

California Common Core Standards

Introduction to the *English Language Arts* Administrator Snapshot

The content of the California Common Core Standards are similar to our current standards. Outlined below are some of the major shifts and areas of emphasis in the California Common Core Standards seen across all grades, K-12.

SHIFTS

Organization of Writing Applications

While our current standards specifically identify various writing applications, the California Common Core Standards organize the writing applications into three categories:

- Write Opinions (K-5); Write Arguments (6-12)
- Write Informative/Explanatory Texts
- Write Narratives

Shared Responsibility for Teaching the Standards

- A single set of K-5 grade-specific standards
- Two content-area specific sections for grades 6-12
 - One set of standards for English language arts teachers
 - One set of literacy standards for history/social studies, science, and technical subject teachers

AREA OF EMPHASIS

Focus on Text Complexity

Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read.

Emphasis on Reading and Writing Across the Curriculum

The standards emphasize the connection between reading and writing and the purposeful use of each to gain both general knowledge and discipline-specific expertise.

Emphasis on Informational Text

The structure of the standards highlights the emphasis on informational text. In all grades there are an equal number of standards for Literature and Informational Text. Additionally, the set of standards for history/social studies, science, and technical subject teachers in Grades 6-12 allows for students to read an increased percentage of informational text.

The Standards aim to align instruction with the National Assessment of Educational Progress (NAEP) framework.

Distribution of Literacy and Informational Passages by Grade in the 2009 NAEP Reading Framework		
Grade	Literacy	Information
4	50%	50%
8	45%	55%
12	30%	70%

Emphasis on Collaborative Conversations

Speaking and Listening standards call for students to engage effectively in a range of collaborative discussions.

Emphasis on Writing Arguments and Drawing Evidence from Sources

The standards place an emphasis on writing to persuade and explain; less emphasis is placed on narrative writing.

Emphasis on Integrating Media Sources

Research and media skills are incorporated in all four strands of the standards rather than being called out as a separate strand.

SNAPSHOT

The following Snapshot provides exemplars of changes as well as what has moved or is no longer included at each grade level. While not an exhaustive list, this chart should help familiarize you with many of the California Common Core Standards and allow you to communicate with teachers about their grade-level content.

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Kindergarten

Exemplars of what standards are new or highlighted at each grade level	California State Standards that have been moved or are no longer in the common core (may be implied in other standards or shifted to other grade levels)
<ul style="list-style-type: none"> ▪ With prompting and support, identify the reasons an author gives to support points in a text (<i>Reading: Informational Text 8</i>) ▪ Associate long vowel sounds with common spellings; previous standards only called out short vowel sounds (<i>Reading: Foundational Skills 3b</i>) ▪ Opinion, informative/explanatory, and narrative writing explicitly called out (<i>Writing 2</i>) ▪ With guidance and support from adults, explore a variety of digital tools to produce and publish writing (<i>Writing 6</i>) ▪ Participate in shared research and writing projects (<i>Writing 7</i>) ▪ Participate in collaborative conversations following agreed-upon rules (<i>Speaking and Listening 1</i>) ▪ Demonstrate command of conventions including frequently occurring nouns, verbs, prepositions; regular plural nouns; understand and use question words (<i>Language 1a-f</i>) ▪ Determine meanings of multiple-meaning words and use inflections and affixes as a clue to meaning (<i>Language 4</i>) ▪ Identify frequently occurring verbs and adjectives and their antonyms (<i>Language 5b</i>) 	<ul style="list-style-type: none"> ▪ Distinguish letters from words (<i>implied in Reading: Foundational Skills 1</i>) ▪ Sameness/difference of phonemes in words (<i>not explicitly called out</i>) ▪ Counting the number of sounds in syllables (<i>implied in Reading: Foundational Skills 2</i>) ▪ Write by moving left to right and from top to bottom (<i>not explicitly called out</i>) ▪ Recite short poems, rhymes, and songs (<i>included in Grade 1</i>) ▪ Relate an experience or creative story in logical sequence (<i>logical sequence not called out</i>)

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Grade 1

Exemplars of what standards are new or highlighted at each grade level	California State Standards that have been moved or are no longer in the common core (may be implied in other standards or shifted to other grade levels)
<ul style="list-style-type: none"> ▪ Explain major differences between books that tell stories and books that give information (<i>Reading: Literature 5</i>) ▪ Identify who is telling the story at various points in a text (<i>Reading: Literature 6</i>) ▪ Know and use various text features to locate key facts or information in a text (<i>Reading: Informational Text 5</i>) ▪ Identify the reasons an author gives to support points in a text (<i>Reading: Informational Text 8</i>) ▪ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word (<i>Reading: Foundational Skills 3d</i>) ▪ Decode two-syllable words following basic syllable patterns (<i>Reading: Foundational Skills 3e</i>) ▪ Write informative/explanatory text with facts and closure (<i>Writing 2</i>) ▪ With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (<i>Writing 6</i>) ▪ Participate in shared research and writing projects (<i>Writing 7</i>) ▪ Participate in collaborative conversations following agreed-upon rules and asking pertinent questions (<i>Speaking and Listening 1</i>) 	<ul style="list-style-type: none"> ▪ Create and state a series of rhyming words, including consonant blends (<i>consonant blends not called out</i>) ▪ R-controlled letter-sound association (<i>not explicitly called out until Grade 2</i>) ▪ Read compound words and contractions (<i>Grade 2 includes compound words; contractions not called out</i>) ▪ Space letters, words and sentences appropriately (<i>spacing not called out</i>) ▪ Using sensory detail in expository descriptive writing (<i>sensory detail not called out</i>) ▪ Relate an important life event or personal experience in a simple sequence (<i>sequence not called out</i>) <p>Note: Several 1st grade standards are now found in Kindergarten (<i>Reading 1.1, 1.2, 1.3, 1.7, 3.2; Conventions 1.7</i>)</p>

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Grade 2

Exemplars of what standards are new or highlighted at each grade level	California State Standards that have been moved or are no longer in the common core (may be implied in other standards or shifted to other grade levels)
<ul style="list-style-type: none"> ▪ Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text (<i>Reading: Informational Text 2</i>) ▪ Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text (<i>Reading: Informational Text 3</i>) ▪ Know and use various text features to locate key facts or information in a text efficiently (<i>Reading: Informational Text 5</i>) ▪ Describe how reasons support specific points the author makes in a text (<i>Reading: Informational Text 8</i>) ▪ Read and comprehend literature and informational text in the grades 2–3 text complexity band proficiently (<i>Reading: Literature and Informational Text 10</i>) ▪ Write opinion pieces and informative/explanatory text (<i>Writing 1 and 2</i>) ▪ With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (<i>Writing 6</i>) ▪ Participate in shared research and writing projects (<i>Writing 7</i>) ▪ Write routinely over both extended and shorter time frames (<i>Writing 10</i>) ▪ Participate in collaborative conversations following agreed-upon rules and asking pertinent questions and linking comments to remarks of others (<i>Speaking and Listening 1</i>) 	<ul style="list-style-type: none"> ▪ Apply knowledge of basic syllabication rules when reading (<i>syllabication rules are implied</i>) ▪ Decode two-syllable nonsense words (<i>nonsense words not called out</i>) ▪ Recognize common abbreviations (<i>not called out</i>) ▪ Understand and explain common antonyms and synonyms (<i>develops across grade levels, specifies antonyms and synonyms in Grade 4</i>) ▪ The terms cause/effect are not called out until Grade 4 (<i>develops across grade levels, specifies cause/effect in Grade 4</i>) ▪ Generate alternative endings to plots ▪ Purpose of various reference materials not called out (<i>use of the materials is implied</i>) ▪ Write a friendly letter (<i>specific applications not called out</i>) ▪ Distinguish between complete and incomplete sentences (<i>implied</i>) ▪ Use quotation marks correctly (<i>included in Grade 3 and up</i>) ▪ Determine the purpose or purposes of listening ▪ Recount experiences in a logical sequence (<i>logical sequence not called out</i>)

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Grade 3

Exemplars of what standards are new or highlighted at each grade level	California State Standards that have been moved or are no longer in the common core (may be implied in other standards or shifted to other grade levels)
<ul style="list-style-type: none"> ▪ Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (<i>Reading: Literature 4</i>) ▪ Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text (<i>Reading: Informational Text 3</i>) ▪ Determine the meaning of general academic and domain specific words and phrases (<i>Reading: Informational Text 4</i>) ▪ Use text features and search tools to locate information relevant to a given topic efficiently (<i>Reading: Informational Text 5</i>) ▪ Read and comprehend literature and informational text in the grades 2–3 text complexity band proficiently (<i>Reading: Literature and Informational Text 10</i>) ▪ Write opinion pieces on topics or texts, supporting a point of view with reasons (<i>Writing 1</i>) ▪ Write informative/explanatory texts to examine a topic and convey ideas and information clearly (<i>Writing 2</i>) ▪ With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others (<i>Writing 6</i>) ▪ Conduct short research projects that build knowledge about a topic (<i>Writing 7</i>) ▪ Write routinely over both extended and shorter time frames (<i>Writing 10</i>) ▪ Engage effectively in a range of collaborative discussions (<i>Speaking and Listening 1</i>) 	<ul style="list-style-type: none"> ▪ Use knowledge of antonyms, synonyms, homophones, and homographs to determine meaning of words (<i>develops across grade levels; specific terms called out in grades 4-5</i>) ▪ Recognize the similarities of sounds in words and rhythmic patterns in a selection (<i>in Grade 2</i>) ▪ Structure and organization of various reference materials (<i>use of the materials is implied</i>) ▪ Using sensory detail in descriptive writing (<i>sensory detail not called out</i>) ▪ Write personal and formal letters, thank-you notes, and invitations (<i>specific applications not called out</i>) ▪ Arrange words in alphabetical order ▪ Identify musical elements of literary language (<i>in Grade 2</i>) ▪ Organize ideas chronologically around major points of information (<i>chronology not called out</i>) ▪ Distinguish between the speaker's opinion and verifiable fact (<i>develops across grade levels, called out in Grade 4 and up</i>) ▪ Plan and present dramatic interpretations of experiences, stories, poems, or plays (<i>implied but not specific to genres</i>)

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Grade 4

Exemplars of what standards are new or highlighted at each grade level	California State Standards that have been moved or are no longer in the common core (may be implied in other standards or shifted to other grade levels)
<ul style="list-style-type: none"> ▪ Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (<i>Reading: Literature 4</i>) ▪ Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations (<i>Reading: Literature 6</i>) ▪ Read and comprehend literature and informational text in the grades 4-5 text complexity band proficiently (<i>Reading: Literature and Informational Text 10</i>) ▪ Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text (<i>Reading: Informational Text 3</i>) ▪ Determine the meaning of general academic and domain specific words and phrases (<i>Reading: Informational Text 4</i>) ▪ Compare and contrast a firsthand and secondhand account of the same event or topic phrases (<i>Reading: Informational Text 6</i>) ▪ Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text (<i>Reading: Informational Text 7</i>) ▪ Write opinion pieces on topics or texts, supporting a point of view with reasons and information (<i>Writing 1</i>) ▪ With guidance and support from adults, use technology, including the Internet, to produce and publish writing; keyboarding skills (<i>Writing 6</i>) ▪ Conduct short research projects that build knowledge about a topic (<i>Writing 7</i>) ▪ Write routinely over both extended and shorter time frames (<i>Writing 10</i>) ▪ Engage effectively in a range of collaborative discussions (<i>Speaking and Listening 1</i>) 	<ul style="list-style-type: none"> ▪ Reading strategies (<i>reading strategies not called out</i>) ▪ Distinguish between cause/effect and between fact/opinion in expository text (<i>develops across grade levels, called out in Grade 5</i>) ▪ Identify main events of the plots, their causes, and the influence of each event on future actions (<i>develops across grade levels, specifies "plot" in Grade 6</i>) ▪ Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials (<i>specific types of text not called out</i>) ▪ Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning (<i>specific aspects of formal presentation not called out</i>) ▪ Evaluate the role of the media in focusing attention on events and in forming opinions on issues (<i>develops across grade levels, called out in Grade 5</i>) ▪ Recite brief poems, or dramatic dialogues (<i>develops across grade levels, called out in Grade 5</i>)

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Grade 5

Exemplars of what standards are new or highlighted at each grade level	California State Standards that have been moved or are no longer in the common core (may be implied in other standards or shifted to other grade levels)
<ul style="list-style-type: none"> ▪ Describe how a narrator’s or speakers’ point of view influences how events are described (<i>Reading: Literature 6</i>) ▪ Read and comprehend literature and informational text in the grades 4-5 text complexity band proficiently (<i>Reading: Literature and Informational Text 10</i>) ▪ Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text (<i>Reading: Informational Text 3</i>) ▪ Determine the meaning of general academic and domain specific words and phrases (<i>Reading: Informational Text 4</i>) ▪ Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (<i>Reading: Informational Text 6</i>) ▪ Write informative/explanatory texts to examine a topic and convey ideas and information clearly (<i>Writing 2</i>) ▪ With guidance and support from adults, use technology, including the Internet, to produce and publish writing; keyboarding skills (<i>Writing 6</i>) ▪ Write routinely over both extended and shorter time frames (<i>Writing 10</i>) ▪ Engage effectively in a range of collaborative discussions (<i>Speaking and Listening 1</i>) 	<ul style="list-style-type: none"> ▪ Use organizational features of printed text to locate relevant information (<i>develops across grade levels, called out in Grade 3</i>) ▪ Engage audience with verbal cues/facial expressions/gestures ▪ Analyze media as a source of information, entertainment, persuasion, interpretation of events, and transmission of culture (<i>develops across grade levels, not explicitly called out</i>) ▪ Deliver oral narrative presentations (<i>develops across grade levels, called out in Grades 2 and 4</i>) ▪ Deliver oral information presentations (<i>develops across grade levels, called out in Grade 3</i>)

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Grade 6

Exemplars of what standards are new or highlighted at each grade level	California State Standards that have been moved or are no longer in the common core (may be implied in other standards or shifted to other grade levels)
<ul style="list-style-type: none"> ▪ Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics (<i>Reading: Literature 9</i>) ▪ Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue (<i>Reading: Informational Text 7</i>) ▪ Compare and contrast one author’s presentation of events with that of another (<i>Reading: Informational Text 9</i>) ▪ Write routinely over both extended and shorter time frames (<i>Writing 10</i>) ▪ Engage effectively in a range of collaborative discussions (<i>Speaking and Listening 1</i>) ▪ Interpret information presented in diverse media formats and explain how it contributes to a topic, text, or issue under study (<i>Speaking and Listening 2</i>) ▪ Distinguish among the connotations of words with similar denotations (<i>Language 5c</i>) <p>New Sets of Standards for...</p> <ul style="list-style-type: none"> ▪ Reading Standards for Literacy in History/Social Studies ▪ Reading Standards for Literacy Science and Technical Subjects ▪ Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 	<ul style="list-style-type: none"> ▪ Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts (<i>develops across grade levels, called out in Grade 7</i>) ▪ Use colons and semicolons (<i>develops across grade levels, called out in Grades 9-10</i>) ▪ Deliver oral narrative presentations (<i>develops across grade levels, called out in Grade 8</i>) ▪ Deliver oral persuasive presentations (<i>develops across grade levels, called out in Grade 7</i>)

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Grade 7

Exemplars of what standards are new or highlighted at each grade level	California State Standards that have been moved or are no longer in the common core (may be implied in other standards or shifted to other grade levels)
<ul style="list-style-type: none"> ▪ Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each mediums’s portrayal of the subject (<i>Reading: Informational Text 7</i>) ▪ Analyze how two or more authors writing about the same topic share their presentation (<i>Reading: Informational Text 9</i>) ▪ Write informative/explanatory texts (<i>Writing 2</i>) ▪ Write routinely over both extended and shorter time frames (<i>Writing 10</i>) ▪ Engage effectively in a range of collaborative discussions (<i>Speaking and Listening 1</i>) ▪ Distinguish among the connotations of words with similar denotations (<i>Language 5c</i>) <p>New Sets of Standards for...</p> <ul style="list-style-type: none"> ▪ Reading Standards for Literacy in History/Social Studies ▪ Reading Standards for Literacy Science and Technical Subjects ▪ Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 	<ul style="list-style-type: none"> ▪ Use strategies of note taking, outlining, and summarizing to improve structure on composition drafts (<i>develops across grade levels, called out in Grades 3-5</i>) ▪ Identify and use infinitives and participles (<i>called out in Grade 8</i>) ▪ Identify hyphens, dashes, brackets, and semicolons and use them correctly (<i>develops across grade levels, multiyear standard Grades 6-10</i>) ▪ Deliver oral narrative presentations (<i>develops across grade levels, called out in Grade 8</i>) ▪ Deliver oral research presentations (<i>develops across grade levels, called out in Grade 6</i>)

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Grade 8

Exemplars of what standards are new or highlighted at each grade level	California State Standards that have been moved or are no longer in the common core (may be implied in other standards or shifted to other grade levels)
<ul style="list-style-type: none"> ▪ Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea (<i>Reading: Informational Text 7</i>) ▪ Write routinely over both extended and shorter time frames (<i>Writing 10</i>) ▪ Engage effectively in a range of collaborative discussions (<i>Speaking and Listening 1</i>) ▪ Distinguish among the connotations of words with similar denotations (<i>Language 5c</i>) <p>New Sets of Standards for...</p> <ul style="list-style-type: none"> ▪ Reading Standards for Literacy in History/Social Studies ▪ Reading Standards for Literacy Science and Technical Subjects ▪ Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 	<ul style="list-style-type: none"> ▪ Analyze the relevance of the setting to the mood, tone, meaning of the text (<i>included in Grades 6-7</i>) ▪ Identify significant literary devices that define a writer's style (<i>literary devices not called out</i>) ▪ Identify and use parallelism (<i>parallel structure called out in Grades 9-10</i>) ▪ Deliver oral research presentations (<i>develops across grade levels, called out in Grades 6 and 9-10</i>) ▪ Deliver oral persuasive presentations (<i>develops across grade levels, called out in Grades 7 and 11-12</i>) ▪ Recite poems, speeches, or dramatic soliloquies (<i>develops across grade levels, called out in Grades 9-10</i>)

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Grades 9-10

Exemplars of what standards are new or highlighted at each grade level	California State Standards that have been moved or are no longer in the common core (may be implied in other standards or shifted to other grade levels)
<ul style="list-style-type: none"> ▪ Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature (<i>Reading: Literature 6</i>) ▪ Analyze how an author draws on and transforms source material in a specific work (<i>Reading: Literature 9</i>) ▪ Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account (<i>Reading: Informational Text 7</i>) ▪ Write routinely over both extended and shorter time frames (<i>Writing 10</i>) ▪ Initiate and participate effectively in a range of collaborative discussions (<i>Speaking and Listening 1</i>) <p>New Sets of Standards for...</p> <ul style="list-style-type: none"> ▪ Reading Standards for Literacy in History/Social Studies ▪ Reading Standards for Literacy Science and Technical Subjects ▪ Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 	<ul style="list-style-type: none"> ▪ Analyze the way in which a work of literature is related to the themes and issues of its historical period. (<i>The Common Core addresses world literature</i>) ▪ Produce concise notes for extemporaneous delivery (<i>Implied in Speaking and Listening 1. "Concise notes" not called out</i>) ▪ Analyze historically significant speeches to find the rhetorical devices and features that make them memorable (<i>"Historically significant speeches" not called out</i>) ▪ Deliver narrative presentations (<i>develops across grade levels, called out in Grades 8 and 11-12</i>) ▪ Apply appropriate interviewing techniques. ▪ Deliver persuasive arguments (<i>develops across grade levels, called out in Grades 7 and 11-12</i>). ▪ Deliver descriptive presentations (<i>develops across grade levels, called out in Grades 8 and 11-12</i>)

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Grades 11-12

Exemplars of what standards are new or highlighted at each grade level	California State Standards that have been moved or are no longer in the common core (may be implied in other standards or shifted to other grade levels)
<ul style="list-style-type: none"> ▪ Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text (<i>Reading: Literature 7</i>) ▪ Delineate and evaluate the reasoning in seminal U.S. texts (<i>Reading: Informational Text 8</i>) ▪ Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (<i>Reading: Informational Text 9</i>) ▪ Write routinely over both extended and shorter time frames (<i>Writing 10</i>) ▪ Initiate and participate effectively in a range of collaborative discussions (<i>Speaking and Listening 1</i>) ▪ Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used (<i>Speaking and Listening 3</i>) <p>New Sets of Standards for...</p> <ul style="list-style-type: none"> ▪ Reading Standards for Literacy in History/Social Studies ▪ Reading Standards for Literacy Science and Technical Subjects ▪ Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 	<ul style="list-style-type: none"> ▪ Analyze recognized works of American literature representing a variety of genres and traditions: trace, contrast, evaluate (<i>trace, contrast, and evaluate not called out</i>) ▪ Analyze recognized works of World literature from a variety of authors: contrast, relate, evaluate (<i>World literature is not called out</i>) ▪ Analyze the clarity and consistency of political assumptions in literary works (<i>political assumptions not called out</i>) ▪ Enhance meaning by employing rhetorical devices (<i>use of parallelism, repetition, and analogy not called out</i>) ▪ Use systematic strategies to organize and record information (<i>develops across grade levels, begins in Grade 3</i>) ▪ Write job applications and resumes (<i>job applications and resumes not called out</i>) ▪ Reflect appropriate manuscript requirements in writing (<i>included in Grades 9-10</i>) ▪ Communication strategies of the "media" (<i>not specifically called out for analysis and evaluation</i>) ▪ Distinguish between and use various forms of classical and contemporary logical arguments (<i>classical and contemporary not called out</i>) ▪ Analyze the four basic types of persuasive speech (<i>types of persuasive speech not called out</i>) ▪ Recite poems, speeches, or dramatic soliloquies (<i>develops across grade levels, called out in Grades 9-10</i>)