

1. **Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:**
 - A. engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax;
 - B. follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;
 - C. give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and
 - D. participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.
2. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:**
 - A. use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;
 - B. analyze context to draw conclusions about nuanced meanings such as in imagery; and
 - C. determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi.
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:**
 - A. self-select text and read independently for a sustained period of time.
4. **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. The student is expected to:**
 - A. establish purpose for reading assigned and self-selected texts;
 - B. generate questions about text before, during, and after reading to deepen understanding and gain information;
 - C. make and correct or confirm predictions using text features, characteristics of genre, and structures;
 - D. create mental images to deepen understanding;
 - E. make connections to personal experiences, ideas in other texts, and society;
 - F. make inferences and use evidence to support understanding;
 - G. evaluate details read to understand key ideas;
 - H. synthesize information from a variety of text types to create new understanding; and
 - I. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
5. **Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:**
 - A. describe personal connections to a variety of sources, including self-selected texts;
 - B. write responses that demonstrate analysis of texts, including comparing texts within and across genres;
 - C. use text evidence and original commentary to support an analytic response;
 - D. paraphrase and summarize texts in ways that maintain meaning and logical order;
 - E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 - F. respond using acquired content and academic vocabulary as appropriate;
 - G. discuss and write about the explicit and implicit meanings of text;
 - H. respond orally or in writing with appropriate register and effective vocabulary, tone, and voice;
 - I. reflect on and adjust responses when valid evidence warrants; and
 - J. defend or challenge the authors' claims using relevant text evidence.
6. **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. The student is expected to:**
 - A. analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;
 - B. analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;
 - C. evaluate how different literary elements shape the author's portrayal of the plot; and
 - D. analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.
7. **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. The student is expected to:**
 - A. read and analyze American literature across literary periods;
 - B. analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms;
 - C. analyze how the relationships among dramatic elements advance the plot;
 - D. analyze characteristics and structural elements of informational texts such as:
 - i. clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and
 - ii. the relationship between organizational design and author's purpose;
 - E. analyze characteristics and structural elements of argumentative texts such as:
 - i. clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;
 - ii. various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
 - iii. identifiable audience or reader; and
 - F. analyze the effectiveness of characteristics of multimodal and digital texts.
8. **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. The student is expected to:**
 - A. analyze the author's purpose, audience, and message within a text;
 - B. evaluate use of text structure to achieve the author's purpose;
 - C. evaluate the author's use of print and graphic features to achieve specific purposes;
 - D. evaluate how the author's use of language informs and shapes the perception of readers;
 - E. evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;
9. **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. 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;
 - B. develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
 - i. using strategic organizational structures appropriate to purpose, audience, topic, and context; and
 - ii. developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;
 - C. revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;
 - D. edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and
 - E. publish written work for appropriate audiences.
10. **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. The student is expected to:**
 - A. compose literary texts such as fiction and poetry using genre characteristics and craft;
 - B. compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft;
 - C. compose argumentative texts using genre characteristics and craft;
 - D. compose correspondence in a professional or friendly structure;
 - E. compose literary analysis using genre characteristics and craft; and
 - F. compose rhetorical analysis using genre characteristics and craft.
11. **Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:**
 - A. develop questions for formal and informal inquiry;
 - B. critique the research process at each step to implement changes as needs occur and are identified;
 - C. develop and revise a plan;
 - D. modify the major research question as necessary to refocus the research plan;
 - E. locate relevant sources;
 - F. synthesize information from a variety of sources;
 - G. examine sources for:
 - i. credibility, bias, and accuracy; and
 - ii. faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions;
 - H. display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and
 - I. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.