

Texas Tutorials are designed specifically for the Texas Essential Knowledge and Skills (TEKS) to prepare students for the State of Texas Assessment of Academic Readiness (STAAR)® end-of-course assessments.

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English Tutorials offer targeted instruction, practice and review designed to build students' communication and reading comprehension skills. They automatically identify and address learning gaps down to elementary-level content, using adaptive remediation to bring students to grade-level no matter where they start. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. Reading comprehension modules strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing modules combine free response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, persuasive, and explanatory styles. To develop skills specific to public discourse, speaking and listening modules guide students as they evaluate clips and readings from speeches and discussions. In language modules, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

In each module, the Learn It and Try It make complex ideas accessible through focused content, guided analysis, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students concentrate on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

Unit 1: Elements of Literature 1

- **THEME**

- E2.4.F: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make inferences and use evidence to support understanding;
- E2.6.A: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;

- **CHARACTERIZATION**

- E2.6.B: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;
- **EXPLORING SETTING**
 - E2.6.B: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;
 - E2.6.D: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze how historical and cultural settings influence characterization, plot, and theme across texts.
- **PLOT**
 - E2.6.C: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze isolated scenes and their contribution to the success of the plot as a whole; and

Unit 2: Poetry

- **RHYTHM AND METER**
 - E2.7.B: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;
- **RHYME AND SOUND DEVICES**
 - E2.7.B: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;
 - E2.8.E: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;

Unit 3: Reading Strategies 1**• MAKING INFERENCES**

- E2.4.F: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make inferences and use evidence to support understanding;

• MAKING PREDICTIONS

- E2.4.C: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make and correct or confirm predictions using text features, characteristics of genre, and structures;
- E2.4.F: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make inferences and use evidence to support understanding;

• INDEPENDENT READING

- E2.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
- E2.4.A: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. establish purpose for reading assigned and self-selected texts;
- E2.4.B: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. generate questions about text before, during, and after reading to deepen understanding and gain information;
- E2.4.E: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make connections to personal experiences, ideas in other texts, and society;
- E2.5.A: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. describe personal connections to a variety of sources, including self-selected texts;
- E2.4.D: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. create mental images to deepen understanding;
- E2.4.I: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. monitor comprehension and make adjustments such as re-reading,

using background knowledge, asking questions, and annotating when understanding breaks down.

Unit 4: Reading Strategies 2

• IMPLIED MAIN IDEA

- E2.4.G: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. evaluate details read to determine key ideas;
- E2.5.G: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. discuss and write about the explicit or implicit meanings of text;
- E2.7.D.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational texts such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and
- E2.4.F: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make inferences and use evidence to support understanding;

• DETERMINING AUTHOR'S PURPOSE

- E2.8.A: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the author's purpose, audience, and message within a text;
- E2.8.G: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.
- E2.4.G: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. evaluate details read to determine key ideas;
- E2.7.D.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational texts such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and

- E2.4.F: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make inferences and use evidence to support understanding;
- **PARAPHRASE AND SUMMARY**
- E2.5.D: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. paraphrase and summarize texts in ways that maintain meaning and logical order;
- **DRAMATIC CONVENTIONS**
- E2.6.B: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;
- E2.7.C: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;
- E2.8.E: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;
- E2.6.A: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;

Unit 5: Author's Voice

- **WORD CHOICE**
- E2.2.B: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. analyze context to distinguish among denotative, connotative, and figurative meanings of words; and
- E2.8.D: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and

performances. analyze how the author's use of language informs and shapes the perception of readers;

- E2.8.F: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
- E2.8.E: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;

- **FIGURATIVE LANGUAGE**

- E2.2.B: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. analyze context to distinguish among denotative, connotative, and figurative meanings of words; and
- E2.8.E: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;

- **TONE AND MOOD**

- E2.8.F: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and

Unit 6: Author's Method

- **ANALYZING AUTHOR'S STYLE**

- E2.8.D: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze how the author's use of language informs and shapes the perception of readers;

- E2.8.E: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;
 - E2.8.F: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
 - E2.8.G: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.
- **SENTENCE STYLE**
 - E2.8.F: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
 - **IRONY AND SARCASM**
 - E2.7.C: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;
 - E2.8.E: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;

Unit 7: Strategy

- **EVALUATING EVIDENCE**

- E2.4.F: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make inferences and use evidence to support understanding;
 - E2.4.G: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. evaluate details read to determine key ideas;
 - E2.7.E.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of argumentative texts such as: clear arguable claim, appeals, and convincing conclusion;
 - E2.7.E.ii: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of argumentative texts such as: various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
 - E2.7.D.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational texts such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and
 - E2.8.A: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the author's purpose, audience, and message within a text;
 - E2.11.G.i: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. examine sources for: credibility and bias, including omission; and
- **ANALYZING AUDIENCE APPEALS**
 - E2.7.E.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of argumentative texts such as: clear arguable claim, appeals, and convincing conclusion;
 - E2.8.A: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and

applies author's craft purposefully in order to develop his or her own products and performances. analyze the author's purpose, audience, and message within a text;

- E2.8.G: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.

- **AUTHOR'S PERSPECTIVE AND CLAIMS**

- E2.5.J: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. defend or challenge the authors' claims using relevant text evidence.
- E2.11.G.i: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. examine sources for: credibility and bias, including omission; and
- E2.8.A: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the author's purpose, audience, and message within a text;

Unit 8: Logical Fallacies and Rhetorical Devices

- **LOGICAL FALLACIES**

- E2.8.G: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.
- E2.11.G.ii: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. examine sources for: faulty reasoning such as incorrect premise, hasty generalizations, and either-or;

- **INTEGRATING RHETORIC**

- E2.8.G: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and

performances. analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.

- E2.9.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;

Unit 9: Visual Aids and Graphical Features

• PRINT AND NONPRINT TEXTS

- E2.8.C: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. evaluate the author's use of print and graphic features to achieve specific purposes;

• VISUAL AIDS

- E2.8.C: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. evaluate the author's use of print and graphic features to achieve specific purposes;

Unit 10: Text Organization

• CHRONOLOGY AND SEQUENCE

- E2.8.B: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze use of text structure to achieve the author's purpose;

• COMPARE AND CONTRAST

- E2.4.E: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make connections to personal experiences, ideas in other texts, and society;
- E2.5.A: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. describe personal connections to a variety of sources, including self-selected texts;
- E2.5.B: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or

viewed. write responses that demonstrate understanding of texts, including comparing texts within and across genres;

- E2.8.B: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze use of text structure to achieve the author's purpose;

Unit 11: Understanding Texts

• ANALYZING INTERPRETATIONS OF NONFICTION

- E2.5.B: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. write responses that demonstrate understanding of texts, including comparing texts within and across genres;
- E2.5.C: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. use text evidence and original commentary to support an interpretive response;
- E2.5.F: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. respond using acquired content and academic vocabulary as appropriate;

• GENRE AND THEME

- E2.5.B: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. write responses that demonstrate understanding of texts, including comparing texts within and across genres;
- E2.5.C: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. use text evidence and original commentary to support an interpretive response;
- E2.5.F: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. respond using acquired content and academic vocabulary as appropriate;
- E2.6.A: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;
- E2.4.E: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make connections to personal experiences, ideas in other texts, and society;

- **THEMES ACROSS CULTURES**

- E2.5.B: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. write responses that demonstrate understanding of texts, including comparing texts within and across genres;
- E2.6.A: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;
- E2.6.D: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze how historical and cultural settings influence characterization, plot, and theme across texts.

- **WORLD LITERATURE**

- E2.6.A: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;
- E2.7.A: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. read and analyze world literature across literary periods;
- E2.6.D: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze how historical and cultural settings influence characterization, plot, and theme across texts.

Unit 12: Phrases and Clauses

- **CLAUSES**

- E2.9.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;

- **RESTRICTIVE, NONRESTRICTIVE, AND ELLIPTICAL CLAUSES**

- E2.9.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. revise drafts to improve clarity,

development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;

- **GERUND AND PARTICIPLE PHRASES**

- E2.9.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;

- **PREPOSITIONAL AND INFINITIVE PHRASES**

- E2.9.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;

Unit 13: Sentence Structure 1

- **FRAGMENTS AND RUN-ONS**

- E2.9.D.i: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. edit drafts using standard English conventions, including: a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;
- E2.9.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
- E2.9.D.v: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. edit drafts using standard English conventions, including: punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and

- **SENTENCE STRUCTURE**

- E2.9.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
- E2.9.D.i: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts

that are legible and use appropriate conventions. edit drafts using standard English conventions, including: a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;

Unit 14: Sentence Structure 2

• **PARALLELISM AND VERB TENSE**

- E2.9.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
- E2.9.D.ii: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. edit drafts using standard English conventions, including: consistent, appropriate use of verb tense and active and passive voice;

• **ACTIVE AND PASSIVE VOICE**

- E2.9.D.ii: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. edit drafts using standard English conventions, including: consistent, appropriate use of verb tense and active and passive voice;

Unit 15: Parts of Speech

• **PRONOUN-ANTECEDENT AGREEMENT**

- E2.9.D.iii: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. edit drafts using standard English conventions, including: pronoun-antecedent agreement;

• **NOUNS AND CAPITALIZATION**

- E2.9.D.iv: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. edit drafts using standard English conventions, including: correct capitalization;

Unit 16: Punctuation

• **COMMAS WITH PHRASES AND CLAUSES**

- E2.9.D.v: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. edit drafts using standard English conventions, including: punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and

- E2.9.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;

- **DASHES AND HYPHENS**

- E2.9.D.v: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. edit drafts using standard English conventions, including: punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and

- **COLONS AND SEMICOLONS**

- E2.9.D.v: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. edit drafts using standard English conventions, including: punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and

- **PARENTHESES, QUOTATION MARKS, AND ELLIPSES**

- E2.9.D.v: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. edit drafts using standard English conventions, including: punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and

Unit 17: Contextual Clues

- **FOREIGN WORDS AND PHRASES**

- E2.2.C: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, dj vu, avant-garde, and coup d'tat.

- **CONNOTATION AND DENOTATION**

- E2.2.B: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. analyze context to distinguish among denotative, connotative, and figurative meanings of words; and

Unit 18: Usage

- **PRINT AND DIGITAL RESOURCES**

- E2.2.A: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.

use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;

- **SPELLING RULES**

- E2.9.D.vi: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. edit drafts using standard English conventions, including: correct spelling; and

Unit 19: Building an Essay

- **FORMATTING ESSAYS**

- E2.7.E.iii: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of argumentative texts such as: identifiable audience or reader; and
- E2.7.D.ii: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational texts such as: the relationship between organizational design and thesis;
- E2.9.A: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. 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;
- E2.9.B.i: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: using an organizing structure appropriate to purpose, audience, topic, and context; and

- **PREWRITING STRATEGIES**

- E2.9.A: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. 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;
- E2.9.B.i: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. develop drafts into a focused, structured,

and coherent piece of writing in timed and open-ended situations by: using an organizing structure appropriate to purpose, audience, topic, and context; and

- E2.9.B.ii: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;
- E2.5.E: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

- **MULTIMODAL AND DIGITAL TEXTS**

- E2.7.F: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics of multimodal and digital texts.

- **INTEGRATING QUOTES AND COMMENTARY**

- E2.5.C: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. use text evidence and original commentary to support an interpretive response;
- E2.5.F: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. respond using acquired content and academic vocabulary as appropriate;

Unit 20: Styles of Writing

- **WRITING AND TECHNOLOGY**

- E2.11.I: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
- E2.5.I: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. reflect on and adjust responses when valid evidence warrants; and
- E2.7.E.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of argumentative texts such as: clear arguable claim, appeals, and convincing conclusion;

- E2.8.A: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the author's purpose, audience, and message within a text;
- **SHORT NARRATIVES**
- E2.10.A: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose literary texts such as fiction and poetry using genre characteristics and craft;
- E2.9.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;

Unit 21: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
- E2.7.D.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational texts such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and
- **EXPOSITORY PARAGRAPH DEVELOPMENT**
- E2.7.D.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational texts such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and
- E2.9.B.ii: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;
- **WRITING EXPOSITORY ESSAYS**
- E2.7.D.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational texts such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and

- E2.7.D.ii: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational texts such as: the relationship between organizational design and thesis;
- E2.9.B.ii: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;
- E2.10.B: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;
- E2.10.D: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose correspondence in a professional or friendly structure.
- E2.8.A: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the author's purpose, audience, and message within a text;
- **TECHNICAL DOCUMENTS**
 - E2.10.B: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;
 - E2.10.D: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose correspondence in a professional or friendly structure.

Unit 22: Argumentative Writing

- **ARGUMENTATIVE CLAIMS**
 - E2.7.E.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of argumentative texts such as: clear arguable claim, appeals, and convincing conclusion;
- **DEVELOPING ARGUMENTATIVE PARAGRAPHS**

- E2.7.E.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of argumentative texts such as: clear arguable claim, appeals, and convincing conclusion;
- E2.7.E.ii: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of argumentative texts such as: various types of evidence and treatment of counterarguments, including concessions and rebuttals; and

- **WRITING ARGUMENTATIVE ESSAYS**

- E2.7.E.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of argumentative texts such as: clear arguable claim, appeals, and convincing conclusion;
- E2.9.B.ii: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;
- E2.10.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose argumentative texts using genre characteristics and craft; and

- **TYPES OF EVIDENCE**

- E2.7.E.ii: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of argumentative texts such as: various types of evidence and treatment of counterarguments, including concessions and rebuttals; and

Unit 23: Revision Considerations

- **UNITY AND FOCUS**

- E2.7.D.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational texts such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and

- E2.9.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
- **WORDINESS AND REDUNDANCY**
- E2.9.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
- **FORMAL AND INFORMAL LANGUAGE**
- E2.5.F: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. respond using acquired content and academic vocabulary as appropriate;
- E2.5.H: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. respond orally or in writing with appropriate register, vocabulary, tone, and voice;
- E2.8.D: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze how the author's use of language informs and shapes the perception of readers;
- E2.8.F: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
- **REVISING AND EDITING SKILLS**
- E2.9.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
- E2.9.E: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts

that are legible and use appropriate conventions. publish written work for appropriate audiences.

- E2.9.D.vi: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. edit drafts using standard English conventions, including: correct spelling; and
- E2.11.I: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Unit 24: Research

• **REFINING A RESEARCH QUESTION**

- E2.11.A: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. develop questions for formal and informal inquiry;
- E2.11.B: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. critique the research process at each step to implement changes as needs occur and are identified;
- E2.11.C: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. develop and revise a plan;
- E2.11.D: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. modify the major research question as necessary to refocus the research plan;
- E2.11.E: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. locate relevant sources;

• **SYNTHESIZING IDEAS**

- E2.4.H: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. synthesize information from multiple texts to create new understanding; and
- E2.11.F: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. synthesize information from a variety of sources;

• **AVOIDING PLAGIARISM**

- E2.11.H: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and

Unit 25: Speaking and Listening

• ANALYZING AND DEVELOPING A SPEECH

- E2.1.B: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;
- E2.1.C: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and
- E2.5.H: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. respond orally or in writing with appropriate register, vocabulary, tone, and voice;

• DISCUSSION GUIDELINES

- E2.1.A: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;
- E2.1.D: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.