

## Ohio Board of Regents

### EXPECTATIONS FOR COLLEGE AND CAREER READINESS IN ENGLISH

2011

To be well prepared for post-secondary education and the world of work, students must be given opportunities to become competent communicators and critical thinkers. Students need to read, write, speak, view, listen, and apply technology creatively in a variety of contexts on a regular basis. Learning in the English language arts is an active and on-going process and should occur throughout the curriculum—at all levels and in all subject areas—and beyond the classroom setting. In short, *success* in post-secondary education and in the workplace entails both preparation in and ability in all of the areas noted in the recommendations.

The College Readiness Expectations in English provide a clear statement of the essential knowledge and skills that students must have for success in making the transition directly into the first college-level, non-remedial courses in English. Representatives from higher education and secondary education reviewed these standards in April 2011 and found general alignment with the Common Core State Standards.

#### Reading

##### Key Ideas and Details

1. Understand that reading is a strategic process of constructing meaning from texts.
2. Actively engage texts, autonomously applying skills and strategies that are appropriate for the demands of the texts and their purposes for reading.
3. Formulate and clearly express complex ideas related to texts, citing evidence to support inferences and interpretations.
4. Think critically and creatively about the texts they read, often drawing upon their personal experiences and knowledge to enhance comprehension.
5. Analyze and interpret fiction and non-fiction texts (including expository and persuasive essays) and work-related documents such as manuals, memos, letters, and business plans.
6. Determine central themes of a text and analyze their development. Summarize the key supporting details and ideas.
7. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

8. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Craft and Structure**

1. Employ pre-reading strategies to identify features of text that aid comprehension (e.g., informational).
2. Understand and use text formatting features (table of contents, glossaries, navigation bars) to effectively locate and acquire information in a variety of texts.
3. Differentiate between fact and opinion.
4. Employ vocabulary-building strategies while reading various texts.
5. Evaluate an author's purpose and point of view by analyzing the use of language, style, and point of view found in the text.
6. Demonstrate an understanding that the writer's choice of language shapes meaning.
7. Evaluate an author's rhetorical and argumentative strategies.
8. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
9. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

### **Integration of Knowledge and Ideas**

1. Read and respond orally and in writing to texts representing a variety of genres, authors, cultures, and historical periods.
2. Establish and apply criteria for selecting and judging the credibility of texts.
3. Use text features, (e.g., pie charts, bar graphs, pictures) to enhance, emphasize, and clarify written or oral.

### **Range of Reading and Level of Text Complexity**

1. Actively engage texts, autonomously applying skills and strategies that are appropriate for the demands of the texts and their purposes for reading.

2. Skillfully read a wide range of increasingly complex texts, print and non-print.

## **Writing**

### **Text Types and Purposes**

1. Independently and ethically produce writing that meets the needs of a particular purpose and audience, appropriate for academic and work-related documents.
2. Select from a repertoire of processes and modes to develop writing for purposes such as persuasion, explanation, research, or personal expression.
3. Use style, voice and organizational structures which are transparent and appropriate for the rhetorical purpose and audience.
4. Adept at responding in writing to diverse texts and formats, synthesizing, critiquing and analyzing those texts.
5. Adapt writing strategies for audience, purpose, and type of task.
6. Produce texts that convey an argument that is organized, coherent, fully developed, and rhetorically appropriate in support of a thesis.
7. The writing also exhibits word choices that convey intended meaning.

### **Production and Distribution of Writing**

1. Independently and ethically produce writing that meets the needs of a particular purpose and audience, appropriate for academic and work-related documents.
2. Draft, revise, and edit writing autonomously.
3. Adapt writing strategies for audience, purpose, and type of task.
4. Use reflective strategies for critiquing and evaluating their own and others' writing.
5. Employ sentences of varying lengths and structures which are as appropriate to audience, purpose, and context.
6. Use appropriate conventions of the English language, including grammar and usage, punctuation, capitalization, and spelling.

### **Research to Build and Present Knowledge**

1. Employ the research writing skills of evaluating sources and integrating them in support of a thesis.
2. Accurately and correctly quote, paraphrase, and summarize material from another text to avoid unintentional plagiarism.
3. Properly cite sources, using a generally accepted citation system such as MLA or APA.

## **Speaking and Listening**

### **Comprehension and Collaboration**

1. Listen actively and speaks effectively in a variety of academic and work-related situations.
2. Listen carefully, takes notes as needed, and not interrupt other speakers when engaged in group or committee work.
3. Deliver a clearly organized message when contributing to the group or committee work.
4. Takes notes while listening to lectures or participating in other forms of information gathering and uses the notes to review and reflect on learning.
5. Know how to identify and accommodate cultural differences in communication styles and strategies.
6. Analyze and synthesize information gathered from a variety of sources.
7. Summarize information heard into another form of communication, e.g., rephrase statements, summarize a speech, paraphrase an oral reading.
8. Evaluate and respond to a speaker's message.
9. Use viewing skills and strategies to understand and interpret visual media.
10. Support and clarify written and oral presentations with visual media resources, including electronic technologies.

11. Recognize and respect cultural and language differences in both formal and informal speaking situations.
12. Interpret and evaluate a speaker's rhetorical strategies and evidence.
13. Employ appropriate non-verbal strategies to enhance communication.
14. Summarize information heard into another form of communication, rephrase statements, summarize a speech, or paraphrase an oral reading.
15. Understand the impact that visual media has on society.
16. Set criteria and evaluate the technology techniques used to influence economic, political, cultural, social, and aesthetic decision-making.

#### **Presentation of Knowledge and Ideas**

1. Present successfully to an audience, recognizing the needs of an audience for visual as well as auditory messages.
2. Deliver a clearly organized message when contributing to the group or committee work.
3. Speak fluently, enunciating clearly with appropriate rate and volume.
4. Speak effectively and listen actively in diverse communicative contexts.
5. Express ideas, thoughts, and concerns effectively in both formal and informal speaking situations, e.g., conversations, discussion, presentations, collaborative groups, one-on-one interactions, debates, negotiations, and interviews.
6. Employ appropriate non-verbal strategies to enhance communication.
7. Recognize and evaluate techniques used in visual media to influence opinions, decision-making, and cultural perceptions.
8. Use images to convey meaning, often in conjunction with written or oral presentations.
9. Use visual media or computer technology to communicate effectively with a variety of audiences for a variety of purposes.

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10. Use text features, (e.g., pie charts, bar graphs pictures) to enhance, emphasize, and clarify written or oral.