ATTACHMENT 3:
2016 Proposed ELAR TEKS Alignment Analysis

Texas College & Career Readiness Standard [CCRS] (Adopted 2008)	Current Texas Essential Knowledge and Skills [TEKS] – English I-IV Alignment (Adopted 2008)	Final Recommendations Texas Essential Knowledge and Skills [TEKS] – English IV (Proposed 2016)	Alignment Rating for the Proposed (2016) TEKS and the Texas CCRS with Comments
The Texas College and Career Readiness Standards (CCRS) are a required part of K-12 instruction in Texas. The English language arts (ELA) standards in this column outline the specific content knowledge and academic skills necessary for college readiness.	As stipulated in the Texas Education Code, school districts are required to provide instruction in essential knowledge and skills. The English language arts TEKS listed within this column represent the essential knowledge and skills for the current English I-IV TEKS, which were adopted in 2008. This column illustrates the alignment between the current English I-IV TEKS and the Texas CCRS. The fully documented gap analysis for the CCRS standards alignment and ratings may be accessed here.	The English language arts standards listed within this column are the final recommendations for the proposed revisions to the TEKS for English I-IV. This column illustrates the alignment between the proposed revisions and the CCRS. The column to the right reflects the vertical team's assessment of the strength of the alignment between the proposed standards and the Texas CCRS.	**SAW Rating Scale:** S= Strong Alignment A= Adequate Alignment W= Weak Alignment N= Not Aligned *For example:* *S=9, W=1: Nine vertical team members found strong alignment and one found weak alignment*
I. Writing			
A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.			
1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea	(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (H) respond orally, or in writing with appropriate register, vocabulary, and voice;	S= 0 **A= 9** W= 0 N= 0
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (B) analyze and apply the characteristics and structural elements of literary texts such as: (i) theme, characters, and plot;	S= 0 A= 0 **W= 9** N= 2
	15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: (A) write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas;	(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (B) analyze and apply the characteristics and structural elements of literary texts such as: (ii) poetic forms, stanzas, line breaks, sound devices, and meter; and	S= 0 A= 0 **W= 9** N= 2

(v) relevant and substantial evidence and well-chosen details; and (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources. (16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes: (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs; (B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context); (C) information on the complete range of relevant perspectives;	(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (B) analyze and apply the characteristics and structural elements of literary texts such as: (iii) monologue, aside, soliloquy;	S= 0 A= 0 **W= 9** N= 2 *Alignment ratings were Strong and Adequate for English III & IV; Not Aligned for English I & II.*
	(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (C) analyze and apply characteristics and structural elements of informational texts such as: (i) clear thesis, relevant supporting evidence, pertinent examples, insightful commentary, and effective closing;	S= 1 **A= 5** **W= 5** N= 0
	5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (C) analyze and apply characteristics and structural elements of informational texts such as: (ii) text features; and	S= 0 A= 0 **W= 11** N= 0
	5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (C) analyze and apply characteristics and structural elements of informational texts such as: (iii) organizational patterns;	S= 0 **A= 6** W= 4 N= 1
	(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (A) identify and analyze the audience, purpose, and message within a text;	S= 4 **A= 7** W= 0 N= 0

		(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (B) evaluate the use of text structures to achieve specific purposes;	S= 1 **A= 8** W= 2 N= 0
		(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (C) justify the author's use of print and graphic features to achieve specific purposes;	S= 2 **A= 8** W= 1 N= 0
		(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (D) evaluate the use of both literal and figurative language to inform and shape the perception of readers;	S= 1 **A= 6** W= 4 N= 0
		(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (E) analyze and evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text;	S= 2 **A= 5** W= 4 N= 0
		(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (F) analyze and evaluate the use of literary devices including paradox, satire, and allegory to achieve specific purposes; and	S= 0 **A= 9** W= 2 N= 0
		(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence	S= 3 **A= 7**

		and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (G) identify and analyze use of rhetorical devices including analogy, antithesis, and syllogism.	W= 1 N= 0
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	S= 0 **A= 8** W= 3 N= 0
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (B) develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations;	S= 1 **A= 7** W= 0 N= 3
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (C) revise drafts independently and collaboratively to ensure clarity, development, organization, style, diction, and sentence fluency;	S= 0 A= 4 **W= 7** N= 0
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (E) publish written work for appropriate audiences;	S= 0 **A= 6** W= 3 N= 2

		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (F) use the elements of craft to advance the writer's purpose when composing by: (i) developing an engaging idea reflecting depth of thought with specific details and relevance;	S= 1 **A= 9** W= 1 N= 0
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (F) use the elements of craft to advance the writer's purpose when composing by: (ii) organizing with purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing;	S= 0 **A= 8** W= 3 N= 0
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (F) use the elements of craft to advance the writer's purpose when composing by: (iii) using intentional diction, precise nouns, and strong actions verbs;	S= 0 **A= 5** W= 4 N= 2
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (F) use the elements of craft to advance the writer's purpose when composing by: (iv) sentence-combining techniques to create a variety of sentence structures and lengths; and	S= 0 A= 3 **W= 7** N= 1
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (F) use the elements of craft to advance the writer's purpose when composing by: (v) developing voice.	S= 0 **A= 8** W= 2 N= 1

		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (G) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	S= 0 **A= 7** W= 4 N= 0
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (H) compose informational texts such as resumes and personal and informative essays using genre characteristics and craft;	S= 0 **A= 9** W= 2 N= 0
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (I) compose argumentative texts using genre characteristics and craft; and	S= 0 **A= 10** W= 1 N= 0
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (J) compose correspondence in a professional or friendly structure; and	S= 1 **A= 9** W= 1 N= 0
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (K) compose literary analysis using genre characteristics and craft.	S= 0 **A= 9** W= 2 N= 0

2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	S= 3 **A= 7** W= 1 N= 0
	(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic;	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (B) develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations;	S= 0 A= 2 **W= 7** N= 2
	(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: (B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences;	(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (A) develop student-selected questions for formal and informal inquiry;	S= 1 **A= 7** W= 3 N= 0
		(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (B) develop a plan;	S= 2 **A= 5** W= 4 N= 0

		(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (C) locate relevant sources;	**S= 5** A= 4 W= 2 N= 0
3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.	(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; (B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	S= 1 **A= 5** **W= 5** N= 0
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (B) develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations;	S= 3 **A= 5** W= 3 N= 0
	(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: (A) write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs;	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (C) revise drafts independently and collaboratively to ensure clarity, development, organization, style, diction, and sentence fluency;	S= 0 **A= 6** W= 4 N= 1

(iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (v) relevant and substantial evidence and well-chosen details; and (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources.	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (F) use the elements of craft to advance the writer's purpose when composing by: (i) developing an engaging idea reflecting depth of thought with specific details and relevance;	**S= 5** **A= 5** W= 1 N= 0
(English III & IV) (16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes: (C) an organizing structure appropriate to the purpose, audience, and context; (English I & II)	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (F) use the elements of craft to advance the writer's purpose when composing by: (ii) organizing with purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing;	S= 1 **A= 7** W= 3 N= 0
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (D) an organizing structure appropriate to the purpose, audience, and context; (21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (C) locate relevant sources;	S= 1 **A= 5** **W= 5** N= 0
	(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (D) examine sources for: (i) credibility;	S= 2 **A= 5** W= 3 N= 0
(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;	(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (D) examine sources for: (ii) bias; and	S= 1 A= 3 **W= 6** N= 1
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: (B) differentiate between theories and the evidence that supports them and determine whether the	(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (D) examine sources for: (iii) faulty reasoning including straw man, false dilemma,	S= 1 A= 2 **W= 8** N= 0

	evidence found is weak or strong and how that evidence helps create a cogent argument;	faulty analogies, non-sequitur;	
	(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:	(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (E) synthesize information;	S= 3 **A= 4** **W= 4** N= 0
	provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (F) demonstrate understanding using appropriate mode of delivery:	S= 0 A= 1 **W= 8** N= 2
4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases; (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. (22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: (A) modify the major research question as necessary to refocus the research plan; (C) critique the research process at each step to implement changes as the need occurs and is identified.	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (I) monitor comprehension and make adjustments when understanding breaks down.	S= 0 A= 2 **W= 7** N= 0
		(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (H) respond orally, or in writing with appropriate register, vocabulary, and voice;	S= 0 **A= 9** W= 0 N= 0
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	S= 0 A= 1 **W= 6** N= 5
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (B) develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed	S= 4 **A= 5** W= 2 N= 0

	and open-ended situations;	
	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (C) revise drafts independently and collaboratively to ensure clarity, development, organization, style, diction, and sentence fluency;	**S= 8** A= 3 W= 0 N= 0
	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (F) use the elements of craft to advance the writer's purpose when composing by: (i) developing an engaging idea reflecting depth of thought with specific details and relevance;	S= 1 A= 1 **W= 8** N= 1
	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (F) use the elements of craft to advance the writer's purpose when composing by: (ii) organizing with purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing;	S= 0 A= 4 **W= 7** N= 0
	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (F) use the elements of craft to advance the writer's purpose when composing by: (iii) using intentional diction, precise nouns, and strong actions verbs;	S= 0 A= 4 **W= 7** N= 0
	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use	S= 1 **A= 6** W= 3

		appropriate conventions. The student is expected to: (F) use the elements of craft to advance the writer's purpose when composing by: (iv) sentence-combining techniques to create a variety of sentence structures and lengths; and	N= 1
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (F) use the elements of craft to advance the writer's purpose when composing by: (v) developing voice.	S= 0 **A= 5** **W= 5** N= 1
5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (D) edit drafts for grammar, mechanics, and spelling; (17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and (B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). (18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization. (19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (H) respond orally, or in writing with appropriate register, vocabulary, and voice;	S= 0 **A= 9** W= 0 N= 0
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (C) revise drafts independently and collaboratively to ensure clarity, development, organization, style, diction, and sentence fluency;	S= 1 **A= 6** W= 3 N= 0
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions including: (i) effectively avoiding problematic splices, run-ons, and fragments;	**S= 10** A= 1 W= 0 N- 0
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions including: (ii) commas to set off absolute, gerund, infinitive and participle phrases;	**S= 9** A= 1 W= 1 N= 0

	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions including: 　(iii) semi-colons to indicate a relationship between closely related independent clauses and to separate units of a series when appropriate;	**S= 9** A= 1 W= 1 N= 0
	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions including: 　(iv) parallel structure;	**S= 8** A= 2 W= 1 N= 0
	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions including: 　(v) dashes, colons, parentheses, brackets, and ellipses;	**S= 8** A= 3 W= 0 N= 0
	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions including: 　(vi) consistent and logical use of verb tense;	**S= 8** A= 2 W= 1 N= 0
	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions including: 　(vii) appropriate use of active and passive voice;	**S= 9** A= 1 W= 1 N= 0
	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use	**S= 9** A= 2 W= 0 N= 0

		appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions including: (viii) subject-verb agreement;	
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions including: (ix) pronoun-agreement;	**S= 9** A= 2 W= 0 N= 0
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions including: (x) correct capitalization; and	**S= 9** A= 2 W= 0 N= 0
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions including: (xi) correct spelling;	**S= 8** A= 3 W= 0 N= 0
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (F) use the elements of craft to advance the writer's purpose when composing by: (i) developing an engaging idea reflecting depth of thought with specific details and relevance;	S= 0 A= 0 **W= 6** N= 5
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (F) use the elements of craft to advance the writer's purpose when composing by: (ii) organizing with purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing;	S= 0 A= 0 **W= 6** N= 5

		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (F) use the elements of craft to advance the writer's purpose when composing by: (iii) using intentional diction, precise nouns, and strong actions verbs;	S= 1 **A= 7** W= 3 N= 0
		(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (F) use the elements of craft to advance the writer's purpose when composing by: (iv) sentence-combining techniques to create a variety of sentence structures and lengths; and	S= 1 **A= 6** W= 3 N= 1
II. Reading			
A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.			
1. Use effective reading strategies to determine a written work's purpose and intended audience.	(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose. (10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: (A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; (12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (A) establish purpose for reading assigned and self-selected texts;	S= 0 A= 0 **W= 5** N= 4
		(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (B) make and confirm predictions using text features, elements, and structures;	S= 0 **A= 7** W= 2 N= 0
		(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (C) generate questions about text before, during, and after reading to deepen understanding and gain information;	S= 2 **A= 5** W= 2 N= 0
		(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:	S= 0 **A= 9** W= 0 N= 0

to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose; and (D) evaluate changes in formality and tone across various media for different audiences and purposes.	(D) create mental images to deepen understanding;	
	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (E) make connections to personal experiences, to ideas in other texts, and to the larger community;	S= 0 **A= 9** W= 0 N= 0
	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (F) make inferences and use evidence to support understanding;	S= 0 **A= 7** W= 2 N= 0
	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (I) monitor comprehension and make adjustments when understanding breaks down.	S= 0 A= 0 **W= 5** N= 4
	(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (F) reflect on and write about the implicit and explicit meanings of text;	S= 0 **A= 4** W= 5 N= 0
	(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (C) analyze and apply characteristics and structural elements of informational texts such as: (iii) organizational patterns;	S= 0 **A= 6** W= 4 N= 1
	(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (A) identify and analyze the audience, purpose, and message within a text;	**S= 7** A= 4 W= 0 N= 0

		(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (B) evaluate the use of text structures to achieve specific purposes;	S= 1 **A= 8** W= 2 N= 0
		(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (C) justify the author's use of print and graphic features to achieve specific purposes;	S= 0 **A= 7** W= 4 N= 0
		(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (D) evaluate the use of both literal and figurative language to inform and shape the perception of readers;	S= 0 A= 2 **W= 8** N= 1
		(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (F) analyze and evaluate the use of literary devices including paradox, satire, and allegory to achieve specific purposes; and	S= 0 **A= 7** W= 3 N= 1
2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: (B) evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (B) make and confirm predictions using text features, elements, and structures;	S= 0 A= 1 **W= 7** N= 1

	graphic representations. (12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; (B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;	(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (C) analyze and apply characteristics and structural elements of informational texts such as: (ii) text features; and	**S= 11** A= 0 W= 0 N= 0
		(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (C) justify the author's use of print and graphic features to achieve specific purposes;	**S= 4** **A= 4** W= 3 N= 0
3. Identify explicit and implicit textual information including main ideas and author's purpose.	(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose. (9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (G) evaluate information read to determine what is most important;	S= 0 **A= 7** W= 2 N= 0
		(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (F) make inferences and use evidence to support understanding;	**S= 5** A= 4 W= 0 N= 0
		(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (F) reflect on and write about the implicit and explicit meanings of text;	S= 4 **A= 5** W= 0 N= 0
		(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (G) compare sources within and across multiple genres and write a response with accurate and relevant text evidence and commentary;	S= 0 A= 0 W= 1 **N= 8**

		(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (J) defend, challenge, or qualify author's claims using relevant text evidence;	S= 0 A= 0 **W= 6** N= 3
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (C) analyze and apply characteristics and structural elements of informational texts such as: (i) clear thesis, relevant supporting evidence, pertinent examples, insightful commentary, and effective closing;	S= 2 **A= 7** W= 2 N= 0
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (F) analyze how the historical period, cultural contexts, and current events influence texts.	S= 0 A= 1 **W= 9** N= 1
		(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (A) identify and analyze the audience, purpose, and message within a text;	S= 5 **A= 6** W= 0 N= 0
4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose. (9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (C) generate questions about text before, during, and after reading to deepen understanding and gain information;	S= 0 A= 2 **W= 6** N= 1
		(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (F) make inferences and use evidence to support understanding;	S= 0 **A= 6** W= 3 N= 0

inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion; (C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; (10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: (A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and (B) draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language. Fig. 19B Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); (B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (G) evaluate information read to determine what is most important;	S= 0 A= 0 **W= 9** N= 0
	(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (C) paraphrase and summarize texts in ways that maintain meaning and logical order;	S= 0 A= 2 **W= 4** N= 3
	(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (F) reflect on and write about the implicit and explicit meanings of text;	S= 0 A= 3 **W= 6** N= 0
	(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (G) compare sources within and across multiple genres and write a response with accurate and relevant text evidence and commentary;	S= 0 A= 0 W= 1 **N= 8**
	(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (I) reflect on and adjust responses when valid evidence warrants; and	S= 0 A= 0 W= 2 **N= 7**
	(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (F) analyze how the historical period, cultural contexts, and current events influence texts.	S= 0 A= 2 **W= 7** N= 2

		(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (A) identify and analyze the audience, purpose, and message within a text;	S= 0 A= 4 **W= 7** N= 0
		(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (D) examine sources for: (i) credibility;	**S= 3** **A= 3** **W= 3** N= 1
		(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (D) examine sources for: (ii) bias; and	S= 1 **A= 7** W= 3 N= 0
		(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (D) examine sources for: (iii) faulty reasoning including straw man, false dilemma, faulty analogies, non-sequitur;	S= 1 **A= 5** **W= 5** N= 0
5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: (A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and (B) draw conclusions about the credibility of persuasive text by examining its implicit and stated	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (F) make inferences and use evidence to support understanding;	S= 0 A= 0 **W= 9** N= 0
		(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (B) use text evidence to support an appropriate response;	S= 0 A= 0 **W= 9** N= 0

	assumptions about an issue as conveyed by the specific use of language. (12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; (B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media; (C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose;	(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (F) make inferences and use evidence to support understanding;	S= 0 A= 0 **W= 9** N= 0
		(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (J) defend, challenge, or qualify author's claims using relevant text evidence;	**S= 5** A= 4 W= 0 N= 0
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (C) analyze and apply characteristics and structural elements of informational texts such as: (i) clear thesis, relevant supporting evidence, pertinent examples, insightful commentary, and effective closing;	S= 1 **A= 6** W= 4 N= 0
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (C) analyze and apply characteristics and structural elements of informational texts such as: (iii) organizational patterns;	S= 0 A= 2 **W= 9** N= 0
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (D) analyze and apply characteristics and structural elements of argumentative texts such as: (ii) counter arguments, concessions, call to action, and opposing viewpoints;	S= 1 **A= 6** W= 4 N= 0

(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and	S= 0 **A= 9** W= 2 N= 0	
(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (B) evaluate the use of text structures to achieve specific purposes;	S= 0 **A= 6** W= 4 N= 1	
(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to (C) justify the author's use of print and graphic features to achieve specific purposes;	S= 1 **A= 6** W= 3 N= 1	
(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to (G) identify and analyze use of rhetorical devices including analogy, antithesis, and syllogism	S= 1 A= 4 **W= 5** N= 1	
(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (D) examine sources for: (i) credibility;	**S= 5** **A= 5** W= 0 N= 0	
(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	S= 3 A= 3 **W= 5** N= 0	

		(D) examine sources for: (ii) bias; and	
6. Analyze imagery in literary texts.	Fig. 19B - Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images);	(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (B) analyze and apply the characteristics and structural elements of literary texts such as: (i) theme, characters, and plot;	S= 0 A= 0 W= 5 **N= 6**
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and	S= 0 A= 0 W= 5 **N= 6**
		(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (D) evaluate the use of both literal and figurative language to inform and shape the perception of readers;	S= 3 **A= 8** W= 0 N= 0
7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.	(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and	S= 1 **A= 7** W= 3 N= 0

		(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (B) evaluate the use of text structures to achieve specific purposes;	S= 1 A= 2 **W= 5** N= 3
		(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (C) justify the author's use of print and graphic features to achieve specific purposes;	S= 0 A= 1 **W= 5** **N= 5**
		(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (D) evaluate the use of both literal and figurative language to inform and shape the perception of readers;	**S= 11** A= 0 W= 0 N= 0
		(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (E) analyze and evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text;	S= 3 **A= 5** W= 3 N= 0
		(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (F) analyze and evaluate the use of literary devices including paradox, satire, and allegory to achieve specific purposes; and	S= 3 **A= 6** W= 2 N= 0

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8. Compare and analyze how generic features are used across texts.	(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions;	(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (G) compare sources within and across multiple genres and write a response with accurate and relevant text evidence and commentary;	**S= 5** A= 4 W= 0 N= 0
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (A) recognize how forms and structures are the same and different within and across genres;	**S= 8** A= 3 W= 0 N= 0
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (B) analyze and apply the characteristics and structural elements of literary texts such as: (i) theme, characters, and plot;	S= 2 A= 4 **W= 5** N= 0
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (B) analyze and apply the characteristics and structural elements of literary texts such as: (ii) poetic forms, stanzas, line breaks, and sound devices; and	S= 2 **A= 5** W= 4 N= 0
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (B) analyze and apply the characteristics and structural elements of literary texts such as: (iii) monologue, aside, soliloquy;	S= 0 **A= 8** W= 3 N= 0
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and	S= 2 A= 1 **W= 6**

across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (C) analyze and apply characteristics and structural elements of informational texts such as: (i) clear thesis, relevant supporting evidence, pertinent examples, insightful commentary, and effective closing;	N= 2
(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (C) analyze and apply characteristics and structural elements of informational texts such as: (ii) text features; and	S= 0 **A= 7** W= 4 N= 0
(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (C) analyze and apply characteristics and structural elements of informational texts such as: (iii) organizational patterns;	S= 0 **A= 8** W= 2 N= 1
(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (D) analyze and apply characteristics and structural elements of argumentative texts such as: (i) clear arguable thesis, appeals, and convincing closing; and	S= 0 **A= 6** W= 3 N= 2
(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (D) analyze and apply characteristics and structural elements of argumentative texts such as: (ii) counter arguments, concessions, call to action, and opposing viewpoints;	S= 0 **A= 5** **W= 5** N= 1

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		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and	S= 0 **A= 11** W= 0 N= 0
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (F) analyze how the historical period, cultural contexts, and current events influence texts.	S= 0 A= 1 **W= 7** N= 3
9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose. (10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: (A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text;	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (F) make inferences and use evidence to support understanding;	S= 0 A= 0 **W= 9** N= 0
		(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (F) reflect on and write about the implicit and explicit meanings of text;	S= 0 A= 0 **W= 9** N= 0
		(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (J) defend, challenge, or qualify author's claims using relevant text evidence;	S= 0 **A= 5** W= 3 N= 1
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (C) analyze and apply characteristics and structural elements of informational texts such as: (i) clear thesis, relevant supporting evidence, pertinent examples, insightful commentary, and effective closing;	S= 0 **A= 7** W= 4 N= 0

		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (C) analyze and apply characteristics and structural elements of informational texts such as: (ii) text features; and	S= 0 A= 2 **W= 9** N= 0
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (C) analyze and apply characteristics and structural elements of informational texts such as: (iii) organizational patterns;	S= 0 A= 1 **W= 9** N= 1
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (D) analyze and apply characteristics and structural elements of argumentative texts such as: (i) clear arguable thesis, appeals, and convincing closing; and	S= 4 **A= 7** W= 0 N= 0
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (D) analyze and apply characteristics and structural elements of argumentative texts such as: (ii) counter arguments, concessions, call to action, and opposing viewpoints;	S= 1 A= 4 **W= 6** N= 0
		(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (A) identify and analyze the audience, purpose, and message within a text;	**S= 10** A= 1 W= 0 N= 0
		(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to	S= 0 A= 3

		analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (G) identify and analyze use of rhetorical devices including analogy, antithesis, and syllogism.	**W= 6** N= 2
		(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (D) examine sources for: (i) credibility;	S= 1 A= 4 **W= 5** N= 0
		(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (D) examine sources for: (ii) bias; and	S= 1 A= 6 **W= 4** N= 0
		(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (D) examine sources for: (iii) faulty reasoning including straw man, false dilemma, faulty analogies, non-sequitur;	S= 1 **A= 5** W= 3 N= 2
10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction. (7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in	(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (B) analyze and apply the characteristics and structural elements of literary texts such as: (i) theme, characters, and plot;	S= 0 A= 0 W= 5 **N= 6**
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (B) analyze and apply the characteristics and structural elements of literary texts such as: (ii) poetic forms, stanzas, line breaks, and sound devices; and	S= 0 **A= 6** W= 5 N= 0

metaphors, passages, and literary works. Fig. 19B - Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images);	(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and	S= 0 **A= 6** W= 5 N= 0
	(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (F) analyze how the historical period, cultural contexts, and current events influence texts.	S= 0 A= 0 **W= 8** N= 3
	(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (B) evaluate the use of text structures to achieve specific purposes;	S= 1 A= 2 **W= 4** **N= 4**
	(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (D) evaluate the use of both literal and figurative language to inform and shape the perception of readers;	S= 2 **A= 8** W= 1 N= 0
	(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (E) analyze and evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text;	**S= 8** A= 3 W= 0 N= 0
	(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their	S= 1 **A= 7** W= 3 N= 0

		own products and performances. The student is expected to: (F) analyze and evaluate the use of literary devices including paradox, satire, and allegory to achieve specific purposes; and	
11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (A) compare and contrast works of literature that express a universal theme; (B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions;	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (E) make connections to personal experiences, to ideas in other texts, and to the larger community;	S= 0 A= 1 **W= 8** N= 0
		(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (F) make inferences and use evidence to support understanding;	S= 0 A= 0 **W= 8** N= 1
	(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (B) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints; (D) synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (F) reflect on and write about the implicit and explicit meanings of text;	S= 0 A= 0 **W= 9** N= 0
		(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (G) compare sources within and across multiple genres and write a response with accurate and relevant text evidence and commentary;	S= 3 **A= 6** W= 0 N= 0
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (A) recognize how forms and structures are the same and different within and across genres;	S= 3 **A= 6** W= 2 N= 0
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (B) analyze and apply the characteristics and structural elements of literary texts such as:	S= 0 A= 2 **W= 8** N= 1

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(i) theme, characters, and plot;	
(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (C) analyze and apply characteristics and structural elements of informational texts such as: (i) clear thesis, relevant supporting evidence, pertinent examples, insightful commentary, and effective closing;	S= 0 **A= 9** W= 2 N= 0
(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (C) analyze and apply characteristics and structural elements of informational texts such as: (ii) text features; and	S= 0 A= 3 **W= 8** N= 0
(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (C) analyze and apply characteristics and structural elements of informational texts such as: (iii) organizational patterns;	S= 0 A= 3 **W= 7** N= 1
(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (D) analyze and apply characteristics and structural elements of argumentative texts such as: (i) clear arguable thesis, appeals, and convincing closing; and	S= 1 **A= 5** **W= 5** N= 0
(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (D) analyze and apply characteristics and structural elements of argumentative texts such as: (ii) counter arguments, concessions, call to action, and	S= 0 A= 3 **W= 6** N= 2

		opposing viewpoints;	
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and	S= 0 **A= 10** W= 1 N= 0

B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.

1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes; (B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings; (C) use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation);	(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to: (B) develop vocabulary by: (i) using print or digital resources to define, clarify, and validate understanding in context;	S= 0 **A= 5** W= 4 N= 0
		(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to: (B) develop vocabulary by: (ii) using context, morphology, etymology, and cognates to determine denotation and connotation of unfamiliar words and phrases; and	**S= 8** A= 1 W= 0 N= 0
		(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to: (B) develop vocabulary by:	**S= 5** A= 1 W= 3 N= 0

		(iii) increasing vocabulary and learning new words and concepts, including academic and other content vocabulary; and	
		(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (E) respond using acquired content and academic vocabulary as appropriate;	S= 0 **A= 6** W= 3 N= 0
2. Apply knowledge of roots and affixes to infer the meanings of new words.	(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to: (B) develop vocabulary by: (i) using print or digital resources to define, clarify, and validate understanding in context;	S= 0 A= 2 **W= 6** N= 1
		(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to: (B) develop vocabulary by: (ii) using context, morphology, etymology, and cognates to determine denotation and connotation of unfamiliar words and phrases; and	**S= 9** A= 0 W= 0 N= 0
		(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to: (B) develop vocabulary by: (iii) increasing vocabulary and learning new words and concepts, including academic and other content	S= 0 A= 0 **W= 8** N= 1

		vocabulary; and	
3. Use reference guides to confirm the meanings of new words or concepts.	(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (E) use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.	(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to: (B) develop vocabulary by: (i) using print or digital resources to define, clarify, and validate understanding in context;	**S= 9** A= 0 W= 0 N= 0
		(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to: (B) develop vocabulary by: (iii) increasing vocabulary and learning new words and concepts, including academic and other content vocabulary; and	S= 0 A= 0 **W= 5** N= 4
C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.			
1. Read a wide variety of texts from American, European, and world literatures.	(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions; and	(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (B) analyze and apply the characteristics and structural elements of literary texts such as: (iii) monologue, aside, soliloquy;	S= 0 A= 0 **W= 9** N= 0

	(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods. (4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to evaluate how the structure and elements of drama change in the works of British dramatists across literary periods. (5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (D) demonstrate familiarity with works of fiction by British authors from each major literary period.	(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (C) analyze and apply characteristics and structural elements of informational texts such as: (ii) text features; and	S= 0 A= 0 W= 4 **N= 7**
2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions; and	(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (A) recognize how forms and structures are the same and different within and across genres;	S= 1 **A= 8** W= 2 N= 0
	(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction; (B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;	(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (B) analyze and apply the characteristics and structural elements of literary texts such as: (i) theme, characters, and plot;	S= 1 **A= 10** W= 0 N= 0
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:	S= 0 A= 0 **W= 10** N= 1

	(C) compare and contrast the effects of different forms of narration across various genres of fiction;	(B) analyze and apply the characteristics and structural elements of literary texts such as: (ii) poetic forms, stanzas, line breaks, sound devices, and meter; and	
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (B) analyze and apply the characteristics and structural elements of literary texts such as: (iii) monologue, aside, soliloquy;	S= 0 A= 0 **W= 9** N= 2
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and	S= 0 A= 4 **W= 7** N= 0
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (F) analyze how the historical period, cultural contexts, and current events influence texts.	S= 0 **A= 7** W= 3 N= 1
		(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (F) analyze and evaluate the use of literary devices including paradox, satire, and allegory to achieve specific purposes; and	S= 2 A= 2 **W= 5** N= 2
3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which	(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their	(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:	**S= 8** A= 3 W= 0 N= 0

they were written.	understanding. Students are expected to: (C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.	(F) analyze how the historical period, cultural contexts, and current events influence texts.	
4. Analyze and compare the use of language in literary works from a variety of world cultures.	Alignment in English I and II to TEKS 2c. No alignment with English III or IV.	(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (B) analyze and apply the characteristics and structural elements of literary texts such as: (i) theme, characters, and plot;	S= 0 A= 1 **W= 6** N= 4
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (B) analyze and apply the characteristics and structural elements of literary texts such as: (ii) poetic forms, stanzas, line breaks, sound devices, and meter; and	S= 0 A= 1 **W= 10** N= 0
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and	S= 0 A= 1 **W= 10** N= 0
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (F) analyze how the historical period, cultural contexts, and current events influence texts.	S= 0 **A= 7** W= 4 N= 0
D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.			
1. Describe insights gained about oneself, others, or the world from reading specific texts.	(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (E) make connections to personal experiences, to ideas in other texts, and to the larger community;	S= 0 **A= 7** W= 2 N= 0

	(C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.		
	(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (F) make inferences and use evidence to support understanding;	S= 0 A= 1 **W= 8** N= 0
	Fig. 19b - Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images).	(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (A) describe the personal and emotional connections to a variety of sources including self-selected texts;	S= 0 **A= 7** W= 2 N= 0
		(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (E) respond using acquired content and academic vocabulary as appropriate;	S= 0 A= 2 **W= 6** N= 1
		(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (F) analyze how the historical period, cultural contexts, and current events influence texts.	S= 0 A= 3 **W= 8** N= 0
	(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions; and	None.	

III. Speaking

A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).

1. Understand how style and content of spoken language varies in different contexts and	(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are	(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and	S= 0 A= 0 **W= 9**

influences the listener's understanding.	expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to: (C) develop oral language with a specific point of view.	N= 0
		(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (H) respond orally, or in writing, with appropriate register, vocabulary, and voice;	S= 2 **A= 6** W= 1 N= 0
		(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (I) reflect on and adjust responses when valid evidence warrants; and	S= 0 A= 0 **W= 8** N= 1
		(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (A) listen actively, respond appropriately, and adjust communication to audiences and purposes;	S= 0 **A= 9** W= 1 N= 0
2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (H) respond orally, or in writing, with appropriate register, vocabulary, and voice;	S= 2 **A= 7** W= 0 N= 0
		(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (I) reflect on and adjust responses when valid evidence warrants; and	S= 0 A= 4 **W= 5** N= 0
		(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (A) listen actively, respond appropriately, and adjust communication to audiences and purposes;	**S= 6** A= 4 W= 0 N= 0
B. Develop effective speaking styles for both group and one-on-one situations.			
1. Participate actively and effectively in one-on-	None.	(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of	**S= 6** A= 3

one oral communication situations.		digital and social environments. The student is expected to: (A) listen actively, respond appropriately, and adjust communication to audiences and purposes;	W= 1 N= 0
		(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (C) engage in meaningful discourse by contributing relevant information and providing and receiving constructive feedback; and	S= 4 **A= 5** W= 1 N= 0
2. Participate actively and effectively in group discussions.	(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards 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.	(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (A) listen actively, respond appropriately, and adjust communication to audiences and purposes;	**S= 6** A= 3 W= 1 N= 0
		(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (B) analyze a task to develop a plan that sets ground rules for decision-making and participate productively with others toward common goals;	S= 0 **A= 8** W= 2 N= 0
		(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (C) engage in meaningful discourse by contributing relevant information and providing and receiving constructive feedback; and	**S= 6** A= 4 W= 0 N= 0
		(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (D) analyze and evaluate collaborative interactions.	S= 0 A= 4 **W= 6** N= 0
3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (A) listen actively, respond appropriately, and adjust communication to audiences and purposes;	S= 0 A= 0 **W= 7** N= 3
		(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (B) analyze a task to develop a plan that sets ground rules for decision-making and participate productively with others toward common goals;	S= 1 A= 0 **W= 9** N= 0

		(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (C) engage in meaningful discourse by contributing relevant information and providing and receiving constructive feedback; and	S= 0 A= 0 **W= 10** N= 0
IV. Listening			
A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).			
1. Analyze and evaluate the effectiveness of a public presentation.	(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to: (B) assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.	(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (A) listen actively, respond appropriately, and adjust communication to audiences and purposes;	S= 0 A= 0 **W= 7** N= 3
2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions;	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (F) make inferences and use evidence to support understanding;	S= 2 **A= 4** W= 3 N= 0
		(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (A) listen actively, respond appropriately, and adjust communication to audiences and purposes;	S= 0 A= 0 **W= 9** N= 1
3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select	(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards 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.	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (D) create mental images to deepen understanding;	S= 0 A= 1 **W= 5** N= 3
		(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (I) monitor comprehension and make adjustments when understanding breaks down.	S= 2 **A= 6** W= 1 N= 0

and organize key information).		(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (A) listen actively, respond appropriately, and adjust communication to audiences and purposes;	S= 1 **A= 9** W= 0 N= 0
B. Listen effectively in informal and formal situations.			
1. Listen critically and respond appropriately to presentations.	(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions;	(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (H) respond orally, or in writing with appropriate register, vocabulary, and voice;	S= 1 **A= 7** W= 1 N= 0
		(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (I) reflect on and adjust responses when valid evidence warrants; and	S= 0 **A= 8** W= 1 N= 0
		(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (J) defend, challenge, or qualify authors' claims using relevant text evidence.	S= 4 **A= 5** W= 0 N= 0
		(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (A) listen actively, respond appropriately, and adjust communication to audiences and purposes;	**S= 8** A= 2 W= 0 N= 0
		(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (C) engage in meaningful discourse by contributing relevant information and providing and receiving constructive feedback; and	**S= 8** A= 2 W= 0 N= 0
2. Listen actively and effectively in one-on-one communication situations.	None.	(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (A) listen actively, respond appropriately, and adjust communication to audiences and purposes;	S= 3 **A= 7** W= 0 N= 0

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		(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (C) engage in meaningful discourse by contributing relevant information and providing and receiving constructive feedback; and	S= 3 **A= 7** W= 0 N= 0
3. Listen actively and effectively in group discussions.	(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards 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.	(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (A) listen actively, respond appropriately, and adjust communication to audiences and purposes;	**S= 6** A= 3 W= 1 N= 0
		(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (C) engage in meaningful discourse by contributing relevant information and providing and receiving constructive feedback; and	S= 4 **A= 6** W= 0 N= 0
		(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (D) analyze and evaluate collaborative interactions.	S= 0 A= 1 **W= 5** N= 4
V. Research			
A. Formulate topic and questions.			
1. Formulate research questions.	(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic;	(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (A) develop student-selected questions for formal and informal inquiry;	**S= 9** A= 2 W= 0 N= 0
2. Explore a research topic.	(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: (B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	S= 1 **A= 8** W= 1 N= 1

		(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (A) develop student-selected questions for formal and informal inquiry;	S= 3 **A= 7** W= 1 N= 0
		(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (B) develop a plan;	S= 1 A= 4 **W= 6** N= 0
		(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (C) locate relevant sources;	S= 1 **A= 6** W= 4 N= 0
3. Refine research topic and devise a timeline for completing work.	(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: (B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (B) develop a plan;	S= 4 **A= 7** W= 0 N= 0
B. Select information from a variety of sources.			
1. Gather relevant sources.	(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: (A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;	(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (C) locate relevant sources;	**S= 9** A= 2 W= 0 N= 0
2. Evaluate the validity and reliability of sources.	(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: (A) follow the research plan to gather evidence from experts on the topic and texts written for informed	(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (D) examine sources for: (i) credibility;	**S= 3** **A= 3** **W= 3** N= 1

	audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source; (22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: (B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument;	(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (D) examine sources for: 　(ii) bias; and	S= 3 **A= 5** W= 1 N= 2
		(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (D) examine sources for: 　(iii) faulty reasoning including straw man, false dilemma, faulty analogies, non-sequitur;	S= 3 **A= 4** W= 3 N= 2
3. Synthesize and organize information effectively.	(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: (B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (B) develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations;	S= 2 **A= 8** W= 0 N= 1
	(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: (B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument;	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (F) use the elements of craft to advance the writer's purpose when composing by: 　(ii) organizing with purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing;	**S= 5** **A= 5** W= 1 N= 0
		(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (E) synthesize information;	**S= 11** A= 0 W= 0 N= 0

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C. Produce and design a document.

1. Design and present an effective product.	(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that: (A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information; (B) uses a variety of formats and rhetorical strategies to argue for the thesis; (C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments; (D) uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and (E) is of sufficient length and complexity to address the topic.	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (E) publish written work for appropriate audiences;	**S= 6** A= 5 W= 0 N= 0
		(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (F) demonstrate understanding using appropriate mode of delivery:	S= 1 **A= 9** W= 1 N= 0
2. Use source material ethically.	(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources. (23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that: (D) uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials;	(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (F) demonstrate understanding using appropriate mode of delivery: (i) display academic citations; and	S= 4 **A= 5** W= 2 N= 0
		(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (F) demonstrate understanding using appropriate mode of delivery: (ii) use source materials ethically; and	**S= 11** A= 0 W= 0 N= 0

None.	None.	1(A) self-select text and read independently for a sustained period of time;	
None.	None.	3(D) interact in meaningful ways such as note taking, annotating, freewriting, or illustrating;	