

**Correlation of Georgia Performance Standards  
for English Language Arts to  
*Mirrors & Windows: Connecting with Literature* Level V**

Georgia English Language Arts Grade 10	EMC Mirrors & Windows Level V
<b>READING AND LITERATURE</b>	
<b>ELA10RL1</b> The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.	
The student identifies, analyzes, and applies knowledge of the structures and elements of fiction and provides evidence from the text to support understanding; the student:	
a. Locates and analyzes such elements in fiction as language and style, character development, point of view, irony, and structures (i.e., chronological, in medias res, flashback, frame narrative).	2–3, 5–11, 12–13, 14–25, 28–36, 42–43, 44–49, 50–57, 60–61, 62–68, 69–79, 80–81, 82–88, 94–102, 106–107, 108–117, 118–124, 130–131, 132–136, 137–149, 150–154, 157–162, 167–177, 180–184, 185–194, 200–203, 204, 212–213, 740–741, 742, 746–747, 748–752, 760–767, 768–778, 779–783, 788–789, 790–793, 794–798, 799–803, 806–807, 808–818, 824–833, 836–837, 841–847, 848–851, 852–856, 857–860, 861–871, 882–883, 890–894, 895–896, 899–900, 903–915, 931–941, 942–943, 944–954, 955–959, 962–971, 974–980, 981–989, 993–999, 1016
b. Identifies and analyzes patterns of imagery or symbolism.	28–36, 69–79, 82–88, 106–107, 108–117, 794–795, 799–803, 819–820, 942–943, 944–954, 955–959, 962–971, 974–980, 981–989, 993–999, 1016
c. Relates identified elements in fiction to theme or underlying meaning.	2–3, 4, 28–36, 94–103, 106–107, 108–117, 118–124, 130, 137–149, 150–154, 157–162, 180–184, 185–194, 200–203, 212–213, 740–741, 746–747, 748–752, 760–767, 768–778, 779–783, 788–789, 790–793, 806–807, 808–818, 824–833, 836, 841–847, 848–851, 852–856, 857–860, 861–871, 888, 895–896, 903–915, 942, 944–954, 955–959, 962–971, 974–980, 981–989, 993–999, 1016

<b>Georgia English Language Arts Grade 10</b>	<b>EMC Mirrors &amp; Windows Level V</b>
The student identifies, analyzes, and applies knowledge of the purpose, structure, and elements of nonfiction and/or informational materials and provides evidence from the text to support understanding; the student:	
a. Analyzes and explains the structures and elements of nonfiction works such as newspaper articles and editorials, magazine articles, journal articles, and/or other informational texts.	89–91, 155–156, 163–166, 218–219, 301–303, 316–317, 318–322, 323–325, 333–335, 338, 384–385, 723–725, 734–736, 821–823, 882–883, 916–917, 918–927, 928–930, 990–992, 1012–1015, 1016, 1024–1025, 1026
b. Analyzes the logic and use of evidence in an author’s argument.	218–219, 221–231, 232–233, 234–240, 241–245, 246–254, 255–257, 276–277, 278–283, 286–295, 318–322, 338, 340–346, 368–369, 376, 723–725, 990–992, 1012–1015, 1016, 1024–1025, 1026
c. Analyzes, evaluates, and applies knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.	163–166, 218–219, 220, 221–231, 241–245, 246–254, 260–268, 286–295, 298–300, 301–303, 308–313, 328–332, 347–349, 362–369, 376, 723–725, 990–992, 1012–1015, 1016, 1024–1025, 1026
The student identifies and analyzes elements of poetry and provides evidence from the text to support understanding; the student:	
a. Identifies, responds to, and analyzes the effects of diction, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning.	
i. sound: alliteration, end rhyme, internal rhyme, consonance, assonance	125–127, 178–179, 390–391, 418–419, 420–421, 422–423, 452–453, 454–455, 456–458, 470–471, 476–477, 478–479, 488, 693–695, 753–759, 838–840
ii. form: lyric poem, narrative poem, fixed form poems (i.e., ballad, sonnet)	390–391, 418–419, 420–421, 422–423, 424, 425–427, 452–455, 470–471, 486–487, 693–695, 743–745, 753–759, 838–840, 897–898, 901–902, 960–961
iii. figurative language: personification, imagery, metaphor, simile, synecdoche, hyperbole, symbolism	390–391, 392, 393–397, 418–419, 428–429, 433, 446–447, 450–451, 452–453, 466–469, 470–471, 472–473, 474–475, 488, 693–695, 743–745, 753–759, 838–840, 960–961

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b. Analyzes and evaluates the appropriateness of diction and imagery (controlling images, figurative language, understatement, irony, paradox).	37–39, 178–179, 390–391, 393–397, 398–399, 400–403, 406–409, 410–411, 412–413, 414–415, 416–417, 430–432, 436–441, 446–447, 449, 450–451, 470–471, 480, 481, 482, 600–601, 693–695, 743–745, 753–759, 838–840, 972–973
The student identifies, analyzes, and applies knowledge of the themes, structures, and elements of dramatic literature and provides evidence from the text to support understanding; the student:	
a. Identifies and analyzes types of dramatic literature (i.e., classical tragedy, history play, modern drama).	502–505, 506, 530–550, 646–647, 648–692, 698, 700–707, 708–722, 1000–1011
b. Analyzes the characters, structures, and themes of dramatic literature.	502–505, 506, 507–523, 530–550, 558–576, 577–599, 604–619, 620–634, 646–647, 648–6692, 700–707, 708–722, 1000–1011
c. Identifies and analyzes dramatic elements, (i.e., unity of time, place, and action; tragic hero; deus ex machina; recognition; reversal; chorus; aside; dramatic irony).	502–505, 506, 558–576, 577–599, 604–619, 620–634, 648–692, 700–707, 708–722, 1000–1011
d. Identifies and analyzes how dramatic elements support and enhance the interpretation of dramatic literature.	506, 524–529, 558–576, 577–599, 604–619, 620–634, 648–692, 1000–1011
<b>ELA10RL2 The student identifies, analyzes, and applies knowledge of theme in literary works and provides evidence from the works to support understanding. The student</b>	
a. Applies knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme.	12–13, 14–25, 37–39, 218–219, 221–231, 234–235, 296–297, 454–455, 462–465, 474–475, 496–497, 638–640, 648–692, 698–699, 708–722, 748–752, 760–767, 768–778, 779–783, 790–793, 794–798, 799–803, 808–818, 836–837, 841–847, 848–851, 852–856, 895–896, 903–915, 918–927, 944–954, 955–959, 974–980, 981–989, 1012–1015, 1016, 1026
b. Evaluates the way an author’s choice of words advances the theme or purpose of the work.	2–3, 241–245, 296–297, 406–409, 480, 481, 488, 635–640, 648–692, 708–722, 944–954, 955–959, 1016, 1026
c. Applies knowledge of the concept that a text can contain more than one theme.	2–3, 234–240, 502–505, 507–523, 944–954, 974–980, 1016

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d. Analyzes and compares texts that express a universal theme, and locates support in the text for the identified theme.	62–68, 456–458, 600–601, 635–640, 641–643, 648–692, 698–699, 794–798, 799–803, 808–818, 836–837, 841–847, 955–959, 974–980, 1016, 1026
e. Compares and contrasts the presentation of a theme or topic across genres and explains how the selection of genre affects the delivery of universal ideas about life and society.	
i. Archetypal Characters (i.e., hero, good mother, sage, trickster, etc.)	648–692, 746–747, 760–767, 768–778, 801–807, 841–847, 861–871, 981–989
ii. Archetypal Patterns (i.e., journey of initiation, search for the father, etc.)	14–25, 746–747, 760–767, 768–778, 841–847
iii. Archetypal Symbols (i.e., colors, water, light/dark, etc.)	746–747, 760–767, 768–778, 841–847
iv. Universal Connections (i.e., making choices, winning/losing, relationships, self and other, etc.)	974–980
<b>ELA10RL3 The student deepens understanding of literary works by relating them to contemporary context or historical background, as well as to works from other time periods. The student</b>	
a. Relates a literary work to non-literary documents and/or other texts from its literary period.	333–335, 400–403, 446–448, 456–458, 466–469, 482, 483, 486–487, 507–523
b. Relates a literary work to non-literary documents and/or other texts relevant to its historical setting.	178–179, 235–240, 246–254, 260–268, 269–271, 278–283, 298–300, 308–313, 323–325, 340–346, 350–351, 352, 353–358, 359–361, 370–375, 410–411, 414–415, 422–423, 462–465, 466–469, 524–529, 530–550, 558–576, 577–599, 620–634, 635–640, 648–692, 761–767, 768–778, 861–871
c. Analyzes the influence of mythical, classical, and canonical literature on contemporary literature and film.	241–245, 406–409, 422–423, 641–643

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<b>ELA10RL4 The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents. The student</b>	
a. Demonstrates awareness of an author’s use of stylistic devices for specific effects.	25, 61, 313, 335, 361, 367, 375, 424, 429, 433, 465, 469, 480, 481, 550
b. Explains important ideas and viewpoints introduced in a text through accurate and detailed references or allusions to the text and other relevant works.	49, 295, 313, 325, 361, 369, 451, 483, 1025
c. Identifies and assesses the impact of ambiguities, nuances, and complexities within the text.	375, 1025
d. Includes a formal works cited or bibliography when applicable.	458
<b>ELA10RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student</b>	
a. Identifies and correctly uses idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.	18, 262, 278–283, 288, 332, 356, 373, 395, 428–429, 450–451, 459, 463, 532–533, 548, 584, 635–640, 983–986, 988
b. Uses knowledge of mythology, the Bible, and other works often alluded to in literature to understand the meanings of new words.	748–752
c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as need to increase learning.	37, 274–275, 410–411, 470–471, 526–527, 538, 547, 556–557, 983–985
<b>READING ACROSS THE CURRICULUM</b>	
<b>ELA10RC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.</b>	726, 768–778, 836–837, 838–840, 841–847, 848–851, 852–856, 857–860, 861–871, 872

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<b>ELA10RC2 The student participates in discussions related to curricular learning in all subject areas. The student</b>	
a. Identifies messages and themes from books in all subject areas.	244, 651, 659, 726, 794–798, 799–803, 808–818, 824–832, 836–837, 841–847, 852–856, 857–860
b. Responds to a variety of texts in multiple modes of discourse.	658, 726, 765, 776, 800, 815, 831, 844
c. Relates messages and themes from one subject area to those in another area.	270
d. Evaluates the merits of texts in every subject discipline.	432
e. Examines the author’s purpose in writing.	244, 332, 484–485, 488, 552, 790, 792
f. Recognizes the features of disciplinary texts.	316–317, 484–485
<b>ELA10RC3 The student acquires new vocabulary in each content area and uses it correctly. The student</b>	
a. Demonstrates an understanding of contextual vocabulary in various subjects.	2–3, 4, 5–11, 44–49, 50–57, 220, 221–231, 246–254, 444–445, 470–471, 486–487, 556–557, 620–634, 635–640, 824–833, 848–851, 981–989
b. Uses content vocabulary in writing and speaking.	237
c. Explores understanding of new words found in subject area texts.	314–315, 362–367, 413, 414–415, 434–435, 470–471, 507–523, 556–557, 558–576, 577–599, 604–619, 620–634, 635–640, 646–647, 648–692, 696–697, 698–699, 700–707, 708–722, 723–725, 727, 728–733, 734–735, 740–741, 742, 746–747, 748–752, 753–759, 760–767, 768–778, 779–783, 784–785, 786–787, 788–789, 790–793, 794–798, 799–803, 804–805, 806–807, 808–818, 821–823, 824–833, 834–835, 836–837, 841–847, 848–847, 848–851, 852–856, 857–860, 861–871, 872, 874–881, 882–883, 981–989

<b>ELA10RC4 The student establishes a context for information acquired by reading across subject areas. The student</b>	
a. Explores life experiences related to subject area content.	5, 28, 42–43, 137, 220, 246, 269, 286, 393, 400, 406, 410, 412, 420, 422, 424, 436, 446, 449, 454, 459, 462, 466, 470, 472, 476, 478, 480, 481, 482, 507, 530, 558, 604
b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.	449
c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.	220–221, 496–497
<b>WRITING</b>	
<b>ELA10W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure. The student</b>	
a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.	25, 79, 149, 162, 177, 184, 194, 203, 271, 277, 295, 337, 375, 397, 424, 432, 443, 487, 489, 498, 695, 725, 728–733, 736, 759, 783, 793, 803, 823, 833, 847, 851, 856, 860, 871, 874–881, 884, 902, 917, 927, 930, 980, 992, 999, 1015, 1016, 1018–1023, 1024–1025, 1026–1027
b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.	11, 57, 91, 117, 156, 184, 245, 257, 283, 285, 405, 424, 432, 441, 451, 458, 465, 477, 479, 480, 481, 483, 523, 603, 643, 645, 695, 725, 728–733, 736, 745, 759, 783, 793, 803, 823, 833, 847, 851, 856, 860, 871, 874–881, 884, 927, 954, 980, 992, 999, 1015, 1016, 1018–1023, 1024–1025, 1026–1027
c. Constructs arguable topic sentences, when applicable, to guide unified paragraphs.	489, 645, 728–733, 874–881, 1018–1023, 1024–1025, 1026–1027
d. Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.	49, 79, 93, 117, 136, 194, 271, 303, 369, 415, 432, 451, 461, 489, 555, 728–733, 874–881, 927, 930, 954, 980, 992, 1016, 1018–1023, 1024–1025, 1026–1027
e. Writes texts of a length appropriate to address the topic or tell the story.	25, 39, 49, 103, 166, 179, 199, 346, 441, 465, 473, 645, 728–733, 874–881, 930, 980, 992, 999, 1015, 1016, 1018–1023, 1024–1025, 1026–1027

f. Uses traditional structures for conveying information (i.e., chronological order, cause and effect, similarity and difference, and posing and answering a question).	103, 117, 154, 277, 295, 303, 325, 403, 415, 523, 728–733, 874–881, 930, 954, 980, 992, 1015, 1018–1023, 1024–1025, 1026–1027
g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	149, 154, 184, 194, 199, 231, 489, 498, 728–733, 874–881, 1024–1025, 1026–1027
<b>ELA10W2 The student demonstrates competence in a variety of genres.</b>	
The student produces narrative writing that applies polished narrative strategies acquired in previous grades to other genres of writing such as reflective compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques.	39, 57, 91, 136, 149, 156, 179, 194, 203, 204, 214–215, 271, 295, 346, 352, 397, 403, 409, 417, 441, 458, 461, 475, 487, 501, 599, 619, 643, 707, 725, 860, 918, 930, 941, 954, 961, 973, 980, 992, 1023
The student produces expository (informational) writing to convey information and ideas from primary and secondary sources accurately and coherently; the student:	
a. Engages the interest of the reader.	313, 874–881
b. Formulates a coherent thesis or controlling idea.	117, 127, 695, 725, 783, 793, 803, 823, 833, 851, 856, 860, 871, 874–881
c. Coherently develops the controlling idea and/or supports the thesis by incorporating evidence from primary and secondary sources.	39, 117, 166, 313, 695, 725, 783, 793, 803, 823, 833, 851, 856, 860, 871, 874–881, 900
d. Follows an organizational pattern appropriate to the type of composition.	166, 874–881
e. Attains closure (i.e., by including a detailed summary of the main points, restating the thesis, generalizing the thesis or controlling idea for additional purposes, or employing a significant quotation that brings the argument in the composition together).	874–881
The student produces persuasive writing that structures ideas and arguments in a sustained and logical fashion; the student:	
a. Engages the reader by establishing a context and developing reader interest.	728–733, 736–737, 884–885, 927, 1026–1027



b. Develops a controlling idea or formulates an arguable thesis that makes a clear and knowledgeable judgment.	257, 728–733, 736–737, 884–885, 927, 1026–1027
c. Uses specific rhetorical devices to support assertions (i.e., appeal to emotion or ethical belief, personal anecdote, case study, analogy, and/or logical reasoning).	728–733, 736–737, 1026–1027
d. Clarifies and defends positions with precise and relevant evidence (i.e., facts, expert opinions, quotations, or expressions of commonly accepted beliefs).	103, 728–733, 736–737, 884–885, 1026–1027
e. Excludes information and arguments that are irrelevant.	231, 728–733, 736–737, 1026–1027
f. Organizes points of argument effectively to achieve desired outcome.	231, 403, 728–733, 736–737, 927, 1026–1027
g. Addresses readers' concerns, counterclaims, biases, and expectations.	728–733, 736–737, 1026–1027
h. Achieves closure by summarizing main points of argument, appealing to reason, ethics, or emotion, or encouraging action.	728–733, 736–737, 884–885, 1026–1027
The student produces technical writing that clearly, logically, and purposefully applies technical writing strategies acquired in previous grades to other genres of writing and in a variety of writing situations such as expository compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques.	25, 49, 231, 306–307, 333–335, 375, 409, 523, 555, 725
<b>ELA10W3 The student uses research and technology to support writing. The student</b>	
a. Formulates clear research questions and utilizes appropriate research venues (i.e., library, electronic media, personal interview, survey) to locate and incorporate evidence from primary and secondary sources.	91, 117, 322, 692, 707, 793, 823, 874–881
b. Uses supporting evidence from multiple sources to develop the main ideas within the body of a researched essay, a composition, or a technical document.	11, 103, 127, 136, 245, 268, 325, 352, 415, 441, 451, 469, 523, 874–881

c. Synthesizes information from multiple sources and identifies complexities and discrepancies in the information and the different perspectives found in each medium (i.e., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).	874–881
d. Integrates quotations and citations into a written text while maintaining the flow of ideas.	874–881
e. Uses appropriate conventions for documentation in the text, notes, and bibliographies by adhering to an appropriate style manual such as the Modern Language Association Handbook, The Chicago Manual of Style, Turabian, American Psychological Association, etc.	874–881
f. Designs and publishes documents, using aids such as advanced publishing software and graphic programs.	880
<b>ELA10W4 The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing. The student</b>	
a. Plans and drafts independently and resourcefully.	206–211, 378–383, 386–387, 490–495, 728–733, 736–737, 874–881, 1018–1023, 1026–1027
b. Revises writing to improve the logic and coherence of the organization and controlling perspective.	206–211, 214–215, 378–383, 386–387, 490–495, 498–499, 728–733, 736–737, 874–881, 884–885, 1018–1023, 1026–1027
c. Revises writing for specific audiences, purposes, and formality of the contexts.	214–215, 386–387, 728–733, 736–737, 874–881, 884–885, 1018–1023, 1026–1027
d. Revises writing to sharpen the precision of word choice and achieve desired tone.	206–211, 214–215, 378–383, 386–387, 429, 490–495, 728–733, 736–737, 874–881, 884–885, 1018–1023, 1026–1027
e. Edits writing to improve word choice, grammar, punctuation, etc.	27, 41, 105, 129, 206–211, 214–215, 259, 273, 285, 305, 327, 337, 378–383, 386–387, 405, 417, 443, 461, 490–495, 498–499, 555, 603, 645, 728–733, 736–737, 874–881, 884–885, 1018–1023, 1026–1027

<b>CONVENTIONS</b>	
<b>ELA10C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student</b>	
a. Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.	92–93, 104–105, 206–211, 214–215, 284–285, 326–327, 498–499, 696–697, 784–785, 834–835, 1018–1023, 1026–1027
b. Correctly uses clauses (i.e., main and subordinate), phrases (i.e., gerund, infinitive, and participial), and mechanics of punctuation (i.e., end marks, commas, semicolons, quotation marks, colons, ellipses, hyphens).	128–129, 206–211, 214–215, 258–259, 326–327, 378–383, 386–387, 498–499, 644–645, 696–697, 1018–1023, 1026–1027
c. Demonstrates an understanding of sentence construction (e.g., subordination, proper placement of modifiers, parallel structure) and proper English usage (i.e., consistency of verb tenses, agreement).	26–27, 40–41, 58–59, 104–105, 206–211, 214–215, 272–273, 298–300, 326–327, 378–383, 386–387, 498–499, 1018–1023, 1026–1027
<b>ELA10C2 The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats. The student</b>	
a. Produces writing that conforms to appropriate manuscript requirements.	91, 93, 337, 874–881, 1018–1023, 1026–1027
b. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	93, 275, 305, 307, 315, 378–383, 386–387, 429, 435, 498–499, 557, 603, 787, 805, 874–881, 1018–1023, 1026–1027
c. Reflects appropriate format requirements, including pagination, spacing, and margins, and integration of source material with appropriate citations (i.e., in-text citations, use of direct quotations, paraphrase, and summary, and weaving of source and support materials with writer’s own words, etc.).	490–495, 874–881, 1018–1023, 1026–1027
d. Includes formal works cited or bibliography when applicable.	877, 881

<b>LISTENING, SPEAKING, AND VIEWING</b>	
<b>ELA10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student</b>	
a. Initiates new topics in addition to responding to adult-initiated topics.	432, 873
b. Asks relevant questions.	377, 438
c. Responds to questions with appropriate information.	87, 89–90
d. Actively solicits another person's comments or opinion.	1022
e. Offers own opinion forcefully without domineering.	432, 727
f. Contributes voluntarily and responds directly when solicited by teacher or discussion leader.	432
g. Gives reasons in support of opinions expressed.	87, 89–90, 432, 727, 873
h. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.	432
i. Employs group decision-making techniques such as brainstorming or a problem-solving sequence (i.e., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).	11, 25, 39, 79, 245, 283, 409, 695, 745, 759, 823, 833
j. Divides labor so as to achieve the overall group goal efficiently.	11, 25, 39, 79, 245, 283, 409, 695, 745, 759, 823, 833
<b>ELA10LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.</b>	

When responding to visual and oral texts and media (i.e., television, radio, film productions, and electronic media), the student:	
a. Analyzes historically significant speeches to find the rhetorical devices and features that make them memorable.	231, 257, 296–297, 301–303
b. Evaluates the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.	91, 296–297, 301–303, 377
c. Analyzes the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.	79
d. Identifies logical fallacies used in oral addresses (i.e., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect).	377
e. Analyzes the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understands the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.	257, 1017
When delivering and responding to presentations, the student:	
a. Delivers narrative, expository, or persuasive presentations that incorporate the same elements found in that mode or genre of writing.	79, 127, 205, 231, 727, 745, 873, 1017
b. Delivers oral responses to literature that incorporate the same elements found in written literary analysis.	11, 57, 117, 303, 346, 458, 465, 473, 489, 523, 599, 695, 1017
c. Uses props, visual aids, graphs, or electronic media to enhance the appeal and accuracy of presentations.	25, 39, 79, 91, 231, 245, 335, 415, 873