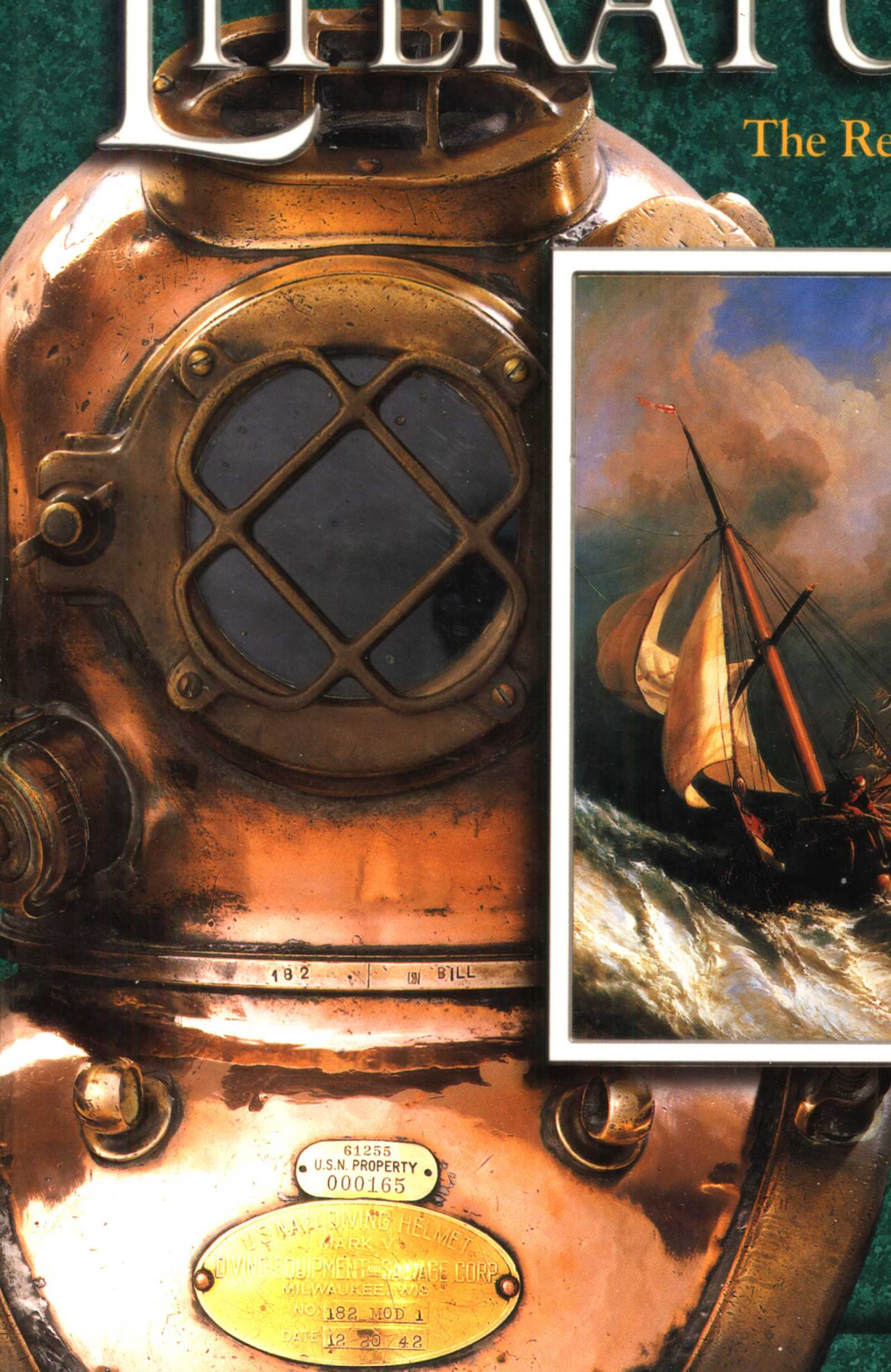
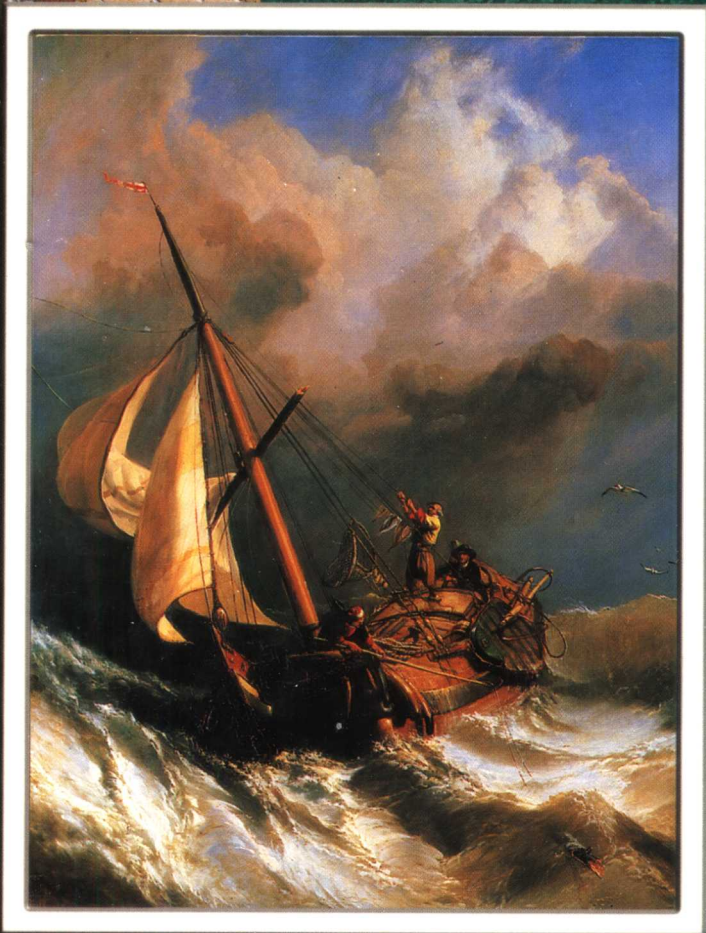


California Edition



# GLENCOE LITERATURE

The Reader's Choice



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Course 4

California  
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GLENCOE

# LITERATURE

The Reader's Choice

## Program Consultants

Beverly Ann Chin

Denny Wolfe

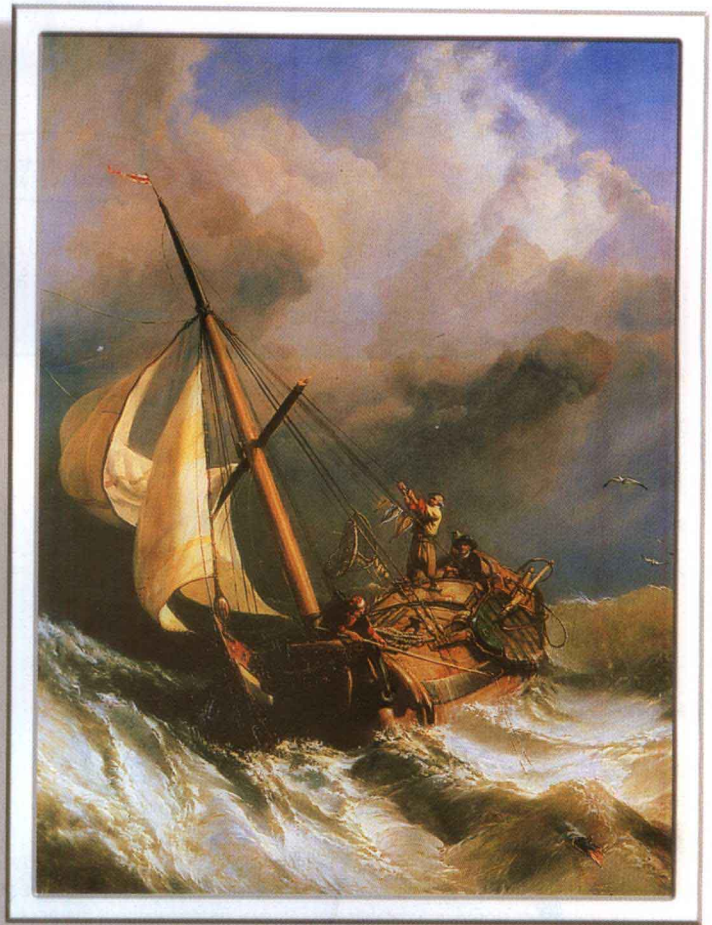
Jeffrey Copeland

Mary Ann Dudzinski

William Ray

Jacqueline Jones Royster

Jeffrey Wilhelm



Course 4



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*Acknowledgments continued on page R154.*



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## Senior Program Consultants

---

**Beverly Ann Chin** is Professor of English, Director of the English Teaching Program, Director of the Montana Writing Project, and former Director of Composition at the University of Montana in Missoula. In 1995–1996, Dr. Chin served as President of the National Council of Teachers of English. She currently serves as a Member of the Board of Directors of the National Board for Professional Teaching Standards. Dr. Chin is a nationally recognized leader in English language arts standards, curriculum, and assessment. Formerly a high school English teacher and adult education reading teacher, Dr. Chin has taught in English language arts education at several universities and has received awards for her teaching and service.

**Denny Wolfe**, a former high school English teacher and department chair, is Professor of English Education, Director of the Tidewater Virginia Writing Project, and Director of the Center for Urban Education at Old Dominion University in Norfolk, Virginia. For the National Council of Teachers of English, he has served as Chairperson of the Standing Committee on Teacher Preparation, President of the International Assembly, member of the Executive Committee of the Council on English Education, and editor of the SLATE Newsletter. Author of more than seventy-five articles and books on teaching English, Dr. Wolfe is a frequent consultant to schools and colleges on the teaching of English language arts.

---

## Program Consultants

---

**Jeffrey S. Copeland** is Professor and Head of the Department of English Language and Literature at the University of Northern Iowa, where he teaches children's and young adult literature courses and a variety of courses in English education. A former public school teacher, he has published many articles in the professional journals in the language arts. The twelve books he has written or edited include *Speaking of Poets: Interviews with Poets Who Write for Children and Young Adults* and *Young Adult Literature: A Contemporary Reader*.

**Mary Ann Dudzinski** is a former high school English teacher and recipient of the Ross Perot Award for Teaching Excellence. She also has served as a member of the core faculty for the National Endowment for the Humanities Summer Institute for Teachers of Secondary School English and History at the University of North Texas. After fifteen years of classroom experience in grades 9–12, she currently is a language arts consultant.

**William Ray** has taught English in the Boston Public Schools; at Lowell University; University of Wroclaw, Poland; and, for the last fourteen years, at Lincoln-Sudbury Regional High School in Sudbury,

Massachusetts. He specializes in world literature. He has worked on a variety of educational texts, as editor, consultant, and contributing writer.

**Jacqueline Jones Royster** is Professor of English and Associate Dean of the College of Humanities at The Ohio State University. She is also on the faculty of the Bread Loaf School of English at Middlebury College in Middlebury, Vermont. In addition to the teaching of writing, Dr. Royster's professional interests include the rhetorical history of African American women and the social and cultural implications of literate practices.

**Jeffrey Wilhelm**, a former English and reading teacher, is currently an assistant professor at the University of Maine where he teaches courses in middle and secondary level literacy. He is the author or co-author of several books on the teaching of reading and literacy, including *You Gotta BE the Book* and *Boys and Books*. He also works with local schools as part of the fledgling Adolescent Literacy Project and is the director of two annual summer institutes: the Maine Writing Project and *Technology as a Learning Tool*.

# California Reading Advisory Board

**Jane Fell Greene**, Ed.D., is a literacy intervention expert with training and credentials in reading, linguistics, psycholinguistics, ESL, and clinical practice. A senior advisor for *Glencoe*

*Literature: The Reader's Choice*, Dr. Greene has 35 years of experience teaching English at the elementary, middle, adult education, and university levels. She and the National Council of *LANGUAGE!* Trainers provide professional development courses for literacy intervention specialists across the nation.

**Cynthia Arceneaux**, M.A.T., M.S., and Ed.D. in progress, is Coordinator of Reading/Language Arts for High Schools in the Los Angeles Unified School District. She served as an assistant principal and cluster administrative specialist.

**Jeri A. Balick**, Ed.D., is a board member and immediate past president of the California Reading Association. She is the Director of Student and Family Advocacy for the San Bernardino County Superintendent of Schools.

**Cheryl Caldera**, M.A., is an ELL coach and trainer at Greenberg Elementary School in the Fresno Unified School District. She also is an adjunct faculty member in the Department of Literacy at California State University in Fresno.

**Patty DiPaolo**, a teacher and administrator, is coordinator of Professional Development in the Curriculum/Instruction

Division of the Student and Teacher Excellence Project in San Bernardino.

**Louisa C. Moats**, Ed.D., a licensed psychologist, is a senior advisor for *Glencoe Literature: The Reader's Choice* and is the author of several books, including *Speech to Print: Language Essentials for Teachers* and *Straight Talk About Reading*. She teaches at Simmons College in Boston and the Greenwood Institute in Vermont. Dr. Moats is currently the Project Director for the Early Interventions Program at the National Institute of Child, Health, and Human Development (NICHD).

**Gay St. Cyr Hess**, M.S., CCC-SLP, is an educator, speech/language pathologist, and learning disabilities specialist. She is a member of the National Council of *LANGUAGE!* Trainers.

**Ronald M. Klemp** is Coordinator of Reading/Language Arts for Middle Schools in the Los Angeles Unified School District. Dr. Klemp also has served as a lecturer in Education at California Lutheran University in Thousand Oaks.

**Robert Pritchard** is an incoming president of the California Reading Association and a professor of education at California State University in Fresno. He is co-editor of *Kids Come in All Languages: Reading Instruction for ESL Students*.

# California Instructional Mentor Team

## **Jonica Bushman**

Clovis USD  
Clovis, California

## **Sharon Clause**

Thurgood Marshall Middle School  
San Diego, California

## **Renee Evon Crawford**

O'Farrell Community School  
San Diego, California

## **Sheila Felber**

Halecrest Elementary School  
Chula Vista, California

## **Essie Fischer**

Wells Intermediate School  
Riverside, California

## **Jan Gabay**

The Preuss School-UCSD  
La Jolla, California

## **Bobbi Ciriza Houtchens**

Arroyo Valley High School  
San Bernardino, California

## **George King**

Turlock Junior High School  
Turlock, California

## **Patrick Pierson**

Gaspar de Portola Middle School  
San Diego, California

## **Penny Rogers**

Los Angeles USD A  
Northridge, California

## **Jeannie Santos**

Instructional Media Center  
Fresno, California

## **Susie Shapiro**

Los Angeles USD C  
Van Nuys, California

## **Ginny Van Benthuyzen**

San Diego USD  
San Diego, California

## **Harriette Ware**

Los Angeles USD E  
Los Angeles, California

## **Sheila Weiner**

Gaspar de Portola Middle School  
San Diego, California

---

## Teacher Reviewers

---

**Rahn Anderson**

Arapahoe High School  
Littleton Public Schools  
Littleton, Colorado

**Linda Antonowich**

West Chester Area School District  
West Chester, Pennsylvania

**Mike Bancroft**

Rock Bridge High School  
Columbia, Missouri

**Luella Barber**

Hays High School  
Hays, Kansas

**Lori Beard**

Cypress Creek High School  
Houston, Texas

**Hugh Beattie**

Bergenfield Public School District  
Bergenfield, New Jersey

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Centerville High School  
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Pittsburgh, Pennsylvania

**Ruby Bowker**

Mt. View High School  
Mt. View, Wyoming

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**Rob Bruno**

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**Thomas A. Della Salla**

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**Sandra Denton**

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St. Louis, Missouri

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Benjamin Cardozo High School  
Bayside, New York

**Caroline Ferdinandsen**

San Joaquin Memorial High School  
Fresno, California

**Tye Ferdinandsen**

San Joaquin Memorial High School  
Fresno, California

**Randle Frink**

East Rowan High School  
Salisbury, North Carolina

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Capital High School  
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Rio Americano  
Sacramento, California

**Ellen Geisler**

Mentor High School  
Mentor, Ohio

**Leslie Gershon**

Annapolis Senior High  
Mitchellville, Maryland

**Kim Hartman**

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Columbus, Ohio

**Charlotte Heidel**

Gaylord High School  
Gaylord, Michigan

**Keith Henricksen**

Sutton Public Schools  
Sutton, Nebraska

**Patricia Herigan**

Central Dauphin High School  
Harrisburg, Pennsylvania

**Azalie Hightower**

Paul Junior High School  
Washington, D.C.

**Bobbi Ciriza Houtchens**  
San Bernardino High School  
San Bernardino, California

**Cheri Jefferson**  
Atholton High School  
Columbia, Maryland

**Marsha Jones**  
Seymour High School  
Seymour, Indiana

**Cheryl Keast**  
Glendale High School  
Glendale, California

**Glenda Kissell**  
Littleton High School  
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**Jan Klein**  
Cypress Lake High School  
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Nathan Hale High School  
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Central Catholic High School  
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Palo Duro High  
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Westerville, Ohio

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**Sandra Sue McPherson**  
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**Jill Miller**  
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Odessa, Texas

**Karmen Miller**  
Cypress Falls High School  
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**Catherine Morse**  
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Shelby, Ohio

**Tom Omli**  
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**Jill Railsback**  
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Columbus, Ohio

**Mary Jane Reed**  
Solon High School  
Solon, Ohio

**Dorlea Rikard**  
Bradshaw High School  
Florence, Alabama

**Diane Ritzdorf**  
Arapahoe High School  
Littleton, Colorado

**Leonor Rodriguez**  
Breckenridge High School  
San Antonio, Texas

**Susanne Rubenstein**  
Wachusett Regional High School  
Holden, Massachusetts

**Steve Slagle**  
San Gabriel High School  
San Gabriel, California

**Tammy Smiley**  
Littleton High School  
Littleton, Colorado

**Carol Smith**  
Moses Lake School District  
Moses Lake, Washington

**Helen Spaith**  
Franklin Heights High School  
Columbus, Ohio

**Marsha Spampinato**  
High School of Enterprise,  
Business, and Technology  
Smithtown, New York

**Nora Stephens**

Huntsville High School  
Huntsville, Alabama

**David Stocking**

Wachusett Regional High School  
Holden, Massachusetts

**Mark Tavernier**

Norfolk Public Schools  
Norfolk, Virginia

**Martin Tierney**

Bishop Dwenger High School  
Fort Wayne, Indiana

**Elysa Toler-Robinson**

Detroit Public Schools  
Detroit, Michigan

**Megan Trow**

Sprague High School  
Salem, Oregon

**Joseph Velten Jr.**

Archbishop Wood High School  
Warminster, Pennsylvania

**Margaret Wildermann**

McDonough High School  
Pomfret, Maryland

**Kathy Young**

Walnut Ridge High School  
Columbus, Ohio

**Mary Young**

Greenville High School  
Greenville, Illinois



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## Letter to Students

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Dear Student,

Welcome to ***Glencoe Literature: The Reader's Choice***. In this lively collection of classic and contemporary literature, you will find much to amuse, surprise, delight, engage, and inform you. A wide variety of selections—including poems, plays, short stories, essays, autobiographies, and news articles on a broad range of themes—offers you the chance to hear talented authors in all their diversity, as well as to experience and learn about the people, places, and ideas that moved them.

As you explore the literature selections in this book, you will also learn and review key reading and language arts skills. The questions and activities after each selection will help you to check your understanding of what you've read. They will also give you an opportunity to analyze important features of the literature. You will be asked to discuss and write about what you read and to explore how literature connects with your own experiences.

Your book is divided into six units, each focusing on a particular genre of writing. In addition, each unit is subdivided by theme. With every theme, you will complete an extended project and longer writing assignment along with many other individual, partner, and group activities. Keep your graded, completed assignments in a portfolio or as your teacher directs. Share your progress with your parents or guardians and also talk with them about the literature you are reading. Discuss your thoughts about the characters, themes, and other aspects of your reading.

The state of California has created a set of learning goals, or content standards, for you this year. We have included them on pages x–xv. Take some time to read over these standards with your parents or guardians. Then outline some steps that you can take to help you achieve these standards both inside and outside the classroom.

We hope that you enjoy the selections in ***Glencoe Literature: The Reader's Choice*** and that the lessons help you to succeed in mastering the content standards set for you.

Sincerely,

The Editors



Enter: *The Muse*, 1994. Debby West. Acrylic on canvas, 30 x 24 in. Gallery Contemporanea, Jacksonville, FL.

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Language Handbook . . . . .	R14	Spanish Glossary . . . . .	R131
Writing Handbook . . . . .	R58	Index of Skills . . . . .	R138
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## CALIFORNIA English-Language Arts Content Standards

### READING

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

#### Vocabulary and Concept Development

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
- 1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word *narcissistic* drawn from the myth of Narcissus and Echo).

#### 2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Grades Nine Through Twelve* (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.

#### Structural Features of Informational Materials

- 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

#### Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Generate relevant questions about readings on issues that can be researched.
- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- 2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with



graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

### Expository Critique

- 2.7** Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- 2.8** Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

### 3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.

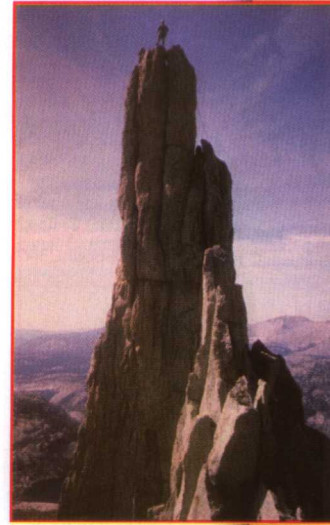
#### Structural Features of Literature

- 3.1** Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
- 3.2** Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

#### Narrative Analysis of Grade-Level-Appropriate Text

- 3.3** Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- 3.4** Determine characters’ traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.5** Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

- 3.6** Analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
- 3.7** Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 3.8** Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- 3.9** Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- 3.10** Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.



#### Literary Criticism

- 3.11** Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)
- 3.12** Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

## WRITING

### 1.0 Writing Strategies

Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

#### Organization and Focus

- 1.1** Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

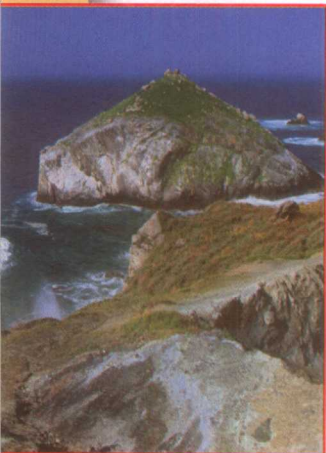


# Grade 9

- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

## Research and Technology

- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.



- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

- 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*).
- 1.8 Design and publish documents by using advanced publishing software and graphic programs.

## Evaluation and Revision

- 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

## 2.0 Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

## Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:

- 2.1 Write biographical or autobiographical narratives or short stories:
  - a. Relate a sequence of events and communicate the significance of the events to the audience.
  - b. Locate scenes and incidents in specific places.
  - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
  - d. Pace the presentation of actions to accommodate changes in time and mood.
  - e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
- 2.2 Write responses to literature:
  - a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
  - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
  - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
  - d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- 2.3 Write expository compositions, including analytical essays and research reports:
  - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
  - b. Convey information and ideas from primary and secondary sources accurately and coherently.
  - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
  - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
  - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
  - f. Use technical terms and notations accurately.
- 2.4 Write persuasive compositions:
  - a. Structure ideas and arguments in a sustained and logical fashion.

- b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
- d. Address readers' concerns, counterclaims, biases, and expectations.

**2.5** Write business letters:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
- c. Highlight central ideas or images.
- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

**2.6** Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

- a. Report information and convey ideas logically and correctly.
- b. Offer detailed and accurate specifications.
- c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
- d. Anticipate readers' problems, mistakes, and misunderstandings.

## WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### 1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

## Grammar and Mechanics of Writing

- 1.1** Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
- 1.2** Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
- 1.3** Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

## Manuscript Form

- 1.4** Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 1.5** Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

## LISTENING AND SPEAKING

### 1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.





## Comprehension

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

## Organization and Delivery of Oral Communication

- 1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
- 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).
- 1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- 1.6 Present and advance a clear thesis statement and choose appropriate types of proofs (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.
- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 1.8 Produce concise notes for extemporaneous delivery.

- 1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.

## Analysis and Evaluation of Oral and Media Communications

- 1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.
- 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.
- 1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.
- 1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's *Henry V* with Kenneth Branagh's 1990 film version).

## 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

### Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations:
  - a. Narrate a sequence of events and communicate their significance to the audience.
  - b. Locate scenes and incidents in specific places.
  - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.



- d. Pace the presentation of actions to accommodate time or mood changes.

**2.2** Deliver expository presentations:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
- e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

**2.3** Apply appropriate interviewing techniques:

- a. Prepare and ask relevant questions.
- b. Make notes of responses.
- c. Use language that conveys maturity, sensitivity, and respect.
- d. Respond correctly and effectively to questions.
- e. Demonstrate knowledge of the subject or organization.
- f. Compile and report responses.
- g. Evaluate the effectiveness of the interview.

**2.4** Deliver oral responses to literature:

- a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
- b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**2.5** Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):

- a. Structure ideas and arguments in a coherent, logical fashion.

- b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- d. Anticipate and address the listener's concerns and counterarguments.

**2.6** Deliver descriptive presentations:

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

