

College of the Mainland

English Essential College Readiness Skills, Spring 2012

As a consistent part of the reading process:

- a) the student uses a variety of strategies, including context, to interpret the meanings of unfamiliar words in texts of differing complexity levels. Words may be unfamiliar because they may have multiple meanings or be nuanced, nonliteral, or technical.
- b) the student uses a variety of printed and electronic resources to determine the meanings of unfamiliar words in texts of differing complexity levels. Words may be unfamiliar because they may have multiple meanings or be nuanced, nonliteral, or technical.
- c) the student goes beyond the literal meaning to analyze universal themes or meanings that comprise the human experience in texts of moderate complexity levels. The student gains insight by being able to connect these overarching themes or meanings to the individual human experience.
- d) the student reads multi-media messages critically to understand and interpret their meaning. The student understands the visual and auditory strategies employed, analyzes the interaction between the presentation and the message, evaluates the perspectives and ideas, and compares methods of presentation across multiple texts.
- e) the student uses a range of comprehension strategies to think critically about different genres of texts of moderate difficulty. The student analyzes, interprets, and evaluates a text by making connections between and among its parts, by generalizing beyond the text to one or more broad ideas or concepts, and by making and supporting inferences about the text.

When reading literary nonfiction texts of moderate complexity:

- a) the student goes beyond a literal understanding to analyze and evaluate how the author's use of language, common rhetorical techniques and literary devices, affects the reader's perceptions, evokes emotion, and shapes meaning.
- b) the student understands the essential meaning of what is read. The student can infer the author's purpose and viewpoint; determine the explicit/implicit main ideas, argument, or message; and write a concise summary.
- c) the student critically examines the evidence the author uses to support the main ideas, argument, or message. The student is able to determine the quality and credibility of the evidence offered as well as the strength and validity of the overall argument or message.

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- d) the student goes beyond a literal interpretation of the text to make inferences about the meaning. The student is able to make inferences about various aspects of the text (e.g., ideas, assertions, organizational patterns) and is adept at formally or informally using evidence from the text that support these inferences.

When reading a variety of informational texts and literary texts:

the student demonstrates the ability to synthesize ideas by making logical connections and comparisons between or among two or more texts. The connections and comparisons may focus on textual features, author's purpose, organizational patterns, main idea(s), and/or argument or message. The student can support these connections and comparisons with valid textual evidence.

Recognizing the recursive nature of the writing process:

- a) the student uses a variety of invention strategies, such as brainstorming, background reading, and discussion, to plan a first draft that effectively addresses the writer's audience and purpose, identifies the appropriate genre to achieve that purpose, incorporates relevant ideas and information, and develops and sustains a controlling idea or thesis.
- b) the student uses a variety of organizational strategies, such as outlines, lists, and notes, to develop drafts that appropriately address audience and purpose, contain effective transitions, incorporate relevant ideas and information, and develop and sustain a controlling idea or thesis.
- c) the student revises drafts to improve words, sentences, paragraphs, or sections of the essay (e.g., word choice, transitions, style, tone, the quality and relevance of each idea) and the elements that involve the essay as a whole (e.g., purpose, structure, coherence, logic).

As a consistent part of the writing process:

- a) the student edits drafts for clarity and correctness so that the conventions of standard English contribute to the rhetorical effectiveness of the piece.
- b) the student shares drafts with peers and teachers to gather feedback that may be incorporated, as appropriate, during revision to produce a polished final draft.

The student writes well-organized analytical essays by maintaining a clear purpose and focus, using language appropriately, providing substantial evidence and development, and incorporating valid and reliable information from a variety of sources.

On a consistent basis, the student correctly uses phrases and clauses to construct clear and effective sentences. The student's appropriate use of language contributes to the fluency, continuity, and coherence of the piece.

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On a consistent basis, the student effectively uses a variety of correctly structured sentences. The student's appropriate use of sentences contributes to the fluency, continuity, and coherence of the piece.

On a consistent basis, the student correctly applies the conventions of punctuation and capitalization. The student's correct use of punctuation and capitalization helps to clarify meaning, enhancing the reader's understanding of the piece.

On a consistent basis, the student uses correct spelling and refers to various resources to check for correct spelling while editing. The student's correct use of spelling helps to clarify meaning, enhancing the reader's understanding of the piece.

As a consistent part of the research process:

- a) the student develops a research-worthy question or topic and formulates a research plan (e.g. sources, methods, timeline).
- b) the student evaluates the reliability of potential sources in order to gather credible and reliable information from a variety of sources.
- c) the student effectively organizes and synthesizes gathered information and uses a standard format to accurately and responsibly cite the sources included in the research.
- d) the student conducts a careful analysis of information gathered from credible and reliable sources. The student synthesizes this information to construct coherent, well-supported arguments that express informed opinions or insights.
- e) the student uses valid, credible, and relevant information to construct an argument that not only acknowledges multiple perspectives but also addresses counterarguments and the complexities of the issue.