

EXCERPT FROM KELLEY/OPATZ BILL

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(Pages 27 - 46 & Page 99 of document - includes Reading, Viewing, and Listening; Writing and Speaking; and Literature)

ARTICLE 3

REQUIRED: READING, VIEWING, AND LISTENING

Section 1. [READING, VIEWING, AND LISTENING - PRIMARY.]

Subdivision 1. [PURPOSE.] Understand that written and spoken words connect to ideas purposefully and that the individual must be an active participant in order to comprehend essential ideas.

Subd. 2. [PART A.] A student shall demonstrate an understanding of:

- (1) grade-appropriate sight words and listening vocabulary, including synonyms and antonyms;
- (2) the print conventions of English;
- (3) the various purposes for reading, viewing, and listening (for example, for pleasure) to gain or evaluate information, or to apply knowledge;
- (4) characters, setting, and sequence of events in fiction selections;
- (5) topic, main idea, and supporting details in nonfiction selections; and
- (6) reading, viewing, and listening to literary and nonfiction selections from a variety of genres (for example, folk tale, poetry, drama, realistic fiction, fantasy, information books, or biography).

Subd. 3. [PART B.] A student shall demonstrate the ability to

- (1) make sense of words and comprehend meaning in grade-appropriate fiction and nonfiction selections by:
 - (i) decoding words (for example, through the use of letter sounds, blends, diagraphs, diphthongs, and word structures); and
 - (ii) integrating cueing systems, including graphophonic, structure, and meaning;
- (2) interact with grade-appropriate fiction and nonfiction selections during the reading, viewing, and listening process by:
 - (i) setting a purpose;
 - (ii) activating prior knowledge;
 - (iii) previewing the selection;
 - (iv) monitoring and using self-correction strategies (for example, rereading, noticing miscues, searching for cues, and asking for help);
 - (v) reflecting on the meaning of and responding to text;
 - (vi) reading aloud fluently, with expression and accuracy; and
 - (vii) reading silently;
- (3) understand and interpret fiction and/or nonfiction by:
 - (i) making and supporting inferences; and
 - (ii) using information from illustrations, charts, graphs, and oral and media presentations to enhance comprehension;
- (4) critically read, view, and listen to grade-appropriate fiction and nonfiction selections by:
 - (i) comparing and contrasting elements (for example, characters, settings, ideas, or actions) of one or more selections; and
 - (ii) formulating questions pertaining to a selection that was read, viewed, or heard; and
- (5) apply information in grade-appropriate nonfiction selections by using multiple-step instructions to perform an action

Sec. 2. [READING, VIEWING, AND LISTENING - INTERMEDIATE.]

Subdivision 1. [PURPOSE.] Go beyond the literal meaning of the selection and begin to show more sophisticated comprehension, including making inferences, analyzing, reacting to, and evaluating fiction and nonfiction selections.

Subd. 2. [PART A.] A student shall demonstrate an understanding of:

- (1) grade-appropriate word study, including:
 - (i) sight words; and
 - (ii) reading and listening vocabulary (for example, synonyms, antonyms, homophones, and multiple meaning words)
- (2) text features (for example, chapter titles and captions);
- (3) the various purposes for reading, viewing, and listening (for example, for pleasure) to gain or evaluate information, or to apply knowledge;
- (4) the organizational structure of story plots (for example, main problem, conflict, and resolution in fiction)
- (5) the organizational structure of grade-appropriate nonfiction selections, including:
 - (i) topic, main idea, and details; and
 - (ii) compare and contrast, cause and effect, logical, and sequential order;
- (6) various genres (for example, fairy tale, mythology, folk tale, poetry, fable, fantasy, historical fiction, realistic fiction, biography, and autobiography); and
- (7) literary devices used in literary selections (for example, personification, alliteration, onomatopoeia, simile, metaphor, and imagery).

Subd. 3. [PART B.] A student shall demonstrate the ability

- (1) make sense of words and comprehend meaning in grade-appropriate fiction and nonfiction selections by:
 - (i) decoding words (for example, through the use of vowel patterns, complex word families, syllabication, root words, and affixes); and
 - (ii) using word structure and context;
- (2) interact with grade-appropriate fiction and nonfiction selections during the reading, viewing, and listening process by
 - (i) setting a purpose;
 - (ii) activating prior knowledge;
 - (iii) previewing the selection;
 - (iv) using specific strategies to clear up confusing parts of the text (for example, pausing, rereading, viewing or listening to a selection again, consulting another source, representing information as a mental picture, drawing upon background information, and asking for help);
 - (v) reading, viewing, and listening to literary and nonfiction selections from a variety of genres and then reflecting on the meaning of and responding to the selection; and
 - (vi) reading narrative and expository text aloud with developmentally appropriate fluency, accuracy, pacing, intonation, and expression;
- (3) understand and interpret fiction and/or nonfiction by:
 - (i) summarizing print and nonprint selections;
 - (ii) making inferences and drawing conclusions that are supported with information from the selections; and
 - (iii) using information from illustrations, charts, graphs, maps, media, and oral presentations to enhance comprehension;
- (4) critically read, view, and listen to grade-appropriate fiction and/or nonfiction selections by:
 - (i) comparing and contrasting information on the same topic from different sources;
 - (ii) distinguishing fact from opinion;

- (iii) identifying author's purpose; and
- (iv) formulating questions pertaining to a selection that was read, heard, or viewed; and
- (5) apply information in grade-appropriate nonfiction selections by using multiple-step instructions to perform an action.

Sec. 3. [READING, VIEWING, AND LISTENING TO COMPLEX INFORMATION - MIDDLE SCHOOL.]

Subdivision 1. [PURPOSE.] Make the transition to adult reading, listening, and viewing by gaining confidence with more difficult and complex fiction, nonfiction, and technical selections.

Subd. 2. [PART A.] A student shall demonstrate an understanding of:

- (1) grade-appropriate word knowledge in order to read, view, or listen to a selection, including general, specific, and technical vocabulary;
- (2) text features intended to enhance comprehension in print (for example, bold-faced headings, italics, margin notes, color, introductions, and conclusions);
- (3) the various purposes for reading, viewing, and listening (for example, for pleasure) to gain or evaluate information, or to apply knowledge;
- (4) criteria for evaluation of fiction (for example, plot and character development, literary merit, thematic development, and use of language);
- (5) figurative language, literary devices, and imagery in fiction and nonfiction selections;
- (6) various literary and nonfiction genres (for example, short stories, novels, poetry, drama, editorials, or essays);
- (7) determining the patterns of organization in fiction (for example, genre); nonfiction (for example, compare and contrast, cause and effect, topical, and chronological); and technical selections; and
- (8) source evaluation, author's qualifications, bias, and evidence in nonfiction.

Subd. 3. [PART B.] A student shall demonstrate the ability to:

- (I) make sense of words in order to comprehend meaning in grade-appropriate fiction and nonfiction selections by:
 - (i) using context clues; derivations (for example, roots, prefixes, and suffixes); and word origins; and
 - (ii) interpreting figurative language, literary devices, imagery in fiction;
- (2) interact with grade-appropriate fiction and nonfiction selections during the reading, viewing, and listening process by:
 - (i) setting a purpose, activating prior knowledge, and previewing selections;
 - (ii) monitoring and clarifying understanding of selections;
 - (iii) adjusting rate based on purpose and difficulty in text; and
 - (iv) identifying transitional words in print and nonprint selections;
- (3) comprehend and interpret grade-appropriate fiction, nonfiction, and technical selections by:
 - (i) paraphrasing events, ideas, or steps in sequence;
 - (ii) recognizing and analyzing genres;
 - (iii) interpreting ideas not explicitly stated (for example, main idea and conclusions),
 - (iv) drawing conclusions and making predictions by using information or clues in the selection and by using prior knowledge, and interpreting presentations of data in selections; and
 - (v) organizing information to show the hierarchy of ideas within selections (for example, through plot lines, time lines, flow charts, and task-specific graphic organizers); and
- (4) evaluate elements of fiction in grade-appropriate selections according to preestablished criteria while reading, viewing, and listening to a variety of genres (for example, short story, drama, mythology, folk tales, novels, and fantasy) by:
 - (i) describing characters and events, interpreting social practices, connecting selections with other selections or related experiences, critiquing, or judging;
 - (ii) reflecting on the meaning of and responding to selections; and
 - (iii) identifying tone, character development, plot, imagery, literary merit, thematic development, and use

of language;

(5) critically read, view, and listen to grade-appropriate nonfiction or technical selections by:

(i) contrasting information on the same topic from different types of sources;

(ii) identifying and contrasting information from both informative and persuasive selections on the same topic;

(iii) recognizing stereotyping;

(iv) identifying source documentation, author, and evidence in a selection;

(v) distinguishing fact from opinion in mixed statements;

(vi) recognizing persuasion in print and nonprint selections;

(vii) identifying author's purpose and point of view when given more than one selection on the same topic; and

(viii) formulating questions pertaining to a selection that was read, viewed, or listened to; and

(6) apply information in grade-appropriate nonfiction and technical selections by:

(i) following step-by-step directions using appropriate tools and procedures; and

(ii) identifying information in a selection that is needed to complete a task or make a decision.

Sec. 4. [TECHNICAL INFORMATION - HIGH SCHOOL.]

Subdivision 1. [PURPOSE.] Interpret, analyze, apply, and evaluate information presented in nonfiction and technical selections.

Subd. 2. [PART A.] A student shall demonstrate an understanding of:

(1) grade-appropriate word knowledge in order to read, view, and listen to nonfiction and technical selections, including, but not limited to, general, specific, and technical vocabulary;

(2) features intended to enhance comprehension in print and nonprint selections;

(3) the various purposes for reading, viewing, and listening to nonfiction and technical selections (for example, for pleasure) to gain or evaluate information, or to apply knowledge;

(4) transitional and organizing words in print and nonprint selections;

(5) patterns of organization in persuasive nonfiction;

(6) various nonfiction and technical genres (for example, editorials, letters to the editor, contemporary essays, primary sources, taped interviews, films, documentaries, or satire); and pamphlets, how-to selections, directions, or manuals;

(7) figurative language, imagery, and literary devices while reading, viewing, and listening to nonfiction selections;

(8) critical evaluation of source, including internal and external authority, bias, evidence, purpose, and audience; and

(9) the logic of reasoning in nonfiction selections.

Subd. 3. [PART B.] The student shall demonstrate the ability to:

(1) make sense of words and improve comprehension in grade-appropriate selections by:

(i) using strategies, including context clues and derivation to acquire grade-appropriate vocabulary; and

(ii) interpreting figurative language and imagery in nonfiction selections, including symbolism, tone, irony, and satire;

(2) interact with grade-appropriate nonfiction and technical selections by:

(i) setting a purpose, activating prior knowledge, and previewing selections;

(ii) monitoring and clarifying understanding of selections;

(iii) adjusting rate based on purpose and difficulty in text; and

(iv) identifying transitional words in print and nonprint selections;

(3) comprehend and interpret grade-appropriate nonfiction and technical selections by:

(i) restating and summarizing important ideas, events, and steps from oral presentations, video, film, or computer data manuals (for example, by taking notes, creating structural organizers, participating in

- discussions, or creating an abstract, precis, or synopsis);
- (ii) drawing conclusions and making predictions from multiple selections on the same topic;
- (iii) interpreting presentations of data in connection with other information in selections;
- (iv) differentiating persuasive patterns of organization (for example, problem-solution, thesis-evidence, opinion-reason); and
- (v) organizing information to clearly show the hierarchy of ideas within a selection;
- (4) critically read, view, and listen to grade-appropriate nonfiction and technical selections by:
 - (i) determining whether the evidence given is appropriate, adequate, and accurate;
 - (ii) evaluating the credibility and reliability of the source;
 - (iii) evaluating bias and logic of reasoning;
 - (iv) interpreting persuasive print and nonprint selections;
 - (v) evaluating author's point of view, intended audience, and authority;
 - (vi) formulating critical, evaluative questions relevant to a selection; and
 - (vii) evaluating how the type of communication shapes or limits the information; and
- (5) apply information in grade-appropriate nonfiction and technical selections by.
 - (i) following step-by-step directions, using appropriate tools and procedures, to build or assemble, maintain or repair, analyze a situation, or create a design;
 - (ii) selecting relevant information from electronic media, print and nonprint sources, and visual presentations in order to determine a course of action; and
 - (iii) selecting relevant information from electronic media, print and nonprint sources, and visual presentations in order to complete an application.

ARTICLE 4

REQUIRED: WRITING AND SPEAKING

Section 1. [WRITING - PRIMARY.]

Subdivision 1. [PURPOSE.] Write effectively for a variety of purposes and audiences.

Subd. 2. [PART A.] A student shall demonstrate an understanding of the writing process and characteristics of effective writing by:

- (1) using prewriting strategies (for example, retelling ideas); drawing pictures and webs to generate ideas; or discussing ideas with peers;
- (2) drafting and revising written work using strategies that include rereading, rearranging words and sentences; varying beginnings of sentences and sentence types; adding descriptive words and details; and organizing for a beginning, middle, and end sequence;
- (3) editing and publishing written work using strategies that include editing and proofreading for spelling, capitalization, punctuation, grammar, and sentence formation at a developmentally appropriate level; and sharing or presenting finished products;
- (4) adapting writing for a variety of audiences and purposes by creating, for example, picture books; letters; poems; or responses to literature; and
- (5) evaluating own and others' writing by, for example, asking questions and commenting about writings; recognizing conventions and other characteristics of effective writing in own and others' work at a developmentally appropriate level; or helping others apply conventions and other characteristics of effective writing.

Subd. 3. [PART B.] A student shall demonstrate the ability to write for a variety of purposes in a selection of forms employing developmentally appropriate conventions by:

- (1) composing a how-to piece that includes directions with accurately sequenced multiple steps; task-specific vocabulary; illustrations or other visuals; and an incorporated listing of necessary materials;
- (2) composing a narrative based on personal experience, observation, or imagination that includes details,

descriptions, and examples to create images; and accurately sequenced ideas or events; and
(3) composing a report describing and giving information about a person, object, or a situation that includes a main idea; supporting facts or details; and a conclusion.

Sec. 2. (SPEAKING - PRIMARY.)

Subdivision 1. [PURPOSE.] Speak effectively for a variety of purposes.

Subd. 2. [PART A.] A student shall demonstrate an understanding of strategies for effective speaking and interpersonal communication in developmentally appropriate ways by:

- (1) recognizing and following rules of respectful conversation;
- (2) making contributions in class and in group discussions;
- (3) adapting voice level, phrasing, intonation, and vocabulary for different speaking situations and audiences (for example, peers, small groups, or large groups);
- (4) asking and responding to questions; and
- (5) reciting and responding to stories and poems.

Subd. 3. [PART B.] A student shall demonstrate the ability to speak in a variety of situations by:

- (1) giving an informative presentation that includes examples to explain the main idea and responses to questions from the audience; and
- (2) giving a brief narrative presentation based on experience or imagination that includes a context for the narrative, details, and appropriately sequenced events.

Sec. 3. [WRITING - INTERMEDIATE.]

Subdivision 1. [PURPOSE.] Write effectively for a variety of purposes and audiences.

Subd. 2. [PART A.] A student shall demonstrate an understanding of the writing process and characteristics of effective writing by:

- (1) using prewriting strategies (for example, graphic organizers, informal interviews, notes, or organizing material according to type and purpose of writing);
- (2) drafting and revising of written work using strategies that include elaborating on a central idea by using specific facts and details; developing multiple paragraphs connected by transitional words and devices; employing dialogue, description, exposition, and reflection when appropriate; and varying sentence type and length;
- (3) editing and publishing written work using strategies that include editing and proofreading for spelling, capitalization, punctuation, grammar, and paragraphing at developmentally appropriate level; incorporating photos, illustrations, charts, or graphs when needed; and using appropriate available technology to edit and publish work;
- (4) adapting writing for a variety of audiences and purposes by creating, for example, biographies; stories; writing to demonstrate learning in various content areas; or learning logs or journals; and
- (5) evaluating own and others' writing by, for example, determining best features of a piece of writing; asking for feedback during writing process; responding to others' writing; or using preset criteria to judge quality of pieces of writing.

Subd. 3. [PART B.] A student shall demonstrate the ability to write for a variety of purposes in a selection of forms employing developmentally appropriate conventions by:

- (1) composing a piece using a problem-solution organization that includes explaining a problem or conflict using details and evidence; and presenting a possible solution or resolution to the problem or conflict using details and evidence;
- (2) composing a description of a real or imagined person, place, object, incident, or process that includes a clear organizational structure; and details and descriptive words that create images;
- (3) composing a narrative based on direct experience, observation, or imagination that includes a flow of action with a beginning, middle, and end; a description of setting and character using details; and dialogue

when appropriate; and

(4) composing an expository piece that includes an explanation of or an assertion about a topic starting with a main idea, facts, details, and examples to develop the topic; and a conclusion.

Sec. 4. [SPEAKING - INTERMEDIATE.]

subdivision 1. [PURPOSE.] Speak effectively for a variety of purposes.

Subd. 2. [PART A.] A student shall demonstrate an understanding of strategies of effective speaking and interpersonal communication in developmentally appropriate ways by:

- (1) respecting individual differences;
- (2) using a variety of verbal and nonverbal communication skills in formal and informal speaking situations;
- (3) contributing to class and group discussions;
- (4) conveying a clear main point when speaking formally;
- (5) asking and responding to questions and comments;
- (6) responding to fiction and nonfiction selections; and
- (7) adapting voice level, phrasing, intonation, and vocabulary for different speaking situations and audiences.

Subd. 3. [PART B.] A student shall demonstrate the ability to speak in a variety of situations by:

- (1) planning and carrying out an event in a small group that includes constructing and implementing a group work plan; showing respect and empathy in a variety of cooperative group roles; and obtaining, organizing, and sharing materials; and
- (2) preparing and presenting a demonstration that includes a description of a step-by-step procedure; use of visuals to illustrate ideas; use effective delivery techniques; and responses to questions from the audience.

Sec. 5. [WRITING - MIDDLE.]

Subdivision 1. [PURPOSE.] Write effectively for a variety of purposes and audiences.

Subd. 2. [PART A.] A student shall demonstrate an understanding of the writing process and characteristics of effective writing by:

- (1) using prewriting strategies (for example, making plans or outlines that consider audience and purpose); building background knowledge; using writing models; freewriting; or generating criteria for quality writing;
- (2) drafting and revising written work using strategies that include using an organizational scheme; using transitional devices between ideas and paragraphs, including sensory details and figurative language when needed; elaborating on a main idea by using specific facts and details; and revising for word choice, sentence fluency, and voice;
- (3) editing and publishing written work using strategies that include editing and proofreading for spelling, punctuation, grammar, and paragraphing at a developmentally appropriate level; and using appropriate available technology to edit and publish written work;
- (4) adapting writing for a variety of audiences and purposes by creating, for example, autobiographies; dramas; on-demand writing for tests and other projects; and investigative reports; and
- (5) evaluating own and others' writing by, for example, applying criteria generated by self and others; self-reflecting on strengths and weaknesses as a writer; or responding to others' writing.

Subd. 3. [PART B.] A student shall demonstrate the ability to write for a variety of purposes in a selection of forms employing developmentally appropriate conventions by:

- (1) composing technical writing or directions that include formatting to support the text using, for example, illustrations, diagrams, charts, technical drawings, bullets, numbers, or outlines; a glossary of technical terms used in the text; and word choice and voice appropriate for intended audience

- (2) composing a narrative that includes a description of events from direct experience, observation, research, or imagination; relevant detail and figurative language to create an image of setting, character, events, and ideas; dialogue when appropriate; and a logical sequence of events or ideas;
- (3) composing an expository piece that gives an explanation of or makes an assertion about a topic starting with a main idea; develops the topic with facts, details, and examples; and provides a conclusion; and
- (4) composing an idea or opinion piece that summarizes the central facts and opinions surrounding an issue with examples from more than one source; describes the impact of the issue on events or situations; and selects and defends a position based on information and reasoning.

Sec. 6. (SPEAKING - MIDDLE)

Subdivision 1. [PURPOSE.] Speak effectively for a variety of purposes.

Subd. 2. [PART A.] A student shall demonstrate an understanding of strategies for effective speaking by:

- (1) participating in a variety of roles in group discussions and activities;
- (2) using appropriate verbal and nonverbal skills for oral presentations;
- (3) conveying and maintaining a clear main point in presentations --and discussions;
- (4) asking relevant questions to seek elaboration and clarification of ideas; and
- (5).adapting speaking style, format, and vocabulary to effectively communicate for a variety of situations and audiences.

Subd. 3. [PART B.] A student shall demonstrate the ability to speak in a variety of situations by:

- (1) working with a small group of people to respond to a problem, settle a dispute, or create and carry out a plan of action for a selected issue that includes interacting and communicating appropriately with individuals of different genders, cultures, and points of view; adjusting communication on the basis of verbal and nonverbal feedback; and expressing tone and using vocabulary appropriate for a given situation or audience; and
- (2) presenting an idea, opinion, or narrative that includes selected information and supporting materials and visuals to support the message when appropriate; appropriate verbal and nonverbal strategies to communicate the message; reasons and examples to support the main point of the presentation; and adjusting communication on the basis of verbal and nonverbal feedback.

Sec. 7. [WRITING - HIGH SCHOOL.]

Subdivision 1. [PURPOSE.] Write effectively for a variety of purposes and audiences.

Subd. 2. [PART A.] A student shall demonstrate an understanding of the writing process and characteristics of effective writing by:

- (1) using prewriting strategies (for example, making writing plans or outlines that consider audience and purpose); employing a variety of techniques to generate ideas; or generating criteria for quality writing;
- (2) drafting and revising written work using strategies that include rethinking content and organization; checking accuracy and idea development; and analyzing and revising for voice that is engaging and appropriate for audience and purpose;
- (3) editing and publishing written work using strategies that include editing and proofreading for accuracy of conventions of language and usage; refining selected pieces to share with general or specific audiences; and using appropriate available technology to compose, edit, present, or publish written work;
- (4) adapting writing for a variety of audiences and purposes by creating, for example, expositions that analyze, synthesize, and organize information from primary and secondary sources; reflective compositions; personal and business correspondence; or writing for various media (print, Internet, television, radio); and

(5) evaluating own and others' writing by, for example, determining strengths and weaknesses as a writer based on a body of written work; using formal and self-designed sets of criteria to evaluate own and others' writing; responding productively to reviews of own work; or using self-assessment techniques to set and achieve goals as a writer.

Subd. 3. [PART B.] A student shall demonstrate the ability to write for a variety of purposes in a selection of forms employing appropriate conventions of language and usage by:

- (1) composing a piece that describes, narrates, or explains observations of human events or situations;
- (2) composing a piece that analyzes patterns or relationships of ideas, topics, or themes;
- (3) composing a piece that constructs support for a position, argument, plan, or idea; and
- (4) composing a piece that evaluates an idea, topic, or theme based on expressed criteria.

Sec. 8. [TECHNICAL WRITING - HIGH SCHOOL.]

Subdivision 1. [PURPOSE.] Write effectively for a variety of technical purposes and audiences.

Subd. 2. [PART A.] A student shall demonstrate an understanding of the writing process and characteristics of effective technical writing by:

- (1) using prewriting strategies (for example, making writing plans or outlines that consider audience, purpose, and options for format); employing a variety of techniques to generate ideas; or identifying criteria for quality technical writing;
- (2) drafting and revising written work using strategies that include drafting and revising for clarity and accuracy of content; incorporating detailed examples or illustrations when needed; organizing text and selecting vocabulary appropriate to topic and audience; and writing and reworking for precise language that meets the reader's needs, including warnings or cautions as necessary to help the reader prevent errors;
- (3) editing and publishing written work using strategies that include editing and proofreading for accuracy of conventions of language and usage; and using appropriate available technology to compose, edit, present, or publish written work;
- (4) adapting writing for a variety of audiences and purposes by creating, for example, expositions that analyze, synthesize, and organize information from primary and secondary sources; and
- (5) evaluating own and others' writing by, for example, using formal and self-designed sets of criteria to evaluate own and others' writing; checking accuracy of technical writings with expert-readers or sample documents; or using self-assessment techniques to set and achieve goals as a writer.

Subd. 3. [PART B.] A student shall demonstrate the ability to write for a variety of technical purposes in a selection of forms employing appropriate conventions of language and usage by:

- (1) composing a set of directions describing how to complete, engage in, or operate a complex process, procedure, or device;
- (2) composing descriptive materials about a product, place, organization, or system;
- (3) composing a report, proposal, or application incorporating a body of technical knowledge and suggesting a course of action; and
- (4) composing a series of technical correspondences explaining or analyzing complex processes, situations, or devices.

Sec. 9. [PUBLIC SPEAKING - HIGH SCHOOL.]

Subdivision 1. [PURPOSE.] Speak effectively for a variety of purposes.

Subd. 2. [PART A.] A student shall demonstrate an understanding of strategies for effective public speaking by:

- (1) determining the intent of the message;
- (2) using a variety of planning procedures and organizational structures;
- (3) adjusting style, message, and delivery as appropriate for particular purposes and audiences;
- (4) using appropriate visuals, technology, or other equipment;

- (5) using a variety of verbal and nonverbal delivery techniques;
- (6) adjusting presentation based on verbal and nonverbal feedback; and
- (7) using criteria to evaluate own and others' effectiveness in presentations.

Subd. 3. [PART B.] The student shall demonstrate the ability to speak in a variety of situations, including:

- (1) constructing and delivering an informative presentation; and
- (2) constructing and delivering a persuasive presentation.

Sec. 10. [INTERPERSONAL COMMUNICATION - HIGH SCHOOL; OPTIONAL.]

Subdivision 1. [PURPOSE.] Communicate effectively in a variety of interpersonal situations.

Subd. 2. [PART A.] A student shall demonstrate an understanding of strategies for effective interpersonal communication by:

- (1) showing respect and empathy for individual differences and feelings by adjusting verbal and nonverbal language as needed;
- (2) using appropriate language conventions in varied interpersonal situations;
- (3) using problem-solving skills of conciliation, mediation, or negotiation to improve communication;
- (4) utilizing active listening and feedback in group activities; and
- (5) using criteria to evaluate own and others' effectiveness in group discussions and other interpersonal contexts.

Subd. 3. [PART B-] A student shall demonstrate an ability to communicate in a variety of interpersonal situations, including:

- (1) playing an active role in a group activity leading to a presentation on a selected topic using available technology when appropriate; and
- (2) playing an active role in a group planning and implementing an event or an ongoing program using available technology when appropriate.

Page 99 (ARTS & LITERATURE)

[LITERATURE.] -- High School

- (i) select criteria for evaluating literature;
- (ii) analyze and interpret literature through its historical, cultural, or social context;
- (iii) support personal reactions to literature using the components of literature; and
- (iv) articulate informed evaluations of literature using selected criteria;