

ACADEMIC PREPARATION: TRANSITIONS FROM HIGH SCHOOL TO COLLEGE

A Teacher Quality Enhancement P-16 Partnership Initiative

English/Language Arts Expectations for High School Graduates

High school graduates should be able to:

- Read at grade level demonstrating the ability/disposition to:
 - Summarize passages demonstrating comprehension,
 - Form appropriate inferences,
 - Read to learn in academic disciplines,
 - Read to learn from general interest materials, and
 - Read for pleasure.
- Write a well-organized essay with:
 - Sufficient detail and
 - Few errors in spelling, grammar, punctuation, and capitalization that interfere with communication.
- Write a research paper demonstrating ability to:
 - Apply appropriate research skills,
 - Analyze and prioritize information,
 - Paraphrase,
 - Avoid plagiarism, and
 - Avoid errors in spelling, grammar, punctuation, and capitalization that interfere with communication.
- Speak effectively:
 - To various audiences and
 - Using standard English.

Reading standards for high school graduates:

- **Draw simple conclusions using details that support the main points** of passages that tend to present concepts that are not always stated explicitly and that are (1) accompanied or illustrated by a substantial amount of detailed supporting data, (2) include difficult context-dependent words, and (3) are written in a somewhat demanding and esoteric style.
- **Locate important details** in passages that tend to contain a limited amount of data, address basic concepts using familiar language and conventional organizational patterns, have a clear purpose, and are written to be accessible **or** in essays, short stories, and novels that tend to use simple language and structure, have a clear purpose and a familiar style, present straightforward interactions between characters, and employ only limited number of literary devices such as metaphor, simile, or hyperbole.
- **Order simple sequences of events** in essays, short stories, and novels that tend to use simple language and structure, have a clear purpose and a familiar style, present straightforward interactions between characters, and employ only a limited number of literary devices such as metaphor, simile, or hyperbole.
- **Identify comparative relationships between ideas and people** in passages that tend to contain a limited amount of data, address basic concepts using familiar language and conventional organizational patterns, have a clear purpose, and are written to be accessible **or** in essays, short stories, and novels that tend to use simple language and structure, have a clear purpose and a familiar style, present straightforward interactions between characters, and employ only a limited number of literary devices such as metaphor, simile, or hyperbole.

- **Identify clearly stated cause and effect relationships** in passages that tend to contain a limited amount of data, address basic concepts using familiar language and conventional organizational patterns, have a clear purpose, and are written to be accessible **or** in essays, short stories, and novels that tend to use simple language and structure, have a clear purpose and a familiar style, present straightforward interactions between characters, and employ only a limited number of literary devices such as metaphor, simile, or hyperbole.
- **Use context clues to define some words and interpret some figurative language** in passages that tend to contain a limited amount of data, address basic concepts using familiar language and conventional organizational patterns, have a clear purpose, and are written to be accessible **or** in essays, short stories, and novels that tend to use simple language and structure, have a clear purpose and a familiar style, present straightforward interactions between characters, and employ only a limited number of literary devices such as metaphor, simile, or hyperbole.
- **Make specific generalizations about people and ideas** in passages that tend to contain a limited amount of data, address basic concepts using familiar language and conventional organizational patterns, have a clear purpose, and are written to be accessible **or** in essays, short stories, and novels that tend to use simple language and structure, have a clear purpose and a familiar style, present straightforward interactions between characters, and employ only a limited number of literary devices such as metaphor, simile, or hyperbole.
- **Make generalizations about the author's or narrator's attitude toward his or her subject** in passages that tend to contain a limited amount of data, address basic concepts using familiar language and conventional organizational patterns, have a clear purpose, and are written to be accessible **or** in essays, short stories, and novels that tend to use simple language and structure, have a clear purpose and a familiar style, present straightforward interactions between characters, and employ only a limited number of literary devices such as metaphor, simile, or hyperbole.
- **Understand the overall approach taken by an author or narrator, including point of view**, in passages that tend to contain a limited amount of data, address basic concepts using familiar language and conventional organizational patterns, have a clear purpose, and are written to be accessible.

Writing standards for high school graduates:

- Create an effective response to the task in form, content, and language.
- Demonstrate reflection and insight and evidence of analytical, critical, or evaluative thinking.
- Use convincing elaboration and development to clarify and enhance the central idea.
- Have logical and observable organization appropriate to the task.
- Show effective use of transitional elements.
- Reveal personal style or voice.
- Use language appropriate to the task and intended audience.
- Have few errors in spelling, grammar, punctuation, and capitalization that interfere with communication.