

Gateway English II Learner Expectations and Performance Indicators

Writing

Content Standard: The student will develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences.

Goal Statement: Writing is a life-long interactive process that is used to communicate with a variety of audiences and for a variety of purposes, adapting language conventions appropriately according to context. Writing is an act of discovery, a means of personal growth, and a tool for clarifying knowledge. To accomplish writing tasks more effectively, students need exposure to a variety of strategies in order to approach writing systematically, such as those included in the stages of the writing process.

Learning Expectations:

- Write to acquire knowledge, clarify thinking, synthesize information, improve study skills, gain confidence, and promote lifelong communication.
- Write frequently for a variety of purposes including narration, description, persuasion, exposition, and personal, creative expression.
- Identify and write for a variety of audiences.
- Recognize that language has several levels of usage determined by audience, purpose and occasion.
- Approach writing tasks systematically and use elements of the writing process as appropriate.
- Practice a variety of prewriting activities to generate, focus and organize ideas.
- Use a variety of appropriate organizational strategies to develop writing on various topics.
- Develop organized pieces of writing containing focused, well-developed ideas.
- Demonstrate effective writing style by the use of vivid words, a variety of sentence structures, and appropriate transitions.
- Evaluate and revise writing to focus on purpose, organization, development, transitions, unity, and audience awareness.
- Recognize and demonstrate appropriate use of standard English: usage, mechanics and standard spelling, and sentence structure.
- Identify and use a variety of resources to revise and edit writing.
- Research information to prepare presentations or reports which use summarizing, paraphrasing, direct quotations, citation of sources, and bibliographic entries.
- Continue to respond actively and imaginatively to literature.

- Demonstrate an understanding of and respect for multicultural and ethnic diversity in language.

Reading

Content Standard: The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of the written text.

Goal Statement: Reading is a lifelong process which builds on language development. Students must apply a wide range of strategies to enhance the reading process. They improve their comprehension of printed information and gain knowledge of themselves as world citizens through varied experiences with literature. As students respond to texts individually and share in literary communities, they become critical readers and experience increased comprehension and personal satisfaction.

Learning Expectations:

- Develop an understanding of and respect for multicultural, gender, and ethnic diversity in language use, patterns, and dialects.
- Discern reading strategies appropriate to text.
- Extend reading vocabulary.
- Use comprehension strategies to enhance understanding, to make predictions, and to respond to literature.
- Improve comprehension by interpreting, analyzing, synthesizing, and evaluating written text.
- Use oral reading in individual and group presentations.
- Read independently for a variety of purposes.
- Use cognitive strategies to evaluate text critically.
- Develop skills in making inferences and recognizing unstated assumptions.
- Discern the purposes, main ideas, biases, points of view, and persuasive devices found in various texts.
- Interpret ideas, recognize logical relationships, and make judgments based on sufficient evidence.
- Select, evaluate, and adapt resource material in order to apply it effectively.
- Read, interpret, and respond in a variety of ways to various genres.
- Identify and interpret literary elements and figurative language.
- Interact with text to form a personal interpretation.

Viewing and Representing

Content Standard: The student will use, read, and view media/technology and analyze content and concepts accurately.

Goal Statement: Visual communication is becoming an essential element of today's rapidly changing technological society, and students must be prepared for the demands they will face in the twenty-first century. Students must learn how to communicate effectively using visual media for specific purposes and audiences. Furthermore, as consumers, they must develop the skills to discern and evaluate the persuasive devices inherent in multimedia and technology. Educators must provide students with the necessary tools to function productively in tomorrow's world.

Learning Expectations:

- Access and demonstrate multiple technological reference sources.
- Develop media applications for a variety of audiences and purposes.
- Use media to view, to read, to write, to communicate, and to create.
- Analyze the impact of media on daily life.
- Research, organize, interpret, and present information from print and non-print media.
- Utilize multimedia to create, to display, and to explain information.
- Explore the advantages and limitations of the computer as a communication tool.
- Examine the differences between using print and non-print media as a means of communication.
- Explain creative strategies used in the production of print and non-print media.

Speaking and Listening

Content Standard: The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas.

Goal Statement: Throughout their lives, students will communicate through speaking and listening as informed individuals, as employees and co-workers, and as family and community members. When students explore the connections such as audience, speaker, purpose, and form, they become more versatile and confident in the choices they make as language users.

Learning Expectations:

- Demonstrate skills in analysis, interpretation, and evaluation of literary works through spoken language.
- Demonstrate confidence and poise in various speaking situations.
- Demonstrate effective listening skills through note-taking.
- Demonstrate critical listening skills essential for comprehension and evaluation.

- Utilize appropriate volume, pitch, rate, diction, inflection, gestures, and body language to facilitate communication incorporating appropriate language structure.
- Analyze audience and determine purpose in preparing oral presentations.
- Define and solve problems rationally and creatively through speaking, listening, and viewing.
- Utilize appropriate verbal and non-verbal feedback in a variety of situations.