational patterns, such as compare/contrast or problem/solution
- Using effective introductions, transitions, and conclusions

Illustration of ***Produces a coherent message*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students research controversial topics, take sides, and develop an outline for a speech articulating their opinions. Students debate both sides of the issue with each other.	**Quadrant D** Graduating seniors reflect on their service experiences over their four years of high school. They develop a speech articulating the benefits experienced as a result. They deliver this speech to a local service organization during one of its regular meetings.
Quadrant A Students review the parts of effective argumentation structure: thesis and supporting points, organizational patterns (i.e. compare/contrast, problem solution), introductions, conclusions, and transitions.	**Quadrant B** Students review presidential speeches and identify theses and organizational pattern, and assess introductions and conclusions.

3. Participates in a variety of communication situations

A literate high school graduate effectively participates in a variety of public speaking situations. This may include the following:

- Participating in oral presentations for defined purposes
- Delivering multi-media presentations
- Presenting dramatic reading, recitations, and performances both in and out of the classroom

Illustration of ***Participates in a variety of communication situations*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students choose a debatable topic of interest and prepare a persuasive speech. The speech should demonstrate an understanding of key concepts related to persuasion, a firm grasp of the elements of effective public speaking, and thorough analysis and understanding of all issues related to the topic.	**Quadrant D** Students brainstorm issues of concern to the local community, and then choose one to research. This research should include laws and policies related to the issue, personal interviews with people on both sides of the issue, relevant research on the subject, and any other meaningful sources of information. At the culmination of the research, the students must prepare a multi-media presentation that uses ethical persuasive techniques to support one side of the issue and present it to a group of stakeholders.
Quadrant A Students give a speech of introduction at the beginning of a speech class. Through the speech the class and teacher should become more familiar with the speaker.	**Quadrant B** Students choose, rehearse, and perform a play for an elementary class.

4. Uses appropriate content and conventions for purpose, audience, occasion, and context

A literate high school graduate uses appropriate content and conventions for purpose, audience, occasion, and context. This includes the following:

- Using language that matches the audience's level of understanding, such as vocabulary and amount of detail
- Uses authentic voice that reflects the speaker's commitment to the message and personal style
- Uses language that promotes emotional responses related to the speaker's purpose

Illustration of ***Uses appropriate content and conventions for purpose, audience, occasion, and context*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students revise the essay written in Quadrant B, synthesizing their more sophisticated content and making if appropriate for an older, more educated audience. Students review, evaluate, revise, and edit each other's essays.	**Quadrant D** Students present the ideas developed in Quadrant A, B, or C activities in a series of pamphlets including supporting images with differing versions to address a variety of audiences about town (doctors' offices, bus stations, fast food restaurants, fine dining restaurants, youth sports complexes, secondary educational institutions, YMCA/YWCA, etc.) Students should draft at least three different versions and establish which version should be placed at which location. Students explain and defend decisions to instructor and class.
Quadrant A Students brainstorm characteristics of different writing purposes, audiences, and situations. Students outline a plan for a chosen specified audience, purpose, and setting.	**Quadrant B** Students choose and draft an essay to inform or persuade an elementary school audience about an appropriate topic (for example, capital punishment and abortion would not be appropriate topics for a young audience).

5. Demonstrates control of delivery skills

Being able to demonstrate control of delivery skills in speaking is an essential skill of a literate high school graduate. This includes the following:

- Using a variety of verbal and nonverbal techniques for presentation
- Maintaining acceptable levels of poise including eye contact, body position/movement, and vocal expression
- Using appropriate pronunciation and clear articulation
- Effectively using materials and equipment

Illustration of ***Demonstrates control of delivery skills*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Given a debatable topic, students take one side, research it, and participate in a formal debate during class.	**Quadrant D** Students investigate the differences in both verbal and nonverbal communication between formal English and another vernacular. For instance, students might choose southern English, British English, Black English, or Australian English. Students rely upon observational data, interviewing, and scholarly research to gather their information. Upon completion of the data collection, each student creates a small-scale grammar book for his or her chosen vernacular and demonstrates understanding of the rules of its usage by rewriting and performing a teacher-selected scene from a play or movie.
Quadrant A Students prepare a presentation for the class that demonstrates how to complete a task. During the presentation students must utilize at least one tangible prop and at least one form of technology.	**Quadrant B** Students work in small groups with a local senior citizens organization to teach interested senior citizens how to use some commonly used technology. This may include text-messaging, email, the Internet, or basic computer applications. Each group should use a large group, multi-media presentation and one-on-one instruction to insure all members of the class understand how to use the technology presented.

6. Participates appropriately in one-on-one situations and group settings

Being able to communicate appropriately in one-on-one situations and group settings is an essential skill of a literate high school graduate. This includes the following:

- Engaging in purposeful and meaningful dialogue
- Demonstrating respect for the viewpoints of others
- Asking relevant questions and responding to questions
- Initiating new ideas on relevant topics
- Confirming understanding by paraphrasing
- Resolving conflict through negotiation and compromise

Illustration of ***Participates appropriately in one-on-one situations and group settings*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students research college/institutes/schools they are interested in attending post-high school and/or careers/jobs that interest them. Students draft resumes and formulate questions they anticipate hearing in an actual interview.	**Quadrant D** Students partake in a college or job fair. Interviewers rate the students on the impression they make with respect to their verbal interaction (ex.: highly recommended, recommended, recommended with reservations, not recommended) and give verbal and written constructive criticism on their presentation.
Quadrant A Students review interviewing processes - formal documentation, greeting, eye contact, tone, presence, articulation, enunciation, inflection, rate, etc. Students review goals of interviews from both interviewer and interviewee perspective.	**Quadrant B** Students reflect upon interviews that they have actually had - what went well, what did not go well, what they expected, what to expect in the future, etc.

7. Recognizes the role of evaluation in oral communication

Recognizing the role of evaluation in oral communication is an essential skill that a literate high school graduate has developed. This includes the following:

- Responding to questions and feedback about own presentation
- Accepting feedback respectfully to improve future oral presentations
- Modifying delivery or content during a presentation in response to verbal and nonverbal cues

Illustration of ***Recognizes the role of evaluation in oral communication*** in the ICLE's Rigor and Relevance Framework	
Quadrant C In cooperative groups, students review each other's speeches: ask questions, respond to feedback or explain speech point choices or techniques in positive manner. Students modify speech based upon feedback and redeliver speech with changes. Students log suggestions in notebook and write journal reflection about advice given.	**Quadrant D** In a business class students develop product proposals and present their proposals to fellow students in a mock "think tank" forum. Students must effectively and respectively respond to questions and defend their proposal.
Quadrant A Students review processes for impromptu speeches (receiving topic, brainstorming thoughts, formulating thesis or main point, developing supporting points/ideas, etc.).	**Quadrant B** Students are given settings outside of school to give impromptu speeches: meetings, general opinions/critiques, toasts, etc. Students deliver speeches and modify during delivery based upon audience response and from suggestions during classroom experience. Students receive feedback about speech and respond to it in a journal entry.

8. Recognizes the role of response in oral communication

Recognizing the role of response in oral communication is an essential skill that a literate high school graduate has developed. This includes the following:

- Participating as an effective audience member by providing appropriate feedback
- Engaging in active listening demonstrated by verbal and nonverbal cues

Illustration of ***Recognizes the role of response in oral communication*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students participate in a Socratic Seminar to gain a thorough understanding of a text. The seminar begins with an open question about the text. Throughout the seminar, students use logic and a series of questions and answers to gain a deeper understanding of the complex ideas presented in the text. A more thorough explanation of the Socratic Seminar can be found at < www.studyguide.org/socratic_seminar.htm >	**Quadrant D** Students observe employees and shoppers in several interactions at a customer service department in a retail store. This may be done live, or students may watch video-recorded selections. During the observations, students note how differences in verbal and nonverbal cues influence the interactions. Students use the information gained from the observations to create a training manual for new customer service employees.
Quadrant A Students use a teacher-demonstrated note-taking technique to track their own questions and the instructor's answers, as well as the questions and answers of other students. Students use these notes as study aids as they prepare for a test.	**Quadrant B** Students observe employees and shoppers in several interactions at a customer service department in a retail store. This may be done live, or students may watch video-recorded selections. During the observations, students note how differences in verbal and nonverbal cues influence the interactions.

Listening

Listening is an inherent companion to the other literacy skills of reading, writing, speaking, and viewing. Listening involves the sender, the receiver, and the message. A student is engaged in critical thinking while actively listening. An effective listener demonstrates the ability to identify and manage barriers to listening (e.g. noise, speaker credibility, and environmental distractions).

1. Listens for information and understanding

Listening for information and understanding is an essential skill developed in secondary curriculum. This includes the following:

- Applying active listening strategies in a variety of settings
- Processing information, ideas, and opinions to determine relevancy
- Connecting information to prior knowledge, personal experience, and contemporary situations
- Applying strategies for listening comprehension such as taking notes, organizing, summarizing, asking questions, and paraphrasing
- Applying knowledge of verbal and nonverbal messages to anticipate key ideas and transitions

Illustration of ***Listening for information and understanding*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students debate and listen to ideas presented in their research, pose questions, and compare and contrast ideas behind their theories. Students weigh evidence to support a theory of the origins of the universe.	**Quadrant D** Students peruse blogs, editorials, and other forums to gather information from multiple viewpoints. Then students pose original ideas for the origins of the universe through an interview or dialogue with a science professional (professor, NASA physicist, physics teacher, etc.). Students create a verbal or non-verbal representation of their personal theory of the origin of the universe.
Quadrant A Students listen to a lecture about particle physics, matter, and anti-matter, and summarize the lecture in a one-page response.	**Quadrant B** Students read and research varying theories of the world's creation. As part of their research, students watch a scientific documentary on the origins of the universe. Students listen to excerpts from a number of sources on the world's creation and discuss what is fact or fiction in the passages.

2. Listens for interpretation, analysis, and evaluation

A literate high school graduate listens for interpretation, analysis, and evaluation. This includes the following:

- Identifying how format, language, style, and context communicate the author's message and affect the listener
- Listening to analyze and evaluate information, ideas, opinions, issues, themes, and experiences from a range of academic and nonacademic presentations
- Synthesizing multiple ideas and assimilating those that are useful

Illustration of ***Listens for interpretation, analysis, and evaluation*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students listen to collection of classical music composers not listed in Quadrant B activity (ex.: Beethoven, Wagner, Vivaldi, Mozart, etc.). Students research and identify key signatures of music representing three different key signatures from the works. Students play a piece from each work that exemplifies the characteristics of the key signature identified.	**Quadrant D** Students compose and perform a piece of music that progresses through three distinct key signatures. Peers, instructor, and music professionals evaluate students' work for originality, diversity, complexity, and overall appeal.
Quadrant A Students review musical key signatures and major scales. Students rehearse scales.	**Quadrant B** Students listen to songs listed at Capistrano (CA) School's ""All About Key Signatures"" page, identifying major or minor keys (http://www.empire.k12.ca.us/capistrano/Mike/capmusic/Key%Signatures/key_signatures.htm) 1. 'In the Hall of the Mountain King' by Edvard Grief 2. 'Funeral March' by Frederic Chopin 3. 'Scherzo' from A Midsummer Night's Dream by Mendelssohn 4. 'Dance of the Sugar Plum Fairy' by Tchaikovsky

3. Listens to establish, maintain and enhance relationships

A literate high school graduate listens to establish, maintain and enhance relationships. This includes the following:

- Listening at home, in school, and in social and business communities
- Providing verbal and nonverbal feedback to indicate engagement

Illustration of ***Listens to establish, maintain, and enhance relationships*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students listen to a lecture delivered by the instructor while employing the basic skills. Students summarize basic message in writing and explain points of agreement or disagreement.	**Quadrant D** As part of a psychology class product, students videotape discussions between themselves and their peers in varying settings: home, school, and work or formal settings. Students evaluate self and peers for listening skills and their significance in relationship building. Students create a guide for effective communication in different settings.
Quadrant A Students review listening skills: focus, eye contact, facial expressions, nodding, asking clarifying questions, etc. Students discuss good and bad examples of listening from their life experience.	**Quadrant B** Students are given topics from varying subject areas- music, sports, curriculum areas (math, science, social studies, art, foreign language, etc.), current events, pop culture, etc. Students develop a fact sheet about the topic to share with the listener. The listener is to employ the listening skills and summarize the overall message at the end.

Viewing

Viewing joins listening, speaking, reading, and writing as another element of literacy. The viewing strand refers to non-print texts, which are defined as sources of information such as television, film, videotape, live performances, the Internet, and other multimedia technologies.

1. Analyzes the effects of visual media on society and culture

A literate high school graduate analyzes the effects of visual media on society and culture. For example, a student might study the role of slogans and catch phrases in shaping cultural values.

Illustration of ***Analyzes the effects of visual media on society and culture*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students complete an in-depth analysis of an advertisement. After choosing a commercial, magazine advertisement, or billboard, the students research the product or company and the audience and evaluate the advertisement's effectiveness.	**Quadrant D** Students create a small business that will operate before or after school or during lunch. To do this, they must research the needs of the students and/or staff, select a product or service, create an in-depth business plan, and create a marketing plan. After running their business, the students will reflect on their experiences, especially on the impact the visuals they chose to use and create impacted the outcome of their business.
Quadrant A Students create an advertisement to demonstrate understanding of one of the various techniques advertisers use to engage the public.	**Quadrant B** Students choose a local event or company and create an advertisement for it that demonstrates understanding of one of the various techniques advertisers use to engage the public. Students present these advertisements to a panel of people in the advertising field for evaluation.

2. Uses a range of strategies to interpret visual media

Being able to use a range of strategies to interpret visual media is an essential skill of a literate high school graduate. This includes the following:

- Drawing conclusions
- Making generalizations
- Synthesizing materials viewed

Illustration of ***Uses a range of strategies to interpret visual media*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students select a visual presentation to address from a given supply. Examples include, but are not limited to, music videos, commercials, television segments, newscasts, or movie clips. Students evaluate the clip's effectiveness given their perception of purpose, message, and presentation.	**Quadrant D** Students record a number of different talk shows. Students discuss conclusions drawn and generalizations made from viewing the material with respect to intended audience, purpose, and message. Students predict what impact the visual presentation will have on the desired audience or secondary audiences. Students develop a proposal for a talk show identifying the intended audience, purpose, and message.
Quadrant A Students review visual media presentations: purpose, format, message, delivery, and presentation.	**Quadrant B** Students view segments of *60 Minutes* and *The O'Reilly Factor*. Students identify items listed in Quadrant A.

3. Applies a variety of criteria to evaluate informational media

Being able to apply a variety of criteria to evaluate visual media is an essential skill of a literate high school graduate. This includes the following:

- Considering clarity, accuracy, and relevance
- Evaluating the credibility of a speaker and the plausibility of a hidden agenda or bias, prejudice, or propaganda

Illustration of ***Applies a variety of criteria to evaluate informational media*** in the ICLE's Rigor and Relevance Framework	
Quadrant C The teacher provides three different media perspectives on one issue. Students create a presentation in which they scrutinize the media techniques in each example and analyze its effectiveness.	**Quadrant D** Students in small groups choose a contemporary issue on which they will instruct middle school students via media formats. Students will create three media examples using three different media styles, such as newscast, advertisement, talk show, billboard, etc. They present their products to a middle school social studies class. In addition to receiving feedback from the middle school students, students are evaluated based on their understanding and use of media techniques as a communication tool.
Quadrant A Students view three different news channels' coverage of one current event. Through a teacher-guided discussion, students compare and contrast the modes of delivery, content, clarity, and style of each channel.	**Quadrant B** Given a list of media techniques such as image, sound, editing, and color, students will locate examples in the real world.

4. Understands how literary forms can be represented in visual narratives

Understanding how literary forms can be represented in visual narratives is an essential skill of a literate high school graduate. For instance, students might study Alfred Hitchcock and how his directorial style shaped his visual message.

Illustration of ***Understands how literacy forms can be represented in visual narratives*** in the ICLE's Rigor and Relevance Framework	
Quadrant C Students engage in an in-depth study of a famous movie director, using intense study of the director's movies as the primary source and supporting with research. Upon completion of the study, students present their findings to the class, using film excerpts as support for their arguments.	**Quadrant D** Students create an engaging ten-minute film that uses at least seven different directorial techniques. Students submit a screenplay, casting notes, an editing log, and a reflection for evaluation. Students present their films at a school-sponsored film festival.
Quadrant A Given film clips, students identify various directorial techniques. These techniques may include zoom in, zoom out, pan, dolly shot, fade in, fade out, trucking, point of view, and objective and subjective camera angles.	**Quadrant B** Students locate at least seven examples of various directorial techniques in popular movies of their choosing.