

# SNAPSHOTS

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# **SNAPSHOT**

ENGLISH I

Literacy Routines (use during Word Study, Reading, and Writing to improve communication)	
Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking	
<b>E1.1 Oral language.</b> The student develops oral language through listening, speaking, and discussion.	
Application	Instructional Focus
<i>E1.1 communicate ideas effectively through speaking and discussion</i>	E1.1(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes E1.1(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes E1.1(C) give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively E1.1(D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making

Word Study	
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking	
<b>E1.2 Vocabulary.</b> The student uses newly acquired vocabulary expressively.	
Application	Instructional Focus
<i>E1.2 use skills to support strategies for determining the meaning of unknown words while reading</i>	E1.2(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary E1.2(B) analyze context to distinguish between the denotative and connotative meanings of words E1.2(C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo

Core Reading									
Tools to Know ⓘ									
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking									
<b>E1.2 Vocabulary.</b> The student uses newly acquired vocabulary expressively.									
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts									
<b>E1.4 Comprehension.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.									
Reading Process: Thinking Within the Text						Comprehension: Thinking with the Text			
E1.4(A) establish purpose for reading assigned and self-selected texts	E1.2(B) analyze context to distinguish between the denotative and connotative meanings of words	E1.4(B) generate questions about text before, during, and after reading to deepen understanding and gain information	E1.4(C) make and correct or confirm predictions using text features, characteristics of genre, and structures	E1.4(D) create mental images to deepen understanding	E1.4(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down	E1.4(E) make connections to personal experiences, ideas in other texts, and society	E1.4(F) make inferences and use evidence to support understanding	E1.4(G) evaluate details read to determine key ideas	E1.4(H) synthesize information from two texts to create new understanding

  

Ways to Show: Thinking About the Meaning							
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts							
<b>E1.6 Literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.							
<b>E1.7 Genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.							
<b>E1.8 Author's purpose.</b>							
Application	Instructional Focus	Fiction ⓘ	Poetry	Drama	Informational ⓘ	Argumentative	Multimodal/Digital
<i>E1.6/E1.7/E1.8 comprehend the author's purpose and meaning in increasingly complex texts and in multiple genres; analyze the relationships among literary elements and structures and how they contribute to the overall meaning</i>	Genre Characteristics	E1.7(A) read and respond to American, British, and world literature	<i>stanza, poet, rhyme scheme, figurative language</i>	<i>character tags, scene, stage directions</i>	E1.7(D) analyze characteristics and structural elements of informational texts	E1.7(E) analyze characteristics and structural elements of argumentative texts	E1.7(F) analyze characteristics of multimodal and digital texts
			E1.7(A) read and respond to American, British, and world literature	E1.7(A) read and respond to American, British, and world literature			
	Overall Meaning	E1.8(A) analyze the author's purpose, audience, and message within a text	E1.8(A) analyze the author's purpose, audience, and message within a text	E1.8(A) analyze the author's purpose, audience, and message within a text	E1.8(A) analyze the author's purpose, audience, and message within a text	E1.8(A) analyze the author's purpose, audience, and message within a text	E1.8(A) analyze the author's purpose, audience, and message within a text
		<i>infer theme</i>	<i>infer theme</i>	<i>infer theme</i>	E1.7(D) (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion	E1.7(E) (i) clear arguable claim, appeals, and convincing conclusion	
	Analysis for Deeper Meaning	E1.6(A) analyze how themes are developed through characterization and plot in a variety of literary texts	E1.6(A) analyze how themes are developed through characterization and plot in a variety of literary texts	E1.6(A) analyze how themes are developed through characterization and plot in a variety of literary texts	E1.7(D) (ii) multiple organizational patterns within a text to develop the thesis	E1.7(E) (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals	<i>(refer to the genre)</i>
		E1.6(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils	E1.6(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils	E1.6(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils			
		E1.6(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development	E1.6(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development	E1.6(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development			
		E1.6(D) analyze how the setting influences the theme	E1.6(D) analyze how the setting influences the theme	E1.6(D) analyze how the setting influences the theme			
			E1.7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	E1.7(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire			

## Author's Craft: Thinking About the Writing

**E1.8 Author's purpose and craft.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

Application	Instructional Focus	Fiction	Poetry	Drama	Informational	Argumentative	Multimodal/Digital
<b>E1.8</b> <i>analyze the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking</i>	<b>Point of View</b>	<i>first person, third person, omniscient, limited, subjective, objective</i>	<i>first person, third person, omniscient, limited, subjective, objective</i>	<i>first person, third person, omniscient, limited, subjective, objective</i>	<i>first person, third person, omniscient, limited, subjective, objective</i>	<i>first person, third person, omniscient, limited, subjective, objective</i>	<i>first person, third person, omniscient, limited, subjective, objective</i>
	<b>Structure</b>	E1.8(B) analyze use of text structure to achieve the author's purpose	E1.8(B) analyze use of text structure to achieve the author's purpose	E1.8(B) analyze use of text structure to achieve the author's purpose	E1.8(B) analyze use of text structure to achieve the author's purpose	E1.8(B) analyze use of text structure to achieve the author's purpose	E1.8(B) analyze use of text structure to achieve the author's purpose
		E1.8(C) evaluate the author's use of print and graphic features to achieve specific purposes	E1.8(C) evaluate the author's use of print and graphic features to achieve specific purposes	E1.8(C) evaluate the author's use of print and graphic features to achieve specific purposes	E1.8(C) evaluate the author's use of print and graphic features to achieve specific purposes	E1.8(C) evaluate the author's use of print and graphic features to achieve specific purposes	E1.8(C) evaluate the author's use of print and graphic features to achieve specific purposes
	<b>Language</b>	E1.8(D) analyze how the author's use of language achieves specific purposes	E1.8(D) analyze how the author's use of language achieves specific purposes	E1.8(D) analyze how the author's use of language achieves specific purposes	E1.8(D) analyze how the author's use of language achieves specific purposes	E1.8(D) analyze how the author's use of language achieves specific purposes	E1.8(D) analyze how the author's use of language achieves specific purposes
		E1.8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes	E1.8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes	E1.8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes	E1.8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes	E1.8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes	E1.8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes
		E1.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	E1.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	E1.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	E1.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	E1.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	E1.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text
		E1.8(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments	E1.8(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments	E1.8(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments	E1.8(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments	E1.8(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments	E1.8(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments

## Independent Reading

**E1.3 Self-sustained reading.** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

E1.3(A) self-select text and read independently for a sustained period of time

## Responding to Text (applied to both Core Reading and Independent Reading)

**E1.5 Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

## Ways to Show (Response Skills)

E1.5(A) describe personal connections to a variety of sources, including self-selected texts	E1.5(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres	E1.5(C) use text evidence and original commentary to support a comprehensive response	E1.5(D) paraphrase and summarize texts in ways that maintain meaning and logical order	E1.5(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	E1.5(F) respond using acquired content and academic vocabulary as appropriate	E1.5(G) discuss and write about the explicit or implicit meanings of text	E1.5(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	E1.5(I) reflect on and adjust responses when valid evidence warrants	E1.5(J) defend or challenge the authors' claims using relevant text evidence
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Writing	
Composition: listening, speaking, reading, writing, and thinking using multiple texts	
<b>E1.9 Writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	
<b>E1.10 Genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful.	
Application	Tools to Know (Writing Process) ⓘ
E1.10(A) compose <b>literary texts</b> such as fiction and poetry using genre characteristics and craft	E1.9(A) <b>plan a piece of writing</b> appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing
E1.10(B) compose <b>informational texts</b> such as explanatory essays, reports, and personal essays using genre characteristics and craft	E1.9(B) <b>develop drafts</b> into a focused, structured, and coherent piece of writing in timed and open-ended situations by: (i) using an organizing structure appropriate to purpose, audience, topic, and context (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary
E1.10(C) compose <b>argumentative texts</b> using genre characteristics and craft	E1.9(C) <b>revise drafts</b> to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses
E1.10(D) compose <b>correspondence</b> in a professional or friendly structure	E1.9(D) <b>edit drafts</b> using standard English conventions, including: (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments (ii) consistent, appropriate use of verb tense and active and passive voice (iii) pronoun-antecedent agreement (iv) correct capitalization (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate (vi) correct spelling
	E1.9(E) <b>publish written work</b> for appropriate audiences

Research (embedded skills throughout Reading and Writing)	
<b>E1.11 Inquiry and research:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	
Application	Instructional Focus
E1.11 <i>use research skills to plan and present in written, oral, or multimodal formats</i>	E1.11(A) develop questions for formal and informal inquiry E1.11(B) critique the research process at each step to implement changes as needs occur and are identified E1.11(C) develop and revise a plan E1.11(D) modify the major research question as necessary to refocus the research plan E1.11(E) locate relevant sources E1.11(F) synthesize information from a variety of sources E1.11(G) examine sources for: (i) credibility and bias, including omission (ii) faulty reasoning such as ad hominem, loaded language, and slippery slope E1.11(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism E1.11(I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results



# **SNAPSHOT**

ENGLISH II

Literacy Routines (use during Word Study, Reading, and Writing to improve communication)	
Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking	
<b>E2.1 Oral language.</b> The student develops oral language through listening, speaking, and discussion.	
Application	Instructional Focus
<i>E2.1 communicate ideas effectively through speaking and discussion</i>	E2.1(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes E2.1(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes E2.1(C) give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively E2.1(D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making

Word Study	
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking	
<b>E2.2 Vocabulary.</b> The student uses newly acquired vocabulary expressively.	
Application	Instructional Focus
<i>E2.2 use skills to support strategies for determining the meaning of unknown words while reading</i>	E2.2(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary E2.2(B) analyze context to distinguish among denotative, connotative, and figurative meanings of words E2.2(C) determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état



Core Reading									
Tools to Know ⓘ									
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking									
<b>E2.2 Vocabulary.</b> The student uses newly acquired vocabulary expressively.									
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts									
<b>E2.4 Comprehension.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.									
Reading Process: Thinking Within the Text						Comprehension: Thinking with the Text			
E2.4(A) establish purpose for reading assigned and self-selected texts	E2.2(B) analyze context to distinguish among denotative, connotative, and figurative meanings of words	E2.4(B) generate questions about text before, during, and after reading to deepen understanding and gain information	E2.4(C) make and correct or confirm predictions using text features, characteristics of genre, and structures	E2.4(D) create mental images to deepen understanding	E2.4(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down	E2.4(E) make connections to personal experiences, ideas in other texts, and society	E2.4(F) make inferences and use evidence to support understanding	E2.4(G) evaluate details read to determine key ideas	E2.4(H) synthesize information from multiple texts to create new understanding
Ways to Show: Thinking About the Meaning									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts									
<b>E2.6 Literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.									
<b>E2.7 Genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.									
<b>E2.8 Author's purpose.</b>									
Application	Instructional Focus	Fiction ⓘ	Poetry	Drama	Informational ⓘ	Argumentative	Multimodal/Digital		
<b>E2.6/E2.7/E2.8 comprehend the author's purpose and meaning in increasingly complex texts and in multiple genres; analyze the relationships among literary elements and structures and how they contribute to the overall meaning</b>	<b>Genre Characteristics</b>	E2.7(A) read and analyze world literature across literary periods	<i>stanza, poet, rhyme scheme, figurative language</i>	<i>character tags, scene, stage directions</i>	E2.7(D) analyze characteristics and structural elements of informational texts	E2.7(E) analyze characteristics and structural elements of argumentative texts	E2.7(F) analyze characteristics of multimodal and digital texts		
		E2.7(A) read and analyze world literature across literary periods	E2.7(A) read and analyze world literature across literary periods	E2.7(A) read and analyze world literature across literary periods					
	<b>Overall Meaning</b>	E2.8(A) analyze the author's purpose, audience, and message within a text	E2.8(A) analyze the author's purpose, audience, and message within a text	E2.8(A) analyze the author's purpose, audience, and message within a text	E2.8(A) analyze the author's purpose, audience, and message within a text	E2.8(A) analyze the author's purpose, audience, and message within a text	E2.8(A) analyze the author's purpose, audience, and message within a text		
		<i>infer theme</i>	<i>infer theme</i>	<i>infer theme</i>	E2.7(D) (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion	E2.7(E) (i) clear arguable claim, appeals, and convincing conclusion			
	<b>Analysis for Deeper Meaning</b>	E2.6(A) analyze how themes are developed through characterization and plot in a variety of literary texts	E2.6(A) analyze how themes are developed through characterization and plot in a variety of literary texts	E2.6(A) analyze how themes are developed through characterization and plot in a variety of literary texts	E2.7(D) (ii) the relationship between organizational design and thesis	E2.7(E) (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals	(refer to the genre)		
		E2.6(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events	E2.6(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events	E2.6(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events					
		E2.6(C) analyze isolated scenes and their contribution to the success of the plot as a whole	E2.6(C) analyze isolated scenes and their contribution to the success of the plot as a whole	E2.6(C) analyze isolated scenes and their contribution to the success of the plot as a whole					
		E2.6(D) analyze how historical and cultural settings influence characterization, plot, and theme across texts	E2.6(D) analyze how historical and cultural settings influence characterization, plot, and theme across texts	E2.6(D) analyze how historical and cultural settings influence characterization, plot, and theme across texts					
			E2.7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	E2.7(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire					

## Author's Craft: Thinking About the Writing

**E2.8 Author's purpose and craft.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

Application	Instructional Focus	Fiction	Poetry	Drama	Informational	Argumentative	Multimodal/Digital
<b>E2.8</b> <i>analyze the author's choices and how they influence meaning; apply author's craft purposefully in writing and speaking</i>	<b>Point of View</b>	<i>first person, third person, omniscient, limited, subjective, objective</i>	<i>first person, third person, omniscient, limited, subjective, objective</i>	<i>first person, third person, omniscient, limited, subjective, objective</i>	<i>first person, third person, omniscient, limited, subjective, objective</i>	<i>first person, third person, omniscient, limited, subjective, objective</i>	<i>first person, third person, omniscient, limited, subjective, objective</i>
	<b>Structure</b>	E2.8(B) analyze use of text structure to achieve the author's purpose	E2.8(B) analyze use of text structure to achieve the author's purpose	E2.8(B) analyze use of text structure to achieve the author's purpose	E2.8(B) analyze use of text structure to achieve the author's purpose	E2.8(B) analyze use of text structure to achieve the author's purpose	E2.8(B) analyze use of text structure to achieve the author's purpose
		E2.8(C) evaluate the author's use of print and graphic features to achieve specific purposes	E2.8(C) evaluate the author's use of print and graphic features to achieve specific purposes	E2.8(C) evaluate the author's use of print and graphic features to achieve specific purposes	E2.8(C) evaluate the author's use of print and graphic features to achieve specific purposes	E2.8(C) evaluate the author's use of print and graphic features to achieve specific purposes	E2.8(C) evaluate the author's use of print and graphic features to achieve specific purposes
	<b>Language</b>	E2.8(D) analyze how the author's use of language informs and shapes the perception of readers	E2.8(D) analyze how the author's use of language informs and shapes the perception of readers	E2.8(D) analyze how the author's use of language informs and shapes the perception of readers	E2.8(D) analyze how the author's use of language informs and shapes the perception of readers	E2.8(D) analyze how the author's use of language informs and shapes the perception of readers	E2.8(D) analyze how the author's use of language informs and shapes the perception of readers
		E2.8(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes	E2.8(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes	E2.8(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes	E2.8(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes	E2.8(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes	E2.8(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes
		E2.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	E2.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	E2.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	E2.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	E2.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	E2.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text
		E2.8(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies	E2.8(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies	E2.8(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies	E2.8(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies	E2.8(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies	E2.8(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies

## Independent Reading

**E2.3 Self-sustained reading.** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

E2.3(A) self-select text and read independently for a sustained period of time

## Responding to Text (applied to both Core Reading and Independent Reading)

**E2.5 Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

## Ways to Show (Response Skills)

E2.5(A) describe personal connections to a variety of sources, including self-selected texts	E2.5(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres	E2.5(C) use text evidence and original commentary to support an interpretive response	E2.5(D) paraphrase and summarize texts in ways that maintain meaning and logical order	E2.5(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	E2.5(F) respond using acquired content and academic vocabulary as appropriate	E2.5(G) discuss and write about the explicit or implicit meanings of text	E2.5(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	E2.5(I) reflect on and adjust responses when valid evidence warrants	E2.5(J) defend or challenge the authors' claims using relevant text evidence
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Writing	
Composition: listening, speaking, reading, writing, and thinking using multiple texts	
<b>E2.9 Writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	
<b>E2.10 Genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful.	
Application	Tools to Know (Writing Process) ⓘ
E2.10(A) compose <b>literary texts</b> such as fiction and poetry using genre characteristics and craft	E2.9(A) <b>plan a piece of writing</b> appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing
E2.10(B) compose <b>informational texts</b> such as explanatory essays, reports, and personal essays using genre characteristics and craft	E2.9(B) <b>develop drafts</b> into a focused, structured, and coherent piece of writing in timed and open-ended situations by: <ul style="list-style-type: none"> <li>(i) using an organizing structure appropriate to purpose, audience, topic, and context</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary</li> </ul>
E2.10(C) compose <b>argumentative texts</b> using genre characteristics and craft	E2.9(C) <b>revise drafts</b> to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses
E2.10(D) compose <b>correspondence</b> in a professional or friendly structure	E2.9(D) <b>edit drafts</b> using standard English conventions, including: <ul style="list-style-type: none"> <li>(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments</li> <li>(ii) consistent, appropriate use of verb tense and active and passive voice</li> <li>(iii) pronoun-antecedent agreement</li> <li>(iv) correct capitalization</li> <li>(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate</li> <li>(vi) correct spelling</li> </ul>
	E2.9(E) <b>publish written work</b> for appropriate audiences

Research (embedded skills throughout Reading and Writing)	
<b>E2.11 Inquiry and research:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	
Application	Instructional Focus
E2.11 <i>use research skills to plan and present in written, oral, or multimodal formats</i>	E2.11(A) develop questions for formal and informal inquiry E2.11(B) critique the research process at each step to implement changes as needs occur and are identified E2.11(C) develop and revise a plan E2.11(D) modify the major research question as necessary to refocus the research plan E2.11(E) locate relevant sources E2.11(F) synthesize information from a variety of sources E2.11(G) examine sources for: <ul style="list-style-type: none"> <li>(i) credibility and bias, including omission</li> <li>(ii) faulty reasoning such as incorrect premise, hasty generalizations, and either-or</li> </ul> E2.11(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism E2.11(I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results



# **SNAPSHOT**

ENGLISH III

Literacy Routines (use during Word Study, Reading, and Writing to improve communication)	
Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking	
<b>E3.1 Oral language.</b> The student develops oral language through listening, speaking, and discussion.	
Application	Instructional Focus
<i>E3.1 communicate ideas effectively through speaking and discussion</i>	E3.1(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax E3.1(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately E3.1(C) give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively E3.1(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria

Word Study	
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking	
<b>E3.2 Vocabulary.</b> The student uses newly acquired vocabulary expressively.	
Application	Instructional Focus
<i>E3.2 use skills to support strategies for determining the meaning of unknown words while reading</i>	E3.2(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary E3.2(B) analyze context to draw conclusions about nuanced meanings such as in imagery E3.2(C) determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi

## Core Reading

### Tools to Know ⓘ

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

**E3.2 Vocabulary.** The student uses newly acquired vocabulary expressively.

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts

**E3.4 Comprehension.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

### Reading Process: Thinking Within the Text

E3.4(A) establish purpose for reading assigned and self-selected texts	E3.2(B) analyze context to draw conclusions about nuanced meanings such as in imagery	E3.4(B) generate questions about text before, during, and after reading to deepen understanding and gain information	E3.4(C) make and correct or confirm predictions using text features, characteristics of genre, and structures	E3.4(D) create mental images to deepen understanding	E3.4(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down
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### Comprehension: Thinking with the Text

E3.4(E) make connections to personal experiences, ideas in other texts, and society	E3.4(F) make inferences and use evidence to support understanding	E3.4(G) evaluate details read to determine key ideas	E3.4(H) synthesize information from a variety of text types to create new understanding
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### Ways to Show: Thinking About the Meaning

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts

**E3.6 Literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

**E3.7 Genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

**E3.8 Author's purpose.**

Application	Instructional Focus	Fiction ⓘ	Poetry	Drama	Informational ⓘ	Argumentative	Multimodal/Digital
<i>E3.6/E3.7/E3.8 comprehend the author's purpose and meaning in increasingly complex texts and in multiple genres; analyze the relationships among literary elements and structures and how they contribute to the overall meaning</i>	<b>Genre Characteristics</b>	E3.7(A) read and analyze American literature across literary periods	<i>stanza, poet, rhyme scheme, figurative language</i>	<i>character tags, scene, stage directions</i>	E3.7(D) analyze characteristics and structural elements of informational texts	E3.7(E) analyze characteristics and structural elements of argumentative texts	E3.7(F) analyze the effectiveness of characteristics of multimodal and digital texts
		E3.7(A) read and analyze American literature across literary periods	E3.7(A) read and analyze American literature across literary periods	E3.7(A) read and analyze American literature across literary periods			
	<b>Overall Meaning</b>	E3.8(A) analyze the author's purpose, audience, and message within a text	E3.8(A) analyze the author's purpose, audience, and message within a text	E3.8(A) analyze the author's purpose, audience, and message within a text	E3.8(A) analyze the author's purpose, audience, and message within a text	E3.8(A) analyze the author's purpose, audience, and message within a text	E3.8(A) analyze the author's purpose, audience, and message within a text
		<i>infer theme</i>	<i>infer theme</i>	<i>infer theme</i>	E3.7(D) (i) clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion	E3.7(E) (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action E3.7(E) (iii) identifiable audience or reader	
	<b>Analysis for Deeper Meaning</b>	E3.6(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts	E3.6(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts	E3.6(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts	E3.7(D) (ii) the relationship between organizational design and author's purpose	E3.7(E) (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals	<i>(refer to the genre)</i>
		E3.6(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme	E3.6(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme	E3.6(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme			
		E3.6(C) evaluate how different literary elements shape the author's portrayal of the plot	E3.6(C) evaluate how different literary elements shape the author's portrayal of the plot	E3.6(C) evaluate how different literary elements shape the author's portrayal of the plot			
		E3.6(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme	E3.6(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme	E3.6(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme			
			E3.7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	E3.7(C) analyze how the relationships among dramatic elements advance the plot			

## Author's Craft: Thinking About the Writing

**E3.8 Author's purpose and craft.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

Application	Instructional Focus	Fiction	Poetry	Drama	Informational	Argumentative	Multimodal/Digital
<b>E3.8</b> <i>analyze and evaluate the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking</i>	<b>Point of View</b>	<i>first person, third person, omniscient, limited, subjective, objective</i>	<i>first person, third person, omniscient, limited, subjective, objective</i>	<i>first person, third person, omniscient, limited, subjective, objective</i>	<i>first person, third person, omniscient, limited, subjective, objective</i>	<i>first person, third person, omniscient, limited, subjective, objective</i>	<i>first person, third person, omniscient, limited, subjective, objective</i>
	<b>Structure</b>	E3.8(B) analyze use of text structure to achieve the author's purpose	E3.8(B) analyze use of text structure to achieve the author's purpose	E3.8(B) analyze use of text structure to achieve the author's purpose	E3.8(B) analyze use of text structure to achieve the author's purpose	E3.8(B) analyze use of text structure to achieve the author's purpose	E3.8(B) analyze use of text structure to achieve the author's purpose
		E3.8(C) evaluate the author's use of print and graphic features to achieve specific purposes	E3.8(C) evaluate the author's use of print and graphic features to achieve specific purposes	E3.8(C) evaluate the author's use of print and graphic features to achieve specific purposes	E3.8(C) evaluate the author's use of print and graphic features to achieve specific purposes	E3.8(C) evaluate the author's use of print and graphic features to achieve specific purposes	E3.8(C) evaluate the author's use of print and graphic features to achieve specific purposes
	<b>Language</b>	E3.8(D) analyze how the author's use of language informs and shapes the perception of readers	E3.8(D) analyze how the author's use of language informs and shapes the perception of readers	E3.8(D) analyze how the author's use of language informs and shapes the perception of readers	E3.8(D) analyze how the author's use of language informs and shapes the perception of readers	E3.8(D) analyze how the author's use of language informs and shapes the perception of readers	E3.8(D) analyze how the author's use of language informs and shapes the perception of readers
		E3.8(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes	E3.8(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes	E3.8(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes	E3.8(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes	E3.8(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes	E3.8(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes
		E3.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	E3.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	E3.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	E3.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	E3.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	E3.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text
		E3.8(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood	E3.8(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood	E3.8(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood	E3.8(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood	E3.8(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood	E3.8(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood

## Independent Reading

**E3.3 Self-sustained reading.** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

E3.3(A) self-select text and read independently for a sustained period of time

## Responding to Text (applied to both Core Reading and Independent Reading)

**E3.5 Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

## Ways to Show (Response Skills)

E3.5(A) describe personal connections to a variety of sources, including self-selected texts	E3.5(B) write responses that demonstrate analysis of texts, including comparing texts within and across genres	E3.5(C) use text evidence and original commentary to support an analytic response	E3.5(D) paraphrase and summarize texts in ways that maintain meaning and logical order	E3.5(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	E3.5(F) respond using acquired content and academic vocabulary as appropriate	E3.5(G) discuss and write about the explicit or implicit meanings of text	E3.5(H) respond orally or in writing with appropriate register and effective vocabulary, tone, and voice	E3.5(I) reflect on and adjust responses when valid evidence warrants	E3.5(J) defend or challenge the authors' claims using relevant text evidence
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## Writing

Composition: listening, speaking, reading, writing, and thinking using multiple texts

**E3.9 Writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

**E3.10 Genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Application	Tools to Know (Writing Process) ⓘ
E3.10(A) compose <b>literary texts</b> such as fiction and poetry using genre characteristics and craft	E3.9(A) <b>plan a piece of writing</b> appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing
E3.10(B) compose <b>informational texts</b> such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft	E3.9(B) <b>develop drafts</b> into a focused, structured, and coherent piece of writing in timed and open-ended situations by: <ul style="list-style-type: none"> <li>(i) using strategic organizational structures appropriate to purpose, audience, topic, and context</li> <li>(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary</li> </ul>
E3.10(C) compose <b>argumentative texts</b> using genre characteristics and craft	E3.9(C) <b>revise drafts</b> to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences
E3.10(D) compose <b>correspondence</b> in a professional or friendly structure	E3.9(D) <b>edit drafts</b> to demonstrate a command of standard English conventions using a style guide as appropriate
E3.10(E) compose <b>literary analysis</b> using genre characteristics and craft	E3.9(E) <b>publish written work</b> for appropriate audiences
E3.10(F) compose <b>rhetorical analysis</b> using genre characteristics and craft	

## Research (embedded skills throughout Reading and Writing)

**E3.11 Inquiry and research:** listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

Application	Instructional Focus
E3.11 <i>use research skills to plan and present in written, oral, or multimodal formats</i>	E3.11(A) develop questions for formal and informal inquiry E3.11(B) critique the research process at each step to implement changes as needs occur and are identified E3.11(C) develop and revise a plan E3.11(D) modify the major research question as necessary to refocus the research plan E3.11(E) locate relevant sources E3.11(F) synthesize information from a variety of sources E3.11(G) examine sources for: <ul style="list-style-type: none"> <li>(i) credibility, bias, and accuracy</li> <li>(ii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions</li> </ul> E3.11(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism E3.11(I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results





# **SNAPSHOT**

ENGLISH IV

Literacy Routines (use during Word Study, Reading, and Writing to improve communication)	
Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking	
<b>E4.1 Oral language.</b> The student develops oral language through listening, speaking, and discussion.	
Application	Instructional Focus
<i>E4.1 communicate ideas effectively through speaking and discussion</i>	<p>E4.1(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies</p> <p>E4.1(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately</p> <p>E4.1(C) formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively</p> <p>E4.1(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria</p>

Word Study	
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking	
<b>E4.2 Vocabulary.</b> The student uses newly acquired vocabulary expressively.	
Application	Instructional Focus
<i>E4.2 use skills to support strategies for determining the meaning of unknown words while reading</i>	<p>E4.2(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary</p> <p>E4.2(B) analyze context to draw conclusions about nuanced meanings such as in imagery</p> <p>E4.2(C) determine the meaning of foreign words or phrases used frequently in English such as ad nauseum, in loco parentis, laissez-faire, and caveat emptor</p>

Core Reading									
Tools to Know ⓘ									
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking									
<b>E4.2 Vocabulary.</b> The student uses newly acquired vocabulary expressively.									
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts									
<b>E4.4 Comprehension.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.									
Reading Process: Thinking Within the Text						Comprehension: Thinking with the Text			
E4.4(A) establish purpose for reading assigned and self-selected texts	E4.2(B) analyze context to draw conclusions about nuanced meanings such as in imagery	E4.4(B) generate questions about text before, during, and after reading to deepen understanding and gain information	E4.4(C) make and correct or confirm predictions using text features, characteristics of genre, and structures	E4.4(D) create mental images to deepen understanding	E4.4(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down	E4.4(E) make connections to personal experiences, ideas in other texts, and society	E4.4(F) make inferences and use evidence to support understanding	E4.4(G) evaluate details read to determine key ideas	E4.4(H) synthesize information from a variety of text types to create new understanding
Ways to Show: Thinking About the Meaning									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts									
<b>E4.6 Literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.									
<b>E4.7 Genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.									
<b>E4.8 Author's purpose.</b>									
Application	Instructional Focus	Fiction ⓘ	Poetry	Drama	Informational ⓘ	Argumentative	Multimodal/Digital		
<i>E4.6/E4.7/E4.8 comprehend the author's purpose and meaning in increasingly complex texts and in multiple genres; analyze the relationships among literary elements and structures and how they contribute to the overall meaning</i>	<b>Genre Characteristics</b>	E4.7(A) read and analyze British literature across literary periods	<i>stanza, poet, rhyme scheme, figurative language</i>	<i>character tags, scene, stage directions</i>	E4.7(D) critique and evaluate characteristics and structural elements of informational texts	E4.7(E) critique and evaluate characteristics and structural elements of argumentative texts	E4.7(F) critique and evaluate the effectiveness of characteristics of multimodal and digital texts		
		E4.7(A) read and analyze British literature across literary periods	E4.7(A) read and analyze British literature across literary periods	E4.7(A) read and analyze British literature across literary periods					
	<b>Overall Meaning</b>	E4.8(A) evaluate the author's purpose, audience, and message within a text	E4.8(A) evaluate the author's purpose, audience, and message within a text	E4.8(A) evaluate the author's purpose, audience, and message within a text	E4.8(A) evaluate the author's purpose, audience, and message within a text	E4.8(A) evaluate the author's purpose, audience, and message within a text	E4.8(A) evaluate the author's purpose, audience, and message within a text		
		<i>infer theme</i>	<i>infer theme</i>	<i>infer theme</i>	E4.7(D) (i) clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion	E4.7(E) (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action			
	<b>Analysis for Deeper Meaning</b>	E4.6(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts	E4.6(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts	E4.6(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts	E4.7(D) (ii) the relationship between organizational design and author's purpose	E4.7(E) (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals	(refer to the genre)		
		E4.6(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme	E4.6(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme	E4.6(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme					
		E4.6(C) critique and evaluate how complex plot structures such as subplots contribute to and advance the action	E4.6(C) critique and evaluate how complex plot structures such as subplots contribute to and advance the action	E4.6(C) critique and evaluate how complex plot structures such as subplots contribute to and advance the action					
		E4.6(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme	E4.6(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme	E4.6(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme					
			E4.7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures	E4.7(C) analyze and evaluate how the relationships among the dramatic elements advance the plot					

## Author's Craft: Thinking About the Writing

**E4.8 Author's purpose and craft.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

Application	Instructional Focus	Fiction	Poetry	Drama	Informational	Argumentative	Multimodal/Digital
<b>E4.8 analyze and evaluate the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking</b>	<b>Point of View</b>	<i>first person, third person, omniscient, limited, subjective, objective</i>	<i>first person, third person, omniscient, limited, subjective, objective</i>	<i>first person, third person, omniscient, limited, subjective, objective</i>	<i>first person, third person, omniscient, limited, subjective, objective</i>	<i>first person, third person, omniscient, limited, subjective, objective</i>	<i>first person, third person, omniscient, limited, subjective, objective</i>
	<b>Structure</b>	E4.8(B) analyze use of text structure to achieve the author's purpose	E4.8(B) analyze use of text structure to achieve the author's purpose	E4.8(B) analyze use of text structure to achieve the author's purpose	E4.8(B) analyze use of text structure to achieve the author's purpose	E4.8(B) analyze use of text structure to achieve the author's purpose	E4.8(B) analyze use of text structure to achieve the author's purpose
		E4.8(C) evaluate the author's use of print and graphic features to achieve specific purposes	E4.8(C) evaluate the author's use of print and graphic features to achieve specific purposes	E4.8(C) evaluate the author's use of print and graphic features to achieve specific purposes	E4.8(C) evaluate the author's use of print and graphic features to achieve specific purposes	E4.8(C) evaluate the author's use of print and graphic features to achieve specific purposes	E4.8(C) evaluate the author's use of print and graphic features to achieve specific purposes
	<b>Language</b>	E4.8(D) critique and evaluate how the author's use of language informs and shapes the perception of readers	E4.8(D) critique and evaluate how the author's use of language informs and shapes the perception of readers	E4.8(D) critique and evaluate how the author's use of language informs and shapes the perception of readers	E4.8(D) critique and evaluate how the author's use of language informs and shapes the perception of readers	E4.8(D) critique and evaluate how the author's use of language informs and shapes the perception of readers	E4.8(D) critique and evaluate how the author's use of language informs and shapes the perception of readers
		E4.8(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes	E4.8(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes	E4.8(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes	E4.8(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes	E4.8(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes	E4.8(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes
		E4.8(F) evaluate how the author's diction and syntax contribute to the effectiveness of a text	E4.8(F) evaluate how the author's diction and syntax contribute to the effectiveness of a text	E4.8(F) evaluate how the author's diction and syntax contribute to the effectiveness of a text	E4.8(F) evaluate how the author's diction and syntax contribute to the effectiveness of a text	E4.8(F) evaluate how the author's diction and syntax contribute to the effectiveness of a text	E4.8(F) evaluate how the author's diction and syntax contribute to the effectiveness of a text
		E4.8(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood	E4.8(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood	E4.8(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood	E4.8(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood	E4.8(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood	E4.8(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood

## Independent Reading

**E4.3 Self-sustained reading.** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

E4.3(A) self-select text and read independently for a sustained period of time

## Responding to Text (applied to both Core Reading and Independent Reading)

**E4.5 Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

### Ways to Show (Response Skills)

E4.5(A) describe personal connections to a variety of sources, including self-selected texts	E4.5(B) write responses that demonstrate analysis of texts, including comparing texts within and across genres	E4.5(C) use text evidence and original commentary to support an evaluative response	E4.5(D) paraphrase and summarize texts in ways that maintain meaning and logical order	E4.5(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	E4.5(F) respond using acquired content and academic vocabulary as appropriate	E4.5(G) discuss and write about the explicit or implicit meanings of text	E4.5(H) respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice	E4.5(I) reflect on and adjust responses when valid evidence warrants	E4.5(J) defend or challenge the authors' claims using relevant text evidence
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## Writing

Composition: listening, speaking, reading, writing, and thinking using multiple texts

**E4.9 Writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

**E4.10 Genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Application	Tools to Know (Writing Process) ⓘ
E4.10(A) compose <b>literary texts</b> such as fiction and poetry using genre characteristics and craft	E4.9(A) <b>plan a piece of writing</b> appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing
E4.10(B) compose <b>informational texts</b> such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft	E4.9(B) <b>develop drafts</b> into a focused, structured, and coherent piece of writing in timed and open-ended situations by: <ul style="list-style-type: none"> <li>(i) using strategic organizational structures appropriate to purpose, audience, topic, and context</li> <li>(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary</li> </ul>
E4.10(C) compose <b>argumentative texts</b> using genre characteristics and craft	E4.9(C) <b>revise drafts</b> to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences
E4.10(D) compose <b>correspondence</b> in a professional or friendly structure	E4.9(D) <b>edit drafts</b> to demonstrate a command of standard English conventions using a style guide as appropriate
E4.10(E) compose <b>literary analysis</b> using genre characteristics and craft	E4.9(E) <b>publish written work</b> for appropriate audiences
E4.10(F) compose <b>rhetorical analysis</b> using genre characteristics and craft	

## Research (embedded skills throughout Reading and Writing)

**E4.11 Inquiry and research:** listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

Application	Instructional Focus
E4.11 <i>use research skills to plan and present in written, oral, or multimodal formats</i>	E4.11(A) develop questions for formal and informal inquiry E4.11(B) critique the research process at each step to implement changes as needs occur and are identified E4.11(C) develop and revise a plan E4.11(D) modify the major research question as necessary to refocus the research plan E4.11(E) locate relevant sources E4.11(F) synthesize information from a variety of sources E4.11(G) examine sources for: <ul style="list-style-type: none"> <li>(i) credibility, bias, and accuracy</li> <li>(ii) faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur</li> </ul> E4.11(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism E4.11(I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results