



**CALIFORNIA STATE BOARD OF EDUCATION**

**English Language Arts Standards**

**Aligned to: *Passport Reading Journeys*<sup>™</sup> Beginnings – Sixth Grade**

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## English Language Arts Standards

Aligned to: *Passport Reading Journeys*™ Beginnings – Sixth Grade

Content Standards	Content Resources
<b>Reading</b>	
<b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	
<i>Word Recognition</i>	
1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	<p><b>TE:</b>            2, 9, 14, 25, 36, 50, 55, 60, 64, 65, 71, 75, 80, 85, 86, 91, 100, 106, 107, 118, 124, 142, 154, 165, 176, 181, 190, 191, 201, 207, 215, 216, 225, 226, 227, 240, 246, 253, 266, 276, 288, 289, 293, 299, 311, 323, 324, 338, 362, 373, 387, 391, 398, 410, 412, 422, 427, 438, 438, 449, 461, 462, 472, 490, 512, 537, 549, 563, 575, 577, 578, 592, 605, 620, 647, 659, 672, 679, 686, 701, 706, 707, 713, 714, 726, 729, 739</p> <p><b>SOLO</b>            Expeditions 1-15</p> <p><b>SOLO</b>            Expeditions 1-15  <b>SOLO</b> (Strategic Online Learning Opportunities) is a Web-based interactive, independent learning component that enables students to apply reading skills Taught in Passport Reading Journeys. Following the whole-group explicit, systematic instruction, students will complete <b>SOLO</b> sessions. Students complete the first half of the technology skill path, which includes preview and vocabulary. Students identify the main idea, summarize, and complete a cumulative review during the second half of the technology skill path. Students participate in two <b>SOLO</b> sessions per Expedition, 1-15.</p>
<i>Vocabulary and Concept Development</i>	
1.2 Identify and interpret figurative language and words with multiple meanings.	<p><b>TE:</b>            Figurative Language: 594, 595, 598, 607, 635, 680, 714            Multiple Meaning: 226, 289, 315, 351, 412, 438, 493, 576, 679, 707</p> <p><b>SOLO</b>            Expedition: 14, 15</p>

<p>1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p>	<p><b>TE:</b>  Suffix: 92, 94, 96, 100, 115, 118, 124, 134, 140, 143, 384, 394, 428, 434, 437, 446, 449, 477, 497, 499, 523, 534, 537, 578, 590, 606, 644, 653, 684,  Prefix: 78, 165, 174, 199, 202, 208, 223, 250, 253, 286, 288, 297, 299, 348, 350, 379, 408, 547, 603, 612, 617, 657, 686  Both: 48, 58, 72, 73, 76, 80, 86, 193, 166, 193, 207, 215, 216, 227, 281, 387, 455, 459, 462, 490, 577, 679, 706, 711, 714, 729, 736</p> <p><b>SOLO</b>  Expeditions 1-15</p>
<p>1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p>	<p><b>TE:</b>  Context: 2, 9, 14, 25, 36, 50, 55, 60, 64, 65, 71, 75, 80, 85, 86, 91, 100, 106, 107, 118, 124, 142, 154, 165, 176, 181, 190, 191, 201, 207, 215, 216, 225, 226, 227, 240, 246, 253, 266, 276, 288, 289, 293, 299, 311, 323, 324, 338, 362, 373, 387, 391, 398, 410, 412, 422, 427, 438, 438, 449, 461, 462, 472, 490, 512, 537, 549, 563, 575, 577, 578, 592, 605, 620, 647, 659, 672, 679, 686, 701, 706, 707, 713, 714, 726, 729, 739</p> <p><b>SOLO</b>  Expeditions 1-15</p>
<p>1.5 Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i>).</p>	<p><i>This standard is not addressed at this level of Passport Reading Journeys.</i></p>
<p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <p><b>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.</b></p>	
<p><i>Structural Features of Informational Materials</i></p>	
<p>2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.</p>	<p><b>TE:</b>  Listening to DVD: 4, 25, 45, 50, 71, 89, 94, 117, 136, 142, 165, 185, 214, 234, 240, 266, 283, 288, 311, 338, 362, 381, 386, 410, 431, 461, 480, 486, 512, 531, 536, 562, 586, 641, 646, 672, 694, 700, 726, 746</p> <p><b>SOLO</b>  Expeditions:1-15</p>
<p>2.2 Analyze text that uses the compare-and-contrast organizational pattern.</p>	<p><b>TE:</b>  Compare/Contrast: 14, 290, 291, 294, 300, 302, 305, 312, 313, 318, 324, 326, 327, 329, 387, 426, 487, 500, 518, 522, 524, 526, 727</p> <p><b>SOLO</b>  Expeditions: 3-15</p>

<b><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></b>	
2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.	<p><b>TE:</b> Main idea: 107, 108, 112, 119, 123, 146, 149, 150, 168, 177, 182, 196, 201, 231, 243, 329, 351, 661</p> <p><b>Library Teacher's Guide:</b> Main Idea: 24, 58, 62</p>
2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports	<p><b>TE:</b> Summarizing: Narrative text- 89, 136, 204, 589, 641, 675, 715 Expository text- 177, 182, 185, 191, 197, 217, 219, 221, 234, 244, 269, 381, 431, 480, 505, 531, 746</p> <p><b>SOLO</b> Expeditions 1-15</p>
2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).	<p><b>TE:</b> 655</p>
<b><i>Expository Critique</i></b>	
2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.	<p><b>TE:</b> Author's purpose: 14, 16, 62, 109, 225, 313, 499, 500, 502, 507, 660, 665</p> <p><b>SOLO</b> Expeditions: 3, 4, 5, 7, 10, 11, 12</p>
2.7 Make reasonable assertions about a text through accurate, supporting citations.	<p><b>TE:</b> Expedition Wrap-up: 314, 329, 353, 379, 381, 401, 418, 431, 480, 528, 571, 691, 746 Listening and Speaking: 231</p> <p><b>SOLO</b> Expeditions 7-15</p>
2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	<p><b>TE:</b> 339, 340, 342, 345, 351, 352, 355, 356, 363, 365, 367, 374, 376, 387, 452, 487, 500, 502, 688, 727, 734</p> <p><b>SOLO</b> Expeditions: 8, 9, 10, 11, 14, 15</p>

### 3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

<i>Structural Features of Literature</i>	
3.1 Identify the forms of fiction and describe the major characteristics of each form.	<p><b>TE:</b> Reading for Understanding (During): 5, 9, 15, 19, 27, 31, 37, 41, 61, 65, 76, 82, 86, 96, 100, 107, 112, 119, 123, 129, 144, 155, 160, 167, 171, 177, 182, 192, 193, 203, 215, 227, 242, 247, 255, 260, 272, 277, 291, 301, 314, 323, 340, 345, 352...</p> <p><b>SOLO</b> Expedition: 1-15</p>
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>	
3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.	<p><b>TE:</b> Plot: 9, 26, 81, 82, 155, 157, 203, 593, 621, 626, 633, 675, 701, 708 Mood: 4, 5, 6, 8, 25, 33, 83, 621 Characters: 5, 9, 10, 26, 27, 31, 555, 599, 605, 608, 611, 612, 619, 621, 623, 632, 633, 634, 636, 673, 682, 701, 702, 739, 740 Problem/Solution in a Narrative: 85, 611, 627</p> <p><b>SOLO</b> Expeditions: 1, 3, 4, 12, 13, 14, 15</p>
3.3 Analyze the influence of setting on the problem and its resolution.	<p><b>TE:</b> Setting: 9, 10, 26, 27, 31, 81, 82, 155, 157, 203, 539, 621, 633, 673</p> <p><b>SOLO</b> Expeditions: 1, 3, 4, 12, 13, 14, 15</p>
3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	<p>The following pages discuss poetry: <b>TE:</b> 562, 563, 592, 662, 666, 702, 703, 715, 720, 742</p> <p><b>SOLO</b> Expeditions 13, 14, 15</p>
3.5 Identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography).	<p>This standard is addressed in Expedition 14 and 15.</p>

<p>3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p>	<p><b>TE:</b>  The following are the themes for each Expedition and represent the various text in the Student Anthology Series:  Expedition 1: Connections  Expedition 2: 911  Expedition 3: Wild Thing  Expedition 4: Beating the Odds  Expedition 5: Fact or Fiction?  Expedition 6: Below the Surface  Expedition 7: Is this Art?  Expedition 8: Make it Right!  Expedition 9: Thinking Big  Expedition 10: E-World  Expedition 11: Motion and Emotion  Expedition 12: Watch Out!  Expedition 13: Coming of Age  Expedition 14: World of Work  Expedition 15: The Road Ahead</p>
<p>3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.</p>	<p><b>TE:</b>  Figurative Language: 594, 595, 598, 607, 635, 680, 714</p> <p><b>SOLO</b>  Expeditions: 13, 14, 15</p>
<p><i>Literary Criticism</i></p>	
<p>3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).</p>	<p><b>TE:</b>  Setting: 9, 10, 26, 27, 31, 81, 82, 155, 157, 203, 539, 621, 633, 673  Character: 5, 9, 10, 26, 27, 31, 555, 599, 605, 608, 611, 612, 619, 621, 623, 632, 633, 634, 636, 673, 682, 701, 702, 739, 740  Plot: 9, 26, 81, 82, 155, 157, 203, 593, 621, 626, 633, 675, 701, 708  Mood: 4, 5, 6, 8, 25, 33, 83, 621</p> <p><b>SOLO</b>  Expeditions: 1, 4, 12, 13, 14, 15</p>

<b>Writing</b>	
<b>1.0 Writing Strategies</b>	
Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	
<b>Organization and Focus</b>	
1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.	<b>Writing Extension:</b> Ideas and Elaboration: 1, 2, 3, 4 Organization: 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69  <b>TE:</b> 43, 87, 112, 231, 314, 329, 353, 375, 381, 401, 418, 431, 480, 528, 586, 636, 691, 746  <b>SOLO</b> Expeditions: 1-15
1.2 Create multiple-paragraph expository compositions:  a. Engage the interest of the reader and state a clear purpose.  b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.  c. Conclude with a detailed summary linked to the purpose of the composition.	<b>Writing Extension:</b> Multi-Paragraph Writing: 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71
1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.	<b>Writing Extension:</b> Organization: 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69
<b>Research and Technology</b>	
1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.	<b>Writing Extension:</b> Organization: 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69 Writing and Technology: 21, 26, 31, 41, 47, 59, 65, 71

<p>1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).</p>	<p><b>Writing Extension:</b> Writing and Technology: 21, 26, 31, 41, 47, 59, 65, 71</p>
<b><i>Evaluation and Revision</i></b>	
<p>1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>	<p><b>Writing Extension:</b> Evaluating Writing: 3, 7 11, 15, 19, 24, 29, 34, 39, 44, 52, 57, 63, 67</p>
<p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p><b>Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.</b></p>	
<p>2.1 Write narratives:</p> <p>a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.</p> <p>b. Include sensory details and concrete language to develop plot and character.</p> <p>c. Use a range of narrative devices (e.g., dialogue, suspense).</p>	<p><b>Writing Extension:</b> Narrative: 55, 56, 57, 58, 59</p>
<p>2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):</p> <p>a. State the thesis or purpose.</p> <p>b. Explain the situation.</p> <p>c. Follow an organizational pattern appropriate to the type of composition.</p> <p>d. Offer persuasive evidence to validate arguments and conclusions as needed.</p>	<p><b>Writing Extension:</b> Persuasive: 32, 33, 34, 35, 36 Description: 50, 51, 52, 53, 54 Sequential Order: 22, 23, 24, 25, 26 Compare/Contrast: 27, 28, 29, 30, 31 Cause/Effect: 37, 38, 39, 40, 41 Problem/Solution: 42, 43, 44, 45</p>

<p>2.3 Write research reports:</p> <p>a. Pose relevant questions with a scope narrow enough to be thoroughly covered.</p> <p>b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).</p> <p>c. Include a bibliography.</p>	<p><b>TE:</b> Expedition Wrap-up: 314, 329, 353, 379, 381, 401, 418, 431, 480, 528, 571, 691, 746 Listening and Speaking: 231</p> <p><b>SOLO</b> Expeditions 7-15</p>
<p>2.4 Write responses to literature:</p> <p>a. Develop an interpretation exhibiting careful reading, understanding, and insight.</p> <p>b. Organize the interpretation around several clear ideas, premises, or images.</p> <p>c. Develop and justify the interpretation through sustained use of examples and textual evidence</p>	<p><b>TE:</b> Responses to Literature-Reading Response: 10, 21, 33, 57, 77, 102, 113, 124, 150, 161, 172, 198, 221, 249, 264, 273, 295, 306, 328, 346, 393, 405, 418, 445, 457, 469, 496, 507, 518, 545, 558, 571, 602, 615, 628, 655, 682, 709, 721, 735</p> <p><b>SOLO</b> Expeditions: 1-15</p>
<p>2.5 Write persuasive compositions:</p> <p>a. State a clear position on a proposition or proposal.</p> <p>b. Support the position with organized and relevant evidence.</p> <p>c. Anticipate and address reader concerns and counterarguments</p>	<p><b>Writing Extension:</b> Persuasive: 32, 33, 34, 35, 36</p>
<p><b>Written and Oral English Language Conventions</b></p>	
<p><b>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</b></p>	
<p><b>1.0 Written and Oral English Language Conventions</b></p>	
<p><b>Students write and speak with a command of standard English conventions appropriate to this grade level.</b></p>	
<p><i>Sentence Structure</i></p> <p>1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p>	<p><b>Writing Extension:</b> Sentence Fluency: 9, 10, 11, 12</p>

<p><i>Grammar</i> 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p>	<p><b>Writing Extension:</b> Conventions: 13, 14, 15, 16</p>
<p><i>Punctuation</i> 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p>	<p><b>TE:</b> Punctuation: 206, 386, 565, 634, 648, 659, 687, 689, 702</p>
<p><i>Capitalization</i> 1.4 Use correct capitalization.</p>	<p><b>Writing Extension:</b> Conventions: 13, 14, 15, 16</p>
<p><i>Spelling</i> 1.5 Spell frequently misspelled words correctly (e.g., <i>their</i>, <i>they're</i>, <i>there</i>).</p>	<p><b>Word Study TG:</b> Spelling: 3, 7, 11, 15, 19, 23, 27, 31, 35, 39, 43, 47, 51, 55, 59, 63, 67, 71, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119</p> <p><b>TE:</b> Spelling: 34, 78, 126, 174, 274, 321, 371, 420, 470, 520, 573, 630, 684</p>
<p><b>Listening and Speaking</b></p>	
<p><b>1.0 Listening and Speaking Strategies</b></p> <p><b>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.</b></p>	
<p><i>Comprehension</i></p>	
<p>1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).</p>	<p><b>TE:</b> Expedition Wrap-up: 314, 329, 353, 379, 381, 401, 418, 431, 480, 528, 571, 691, 746 Listening and Speaking: 231</p> <p><b>SOLO</b> Expeditions 7-15</p>
<p>1.2 Identify the tone, mood, and emotion conveyed in the oral communication.</p>	<p><b>TE:</b> Expedition Wrap-up: 314, 329, 353, 379, 381, 401, 418, 431, 480, 528, 571, 691, 746 Listening and Speaking: 231</p> <p><b>SOLO</b> Expeditions 7-15</p>

1.3 Restate and execute multiple-step oral instructions and directions.	<b>TE:</b> Directions: 268, 271, 654
<b>Organization and Delivery of Oral Communication</b>	
1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience	<b>TE:</b> Presentations: 43, 87, 112, 231, 314, 329, 353, 381, 401, 418, 431, 480, 528, 586, 636, 671, 746 Expedition Wrap-up: 314, 329, 353, 379, 381, 401, 418, 431, 480, 528, 571, 691, 746 Listening and Speaking: 231  <b>SOLO</b> Expeditions 7-15
1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.	<b>TE:</b> Presentations: 43, 87, 112, 231, 314, 329, 353, 381, 401, 418, 431, 480, 528, 586, 636, 671, 746 Listening and Speaking: 231  <b>SOLO</b> Expeditions: 1-15
1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.	<b>TE:</b> Presentations: 43, 87, 112, 231, 314, 329, 353, 381, 401, 418, 431, 480, 528, 586, 636, 671, 746 Listening and Speaking: 231  <b>SOLO</b> Expeditions: 1-15
1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.	<b>TE:</b> Presentations: 43, 87, 112, 231, 314, 329, 353, 381, 401, 418, 431, 480, 528, 586, 636, 671, 746 Listening and Speaking: 231  <b>SOLO</b> Expeditions: 1-15
<b>Analysis and Evaluation of Oral and Media Communications</b>	
1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.	Refer to DVD lessons 5.1 & 5.2 (credibility in media)

<p>1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.</p>	<p>Refer to DVD lessons 5.1 &amp; 5.2 (credibility in media)</p>
<p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b></p> <p><b>Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</b></p>	
<p>2.1 Deliver narrative presentations:</p> <p>a. Establish a context, plot, and point of view.</p> <p>b. Include sensory details and concrete language to develop the plot and character.</p> <p>c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).</p>	<p><b>TE:</b> Presentations: 43, 87, 112, 231, 314, 329, 353, 381, 401, 418, 431, 480, 528, 586, 636, 671, 746</p> <p><b>SOLO</b> Expeditions: 1-15</p>
<p>2.2 Deliver informative presentations:</p> <p>a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.</p> <p>b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).</p>	<p><b>TE:</b> Presentations: 43, 87, 112, 231, 314, 329, 353, 381, 401, 418, 431, 480, 528, 586, 636, 671, 746</p> <p><b>SOLO</b> Expeditions: 1-15</p>
<p>2.3 Deliver oral responses to literature:</p> <p>a. Develop an interpretation exhibiting careful reading, understanding, and insight.</p> <p>b. Organize the selected interpretation around several clear ideas, premises, or images.</p> <p>c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.</p>	<p><b>TE:</b> Reading for Understanding (During): 5, 9, 15, 19, 27, 31, 37, 41, 61, 65, 76, 82, 86, 96, 100, 107, 112, 119, 123, 129, 144, 155, 160, 167, 171, 177, 182, 192, 193, 203, 215, 227, 242, 247, 255, 260, 272, 277, 291, 301, 314, 323, 340, 345, 352...</p> <p><b>SOLO</b> Expeditions: 1-15</p>

<p>2.4 Deliver persuasive presentations:</p> <ul style="list-style-type: none"> <li>a. Provide a clear statement of the position.</li> <li>b. Include relevant evidence.</li> <li>c. Offer a logical sequence of information.</li> <li>d. Engage the listener and foster acceptance of the proposition or proposal.</li> </ul>	<p><b>TE:</b> Presentations: 43, 87, 112, 231, 314, 329, 353, 381, 401, 418, 431, 480, 528, 586, 636, 671, 746</p> <p><b>SOLO</b> Expeditions: 1-15</p>
<p>2.5 Deliver presentations on problems and solutions:</p> <ul style="list-style-type: none"> <li>a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.</li> <li>b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.</li> </ul>	<p><b>TE:</b> Presentations: 43, 87, 112, 231, 314, 329, 353, 381, 401, 418, 431, 480, 528, 586, 636, 671, 746</p> <p><b>SOLO</b> Expeditions: 1-15</p>