

**English/Language Arts Content Examples Critical Stance Implementation by Level of Implementation**

<b>0 = Not Observed</b>	<b>1 = Emerging</b>	<b>2 = Developing</b>	<b>3 = Enacting</b>
<p>Reading literature in class and discussing themes, vocabulary, and characters or mimicking phonics sounds or vocabulary. This may include the teacher using a series of questions to lead students to understand factual information about the text.</p>	<p>Students have available to them a variety of information sources: narrative text, expository text, or Internet, or media. Students use graphic organizers to analyze a story from two or more perspectives. Students express personal engagement with content by reading and creating a graphic organizer, reading and highlighting, or reading and writing to demonstrate learning.</p>	<p>Students individually or in small groups show expertise through original products that are complex, require questioning and reflecting on content from multiple perspectives, and/or extended engagement with content. Students may be assigned or choose to produce artwork, graphic presentations of themes, performances, essays, research papers, or multi-media products that require analysis, synthesis, or evaluation that goes beyond the text. Further exploration of academic topics may include writing in the style of an author or writing reflections from different perspectives.</p>	<p>Students identify, reflect, and question the status quo, conventional wisdom, or tradition in the English/language arts content area. Students analyze texts to identify perspectives that are privileged or marginalized. Student then are invited to apply their learning to classroom, school, or community in order to make a difference.</p>