

# Grades 9, 10, 11, 12

Adopted 2023

## English Language Arts Overarching Expectations

- 1. Read and write for a variety of purposes, including academic and personal, for extended periods of time.** [ELA.OE.1](#)

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  - 2. Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.** [ELA.OE.2](#)

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  - 3. Make inferences to support comprehension.** [ELA.OE.3](#)

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  - 4. Collaborate with others and use active listening skills.** [ELA.OE.4](#)

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  - 5. Cite evidence to explain and justify reasoning.** [ELA.OE.5](#)

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  - 6. Create quality work by adhering to an accepted format.** [ELA.OE.6](#)
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Overarching Expectations

1. Read and write for a variety of purposes, including academic and personal, for extended periods of time. [ELA.E1.OE.1](#)
2. Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts. [ELA.E1.OE.2](#)
3. Make inferences to support comprehension. [ELA.E1.OE.3](#)
4. Collaborate with others and use active listening skills. [ELA.E1.OE.4](#)
5. Cite evidence to explain and justify reasoning. [ELA.E1.OE.5](#)
6. Create quality work by adhering to an accepted format. [ELA.E1.OE.6](#)

Foundations of Literacy

1. Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. [ELA.E1.AOR.1](#)
  1. Analyze how perspective, context, and/or key elements deepen meaning or enhance style. [ELA.E1.AOR.1.1](#)
  2. Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author's use of allusion. [ELA.E1.AOR.1.2](#)
2. Evaluate and critique the development of themes and central ideas within and across texts. [ELA.E1.AOR.2](#)
  1. Determine a universal theme(s) and explain how key details contribute to its development over the course of a literary text. [ELA.E1.AOR.2.1](#)
  2. Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text. [ELA.E1.AOR.2.2](#)
3. Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. [ELA.E1.AOR.3](#)
  1. Analyze how an author creates effects such as suspense or humor through differences in the perspectives of the characters and the reader (e.g., situational or dramatic irony). [ELA.E1.AOR.3.1](#)
4. Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts. [ELA.E1.AOR.4](#)
  1. Analyze an author's perspective or purpose in a text, and analyze how the author's rhetoric contributes to the effectiveness of the text. [ELA.E1.AOR.4.1](#)
5. Evaluate and critique how an author uses words, phrases, and text structures to craft text. [ELA.E1.AOR.5](#)
  1. Analyze how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery, tension, and/or suspense. [ELA.E1.AOR.5.1](#)
  2. Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational text. [ELA.E1.AOR.5.2](#)

3. Analyze an author's argument while evaluating the effectiveness of the types of reasoning and/or the rhetoric used in an informational text. [ELA.E1.AOR.5.3](#)
6. Summarize and paraphrase text to support comprehension and understanding. [ELA.E1.AOR.6](#)
  1. Summarize and/or paraphrase content from grade-level text to enhance comprehension. [ELA.E1.AOR.6.1](#)
7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. [ELA.E1.AOR.7](#)
  1. Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: [ELA.E1.AOR.7.1](#)
    - a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; [ELA.E1.AOR.7.1.A](#)
    - b. use background or prior knowledge to determine or clarify the meanings of words; and [ELA.E1.AOR.7.1.B](#)
    - c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words. [ELA.E1.AOR.7.1.C](#)
8. Analyze word relationships and nuances in word meanings within literary and informational texts. [ELA.E1.AOR.8](#)
  1. Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts: [ELA.E1.AOR.8.1](#)
    - a. interpret figures of speech (e.g., pun) in context and analyze how they function within a text; [ELA.E1.AOR.8.1.A](#)
    - b. analyze nuances in the meanings of words with similar denotation; and [ELA.E1.AOR.8.1.B](#)
    - c. analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper). [ELA.E1.AOR.8.1.C](#)
9. Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking. [ELA.E1.AOR.9](#)
  1. Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content. [ELA.E1.AOR.9.1](#)
10. Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience. [ELA.E1.AOR.10](#)
  1. Explain the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics. [ELA.E1.AOR.10.1](#)

Research

1. Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. [ELA.E1.R.1](#)
  1. Conduct short and more sustained research to answer a question(s) or solve a problem(s) by: [ELA.E1.R.1.1](#)
    - a. generating and answering a research question(s) about a topic; and [ELA.E1.R.1.1.A](#)
    - b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience. [ELA.E1.R.1.1.B](#)
  2. Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry. [ELA.E1.R.1.2](#)
  3. Analyze findings to determine relevance to the topic and purpose of inquiry. [ELA.E1.R.1.3](#)
  4. Logically organize findings as relevant to the purpose. [ELA.E1.R.1.4](#)
  5. Follow a standard academic style guide for citation to avoid plagiarism. [ELA.E1.R.1.5](#)

#### Written and Oral Communications

1. Write arguments to support claims with clear reasons and relevant evidence. [ELA.E1.C.1](#)
  1. Write arguments to support claims in an analysis of a topic or texts. When writing: [ELA.E1.C.1.1](#)
    - a. introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts; [ELA.E1.C.1.1.A](#)
    - b. acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence; [ELA.E1.C.1.1.B](#)
    - c. link the major sections of the text cohesively; [ELA.E1.C.1.1.C](#)
    - d. establish a tone and style appropriate to the purpose; and [ELA.E1.C.1.1.D](#)
    - e. provide a concluding statement or section that supports the argument presented. [ELA.E1.C.1.1.E](#)
  2. Write informative/expository texts to analyze and explain complex ideas and information. [ELA.E1.C.2](#)
    1. Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing: [ELA.E1.C.2.1](#)
      - a. introduce a topic and organize complex ideas and concepts to make important connections and distinctions; [ELA.E1.C.2.1.A](#)
      - b. develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience; [ELA.E1.C.2.1.B](#)

- c. use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts; [ELA.E1.C.2.1.C](#)
  - d. use precise language and vocabulary appropriate to the complexity of the topic; [ELA.E1.C.2.1.D](#)
  - e. use a tone and style appropriate to the task and audience; and [ELA.E1.C.2.1.E](#)
  - f. provide a concluding statement or section that supports the information presented. [ELA.E1.C.2.1.F](#)
3. Write narratives to develop real or imagined experiences using effective techniques. [ELA.E1.C.3](#)
- 1. Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing: [ELA.E1.C.3.1](#)
    - a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; [ELA.E1.C.3.1.A](#)
    - b. engage the reader by establishing a situation, setting up a problem, establishing a clear point of view, and introducing a narrator and/or characters; [ELA.E1.C.3.1.B](#)
    - c. develop a clear progression of experiences or events; [ELA.E1.C.3.1.C](#)
    - d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; [ELA.E1.C.3.1.D](#)
    - e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and [ELA.E1.C.3.1.E](#)
    - f. provide an ending that connects to the intended purpose of the writing. [ELA.E1.C.3.1.F](#)
4. Demonstrate command of standard English grammar and conventions when writing. [ELA.E1.C.4](#)
- 1. Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: [ELA.E1.C.4.1](#)
    - a. apply knowledge of rules for capitalization; [ELA.E1.C.4.1.A](#)
    - b. use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier; [ELA.E1.C.4.1.B](#)
    - c. select and use verbs with appropriate mood and tone; [ELA.E1.C.4.1.C](#)
    - d. use appropriate parallel structure in words, phrases, and clauses; [ELA.E1.C.4.1.D](#)
    - e. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and [ELA.E1.C.4.1.E](#)



- b. analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; and [ELA.E1.C.9.1.B](#)
- c. analyze the purpose of the information being presented, identifying the possible biases of the speaker. [ELA.E1.C.9.1.C](#)

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## English II

### Overarching Expectations

1. Read and write for a variety of purposes, including academic and personal, for extended periods of time. [ELA.E2.OE.1](#)
2. Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts. [ELA.E2.OE.2](#)
3. Make inferences to support comprehension. [ELA.E2.OE.3](#)
4. Collaborate with others and use active listening skills. [ELA.E2.OE.4](#)
5. Cite evidence to explain and justify reasoning. [ELA.E2.OE.5](#)
6. Create quality work by adhering to an accepted format. [ELA.E2.OE.6](#)

### Foundations of Literacy

1. Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. [ELA.E2.AOR.1](#)
  1. Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts. [ELA.E2.AOR.1.1](#)
  2. Analyze an author's use of figurative language in a text(s); explain an author's use of allegory. [ELA.E2.AOR.1.2](#)
2. Evaluate and critique the development of themes and central ideas within and across texts. [ELA.E2.AOR.2](#)
  1. Analyze the development of universal themes across literary texts from different time periods, places, and/or cultures. [ELA.E2.AOR.2.1](#)
  2. Analyze how the author of a historical speech or essay uses supporting details to develop the central idea over the course of a text. [ELA.E2.AOR.2.2](#)
3. Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. [ELA.E2.AOR.3](#)
  1. Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony). [ELA.E2.AOR.3.1](#)
4. Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts. [ELA.E2.AOR.4](#)
  1. Analyze an author's perspective or purpose, and evaluate the effectiveness of the author's rhetoric used to advance that perspective or purpose. [ELA.E2.AOR.4.1](#)
5. Evaluate and critique how an author uses words, phrases, and text structures to craft text. [ELA.E2.AOR.5](#)
  1. Analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise. [ELA.E2.AOR.5.1](#)
  2. Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make

the text more effective. [ELA.E2.AOR.5.2](#)

3. Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness of each author's reasoning, rhetoric, and/or validity of claims. [ELA.E2.AOR.5.3](#)
6. Summarize and paraphrase text to support comprehension and understanding. [ELA.E2.AOR.6](#)
  1. Summarize and/or paraphrase content from grade-level text to enhance comprehension. [ELA.E2.AOR.6.1](#)
7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. [ELA.E2.AOR.7](#)
  1. Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: [ELA.E2.AOR.7.1](#)
    - a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; [ELA.E2.AOR.7.1.A](#)
    - b. use background or prior knowledge to determine or clarify the meanings of words; and [ELA.E2.AOR.7.1.B](#)
    - c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words. [ELA.E2.AOR.7.1.C](#)
8. Analyze word relationships and nuances in word meanings within literary and informational texts. [ELA.E2.AOR.8](#)
  1. Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts: [ELA.E2.AOR.8.1](#)
    - a. interpret figures of speech (e.g., hyperbole) in context and analyze how they function within a text; [ELA.E2.AOR.8.1.A](#)
    - b. analyze nuances in the meanings of words with similar denotation; and [ELA.E2.AOR.8.1.B](#)
    - c. analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper). [ELA.E2.AOR.8.1.C](#)
9. Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking. [ELA.E2.AOR.9](#)
  1. Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content. [ELA.E2.AOR.9.1](#)
10. Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience. [ELA.E2.AOR.10](#)
  1. Analyze the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics. [ELA.E2.AOR.10.1](#)

## Research

1. Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. [ELA.E2.R.1](#)
  1. Conduct short and more sustained research to answer a question(s) or solve a problem(s) by: [ELA.E2.R.1.1](#)
    - a. answering a self-generated question(s) about a topic(s) while using a variety of sources; and [ELA.E2.R.1.1.A](#)
    - b. refining the scope of inquiry as relevant to the topic(s), purpose, and audience. [ELA.E2.R.1.1.B](#)
  2. Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry. [ELA.E2.R.1.2](#)
  3. Analyze findings to determine relevance to the topic(s) and purpose of inquiry. [ELA.E2.R.1.3](#)
  4. Logically organize findings as relevant to the purpose and audience. [ELA.E2.R.1.4](#)
  5. Follow a standard academic style guide for citation to avoid plagiarism. [ELA.E2.R.1.5](#)

## Written and Oral Communications

1. Write arguments to support claims with clear reasons and relevant evidence. [ELA.E2.C.1](#)
  1. Write arguments to support claims in an analysis of a topic or texts. When writing: [ELA.E2.C.1.1](#)
    - a. introduce a precise claim(s) and use valid reasoning supported by relevant and sufficient evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts; [ELA.E2.C.1.1.A](#)
    - b. acknowledge and refute counterclaims with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence; [ELA.E2.C.1.1.B](#)
    - c. link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence; [ELA.E2.C.1.1.C](#)
    - d. establish a tone and style appropriate to the purpose and audience; and [ELA.E2.C.1.1.D](#)
    - e. provide a concluding statement or section that supports the argument presented. [ELA.E2.C.1.1.E](#)
  2. Write informative/expository texts to analyze and explain complex ideas and information. [ELA.E2.C.2](#)
    1. Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing: [ELA.E2.C.2.1](#)
      - a. introduce a topic and organize complex ideas and concepts to make important connections and distinctions; [ELA.E2.C.2.1.A](#)

- b. develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience; [ELA.E2.C.2.1.B](#)
  - c. use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts; [ELA.E2.C.2.1.C](#)
  - d. use precise language and vocabulary appropriate to the complexity of the topic; [ELA.E2.C.2.1.D](#)
  - e. establish and maintain a style and objective tone appropriate to the task and purpose; and [ELA.E2.C.2.1.E](#)
  - f. provide a concluding statement or section that supports the information presented. [ELA.E2.C.2.1.F](#)
3. Write narratives to develop real or imagined experiences using effective techniques. [ELA.E2.C.3](#)
- 1. Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing: [ELA.E2.C.3.1](#)
  - a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; [ELA.E2.C.3.1.A](#)
  - b. engage the reader by establishing a situation and/or setting up a problem or observation; [ELA.E2.C.3.1.B](#)
  - c. develop a clear progression of experiences or events; [ELA.E2.C.3.1.C](#)
  - d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; [ELA.E2.C.3.1.D](#)
  - e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and [ELA.E2.C.3.1.E](#)
  - f. provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing. [ELA.E2.C.3.1.F](#)
4. Demonstrate command of standard English grammar and conventions when writing. [ELA.E2.C.4](#)
- 1. Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: [ELA.E2.C.4.1](#)
  - a. apply knowledge of rules for capitalization; [ELA.E2.C.4.1.A](#)
  - b. use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon or a conjunctive adverb to connect related independent clauses; use a dash to set off or expand upon information, or to emphasize information; [ELA.E2.C.4.1.B](#)
  - c. select and use verbs with appropriate mood and tone; [ELA.E2.C.4.1.C](#)
  - d. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel

- structure; and [ELA.E2.C.4.1.D](#)
- e. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication materials. [ELA.E2.C.4.1.E](#)
5. Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task. [ELA.E2.C.5](#)
    1. Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task. [ELA.E2.C.5.1](#)
  6. Write independently and legibly for a variety of tasks and purposes. [ELA.E2.C.6](#)
    1. This standard is not directly addressed after fifth grade. [ELA.E2.C.6.1](#)
  7. Organize and communicate ideas through a range of formats to engage a variety of audiences. [ELA.E2.C.7](#)
    1. Present information, findings, and supporting evidence clearly and concisely with a logical organization, coherent focus, and style that are appropriate for a variety of tasks, purposes, and audiences. When presenting: [ELA.E2.C.7.1](#)
      - a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing, intonation); [ELA.E2.C.7.1.A](#)
      - b. convey a clear perspective with clear reasoning and credible evidence; [ELA.E2.C.7.1.B](#)
      - c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and [ELA.E2.C.7.1.C](#)
      - d. select and use appropriate online platforms to export multimedia texts for publication and to enhance communication and add interest. [ELA.E2.C.7.1.D](#)
  8. Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives. [ELA.E2.C.8](#)
    1. Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: [ELA.E2.C.8.1](#)
      - a. ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and [ELA.E2.C.8.1.A](#)
      - b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence. [ELA.E2.C.8.1.B](#)
  9. Evaluate and critique ideas and concepts interactively through listening and speaking. [ELA.E2.C.9](#)
    1. Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: [ELA.E2.C.9.1](#)
      - a. analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses

appropriate media, and uses a style appropriate for the audience; [ELA.E2.C.9.1.A](#)

- b.** analyze the effectiveness and validity of the information and supporting evidence being presented; and [ELA.E2.C.9.1.B](#)
- c.** analyze the speaker's motives while identifying any logical fallacies and biases that may be present. [ELA.E2.C.9.1.C](#)

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## English III

### Overarching Expectations

1. Read and write for a variety of purposes, including academic and personal, for extended periods of time. [ELA.E3.OE.1](#)
2. Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts. [ELA.E3.OE.2](#)
3. Make inferences to support comprehension. [ELA.E3.OE.3](#)
4. Collaborate with others and use active listening skills. [ELA.E3.OE.4](#)
5. Cite evidence to explain and justify reasoning. [ELA.E3.OE.5](#)
6. Create quality work by adhering to an accepted format. [ELA.E3.OE.6](#)

### Foundations of Literacy

1. Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. [ELA.E3.AOR.1](#)
  1. Evaluate how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts. [ELA.E3.AOR.1.1](#)
  2. Evaluate an author's use of figurative language within and across texts. [ELA.E3.AOR.1.2](#)
2. Evaluate and critique the development of themes and central ideas within and across texts. [ELA.E3.AOR.2](#)
  1. Evaluate the development of universal themes across literary texts from different time periods, places, and/or cultures. [ELA.E3.AOR.2.1](#)
  2. Analyze the development of similar central ideas across historical speeches or essays from different time periods, places, and/or cultures. [ELA.E3.AOR.2.2](#)
3. Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. [ELA.E3.AOR.3](#)
  1. Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, or irony) in order to understand the perspective(s). [ELA.E3.AOR.3.1](#)
4. Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts. [ELA.E3.AOR.4](#)
  1. Evaluate two texts on the same topic written by authors with differing perspectives, and evaluate the effectiveness of the rhetoric used by each author. [ELA.E3.AOR.4.1](#)
5. Evaluate and critique how an author uses words, phrases, and text structures to craft text. [ELA.E3.AOR.5](#)
  1. Analyze how an author uses diction, syntax, and text structure to create effects (e.g., mystery, tension, surprise) and contribute to the overall meaning in a literary text. [ELA.E3.AOR.5.1](#)

2. Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text more effective. [ELA.E3.AOR.5.2](#)
3. Compare the development of multiple arguments on the same topic while evaluating the effectiveness of each author's reasoning, rhetoric, and/or validity of claims in informational texts; evaluate each author's use of information. [ELA.E3.AOR.5.3](#)
6. Summarize and paraphrase text to support comprehension and understanding. [ELA.E3.AOR.6](#)
  1. Summarize and/or paraphrase content from grade-level text to enhance comprehension. [ELA.E3.AOR.6.1](#)
7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. [ELA.E3.AOR.7](#)
  1. Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: [ELA.E3.AOR.7.1](#)
    - a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; [ELA.E3.AOR.7.1.A](#)
    - b. use background or prior knowledge to determine or clarify the meanings of words; and [ELA.E3.AOR.7.1.B](#)
    - c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words. [ELA.E3.AOR.7.1.C](#)
8. Analyze word relationships and nuances in word meanings within literary and informational texts. [ELA.E3.AOR.8](#)
  1. Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts: [ELA.E3.AOR.8.1](#)
    - a. interpret figures of speech (e.g., understatement) in context and analyze how they function within a text; [ELA.E3.AOR.8.1.A](#)
    - b. analyze nuances in the meanings of words with similar denotation; and [ELA.E3.AOR.8.1.B](#)
    - c. analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper). [ELA.E3.AOR.8.1.C](#)
9. Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking. [ELA.E3.AOR.9](#)
  1. Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content. [ELA.E3.AOR.9.1](#)
10. Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience. [ELA.E3.AOR.10](#)
  1. Evaluate the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting

ideas or topics. [ELA.E3.AOR.10.1](#)

## Research

1. Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. [ELA.E3.R.1](#)
  1. Conduct short and more sustained research to answer questions or solve a problem(s) by: [ELA.E3.R.1.1](#)
    - a. answering self-generated questions about a topic(s) while using a variety of sources; and [ELA.E3.R.1.1.A](#)
    - b. refining the scope of inquiry as relevant to the topic(s), purpose, and audience. [ELA.E3.R.1.1.B](#)
  2. Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry. [ELA.E3.R.1.2](#)
  3. Analyze findings to determine relevance to the topic(s) and purpose of inquiry. [ELA.E3.R.1.3](#)
  4. Synthesize and logically organize findings as relevant to the purpose and audience. [ELA.E3.R.1.4](#)
  5. Follow a standard academic style guide for citation to avoid plagiarism. [ELA.E3.R.1.5](#)

## Written and Oral Communications

1. Write arguments to support claims with clear reasons and relevant evidence. [ELA.E3.C.1](#)
  1. Write arguments to support claims in an analysis of topics or texts. When writing: [ELA.E3.C.1.1](#)
    - a. introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence; [ELA.E3.C.1.1.A](#)
    - b. develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both; [ELA.E3.C.1.1.B](#)
    - c. use varied diction and syntax to link the major sections of the text and clarify the relationships between claims and reasons, reasons and evidence, and between claims and counterclaims; [ELA.E3.C.1.1.C](#)
    - d. use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject; [ELA.E3.C.1.1.D](#)
    - e. establish and maintain a writing style appropriate to the task and audience; and [ELA.E3.C.1.1.E](#)
    - f. provide a concluding statement or section that supports the argument presented. [ELA.E3.C.1.1.F](#)
  2. Write informative/expository texts to analyze and explain complex ideas and information. [ELA.E3.C.2](#)

1. Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing: [ELA.E3.C.2.1](#)
  - a. introduce a topic and organize complex concepts and information; [ELA.E3.C.2.1.A](#)
  - b. develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic; [ELA.E3.C.2.1.B](#)
  - c. use varied transitions and syntax to link the major sections of the text and clarify the relationships between complex ideas and concepts; [ELA.E3.C.2.1.C](#)
  - d. use precise language and vocabulary appropriate to the complexity of the topic; [ELA.E3.C.2.1.D](#)
  - e. establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and [ELA.E3.C.2.1.E](#)
  - f. provide a concluding statement or section that supports the information presented. [ELA.E3.C.2.1.F](#)
3. Write narratives to develop real or imagined experiences using effective techniques. [ELA.E3.C.3](#)
  1. Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing: [ELA.E3.C.3.1](#)
    - a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; [ELA.E3.C.3.1.A](#)
    - b. engage the reader by establishing a situation, setting up a problem or observation and establishing its significance; [ELA.E3.C.3.1.B](#)
    - c. develop a clear progression of experiences or events; [ELA.E3.C.3.1.C](#)
    - d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; [ELA.E3.C.3.1.D](#)
    - e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and [ELA.E3.C.3.1.E](#)
    - f. provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing. [ELA.E3.C.3.1.F](#)
4. Demonstrate command of standard English grammar and conventions when writing. [ELA.E3.C.4](#)
  1. Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: [ELA.E3.C.4.1](#)
    - a. apply knowledge of rules for capitalization and punctuation; [ELA.E3.C.4.1.A](#)



- a. evaluate a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; [ELA.E3.C.9.1.A](#)
- b. evaluate the effectiveness and validity of the information and supporting evidence being presented; and [ELA.E3.C.9.1.B](#)
- c. analyze the speaker's information while identifying any logical fallacies and biases that may be present. [ELA.E3.C.9.1.C](#)

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## English IV

### Overarching Expectations

1. Read and write for a variety of purposes, including academic and personal, for extended periods of time. [ELA.E4.OE.1](#)
2. Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts. [ELA.E4.OE.2](#)
3. Make inferences to support comprehension. [ELA.E4.OE.3](#)
4. Collaborate with others and use active listening skills. [ELA.E4.OE.4](#)
5. Cite evidence to explain and justify reasoning. [ELA.E4.OE.5](#)
6. Create quality work by adhering to an accepted format. [ELA.E4.OE.6](#)

### Foundations of Literacy

1. Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. [ELA.E4.AOR.1](#)
  1. Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts. [ELA.E4.AOR.1.1](#)
  2. Evaluate and critique an author's use of figurative language within and across text(s). [ELA.E4.AOR.1.2](#)
2. Evaluate and critique the development of themes and central ideas within and across texts. [ELA.E4.AOR.2](#)
  1. Evaluate and critique the development of universal themes across literary texts from different time periods, places, and/or cultures. [ELA.E4.AOR.2.1](#)
  2. Evaluate and critique the development of similar central ideas across historical speeches or essays from different time periods, places, and/or cultures. [ELA.E4.AOR.2.2](#)
3. Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. [ELA.E4.AOR.3](#)
  1. Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, understatement, or irony) in order to understand the perspective(s); evaluate the impact of these literary devices on the content and style of the text. [ELA.E4.AOR.3.1](#)
4. Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts. [ELA.E4.AOR.4](#)
  1. Evaluate two or more texts on the same topic written by authors with differing perspectives, and critique the effectiveness of the rhetoric used by each author. [ELA.E4.AOR.4.1](#)
5. Evaluate and critique how an author uses words, phrases, and text structures to craft text. [ELA.E4.AOR.5](#)
  1. Evaluate and critique how an author uses diction, syntax, and text structure to create effects and contribute to the overall meaning in a literary

text. [ELA.E4.AOR.5.1](#)

2. Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective. [ELA.E4.AOR.5.2](#)
3. Evaluate and critique multiple arguments on the same topic while evaluating the effectiveness of each author's reasoning, rhetoric, and/or validity of claims in informational text; evaluate and critique each author's use of information. [ELA.E4.AOR.5.3](#)
6. Summarize and paraphrase text to support comprehension and understanding. [ELA.E4.AOR.6](#)
  1. Summarize and/or paraphrase content from grade-level text to enhance comprehension. [ELA.E4.AOR.6.1](#)
7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. [ELA.E4.AOR.7](#)
  1. Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: [ELA.E4.AOR.7.1](#)
    - a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; [ELA.E4.AOR.7.1.A](#)
    - b. use background or prior knowledge to determine or clarify the meanings of words; and [ELA.E4.AOR.7.1.B](#)
    - c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words. [ELA.E4.AOR.7.1.C](#)
8. Analyze word relationships and nuances in word meanings within literary and informational texts. [ELA.E4.AOR.8](#)
  1. Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts: [ELA.E4.AOR.8.1](#)
    - a. interpret figures of speech (e.g., irony) in context and analyze how they function within a text; [ELA.E4.AOR.8.1.A](#)
    - b. analyze nuances in the meanings of words with similar denotation; and [ELA.E4.AOR.8.1.B](#)
    - c. analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper). [ELA.E4.AOR.8.1.C](#)
9. Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking. [ELA.E4.AOR.9](#)
  1. Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content. [ELA.E4.AOR.9.1](#)
10. Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience. [ELA.E4.AOR.10](#)

1. Evaluate and critique the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics. [ELA.E4.AOR.10.1](#)

#### Research

1. Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. [ELA.E4.R.1](#)
  1. Conduct short and more sustained research to answer questions or solve problems by: [ELA.E4.R.1.1](#)
    - a. answering self-generated questions about a topic(s) while using a variety of sources; and [ELA.E4.R.1.1.A](#)
    - b. refining the scope of inquiry as relevant to the topic(s), purpose, and audience. [ELA.E4.R.1.1.B](#)
  2. Evaluate the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry. [ELA.E4.R.1.2](#)
  3. Evaluate findings to determine relevance to the topic(s) and purpose of inquiry. [ELA.E4.R.1.3](#)
  4. Synthesize and logically organize findings as relevant to the purpose and audience. [ELA.E4.R.1.4](#)
  5. Follow a standard academic style guide for citation to avoid plagiarism. [ELA.E4.R.1.5](#)

#### Written and Oral Communications

1. Write arguments to support claims with clear reasons and relevant evidence. [ELA.E4.C.1](#)
  1. Write arguments to support claims in an analysis of topics or texts. When writing: [ELA.E4.C.1.1](#)
    - a. introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence; [ELA.E4.C.1.1.A](#)
    - b. develop claims and counterclaims fairly and thoroughly by using the most relevant evidence for each and by identifying the strengths and limitations of both; consider the audience's knowledge level and possible biases; [ELA.E4.C.1.1.B](#)
    - c. use varied diction and syntax to link the major sections of the text and clarify the relationships between claims and reasons, reasons and evidence, and between claims and counterclaims; [ELA.E4.C.1.1.C](#)
    - d. use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject; [ELA.E4.C.1.1.D](#)
    - e. establish and maintain a writing style appropriate to the task and audience; and [ELA.E4.C.1.1.E](#)

- f. provide a concluding statement or section that supports the argument presented. [ELA.E4.C.1.1.F](#)
2. Write informative/expository texts to analyze and explain complex ideas and information. [ELA.E4.C.2](#)
  1. Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing: [ELA.E4.C.2.1](#)
    - a. introduce a topic and organize complex concepts and information so that each new element builds on what precedes it; [ELA.E4.C.2.1.A](#)
    - b. develop the topic thoroughly by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic; [ELA.E4.C.2.1.B](#)
    - c. use varied transitions and syntax to link the major sections of the text and clarify the relationships between complex ideas and concepts; [ELA.E4.C.2.1.C](#)
    - d. use precise language and vocabulary appropriate to the complexity of the topic; [ELA.E4.C.2.1.D](#)
    - e. establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and [ELA.E4.C.2.1.E](#)
    - f. provide a concluding statement or section that supports the information presented. [ELA.E4.C.2.1.F](#)
3. Write narratives to develop real or imagined experiences using effective techniques. [ELA.E4.C.3](#)
  1. Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing: [ELA.E4.C.3.1](#)
    - a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; [ELA.E4.C.3.1.A](#)
    - b. engage the reader by establishing a situation, setting up a problem or observation, and establishing its significance; [ELA.E4.C.3.1.B](#)
    - c. use a variety of techniques to sequence events and build toward a particular tone; [ELA.E4.C.3.1.C](#)
    - d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters; [ELA.E4.C.3.1.D](#)
    - e. use precise words and language to develop the experiences, events, setting, and/or characters; and [ELA.E4.C.3.1.E](#)
    - f. provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing. [ELA.E4.C.3.1.F](#)
4. Demonstrate command of standard English grammar and conventions when writing. [ELA.E4.C.4](#)

1. Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: [ELA.E4.C.4.1](#)
  - a. apply knowledge of rules for capitalization and punctuation; [ELA.E4.C.4.1.A](#)
  - b. apply knowledge of usage to revise sentence fragments and run-on sentences; and [ELA.E4.C.4.1.B](#)
  - c. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media. [ELA.E4.C.4.1.C](#)
5. Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task. [ELA.E4.C.5](#)
  1. Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task. [ELA.E4.C.5.1](#)
6. Write independently and legibly for a variety of tasks and purposes. [ELA.E4.C.6](#)
  1. This standard is not directly addressed after fifth grade. [ELA.E4.C.6.1](#)
7. Organize and communicate ideas through a range of formats to engage a variety of audiences. [ELA.E4.C.7](#)
  1. Present information, findings, and supporting evidence effectively with an organization, development, and style appropriate for a variety of audiences, tasks, and purposes. When presenting: [ELA.E4.C.7.1](#)
    - a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing); [ELA.E4.C.7.1.A](#)
    - b. convey a perspective with clear reasoning and valid evidence; [ELA.E4.C.7.1.B](#)
    - c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and [ELA.E4.C.7.1.C](#)
    - d. create, share, and/or publish multimedia texts through a range of formats for publication. [ELA.E4.C.7.1.D](#)
8. Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives. [ELA.E4.C.8](#)
  1. Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings: [ELA.E4.C.8.1](#)
    - a. engage in a range of collaborative conversations while effectively and respectfully responding to others; build upon the ideas of others and respectfully disagree in various settings; and [ELA.E4.C.8.1.A](#)
    - b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence. [ELA.E4.C.8.1.B](#)

9. Evaluate and critique ideas and concepts interactively through listening and speaking. [ELA.E4.C.9](#)
  1. Using multimedia, a live presentation, and/or a printed transcript of a presentation: [ELA.E4.C.9.1](#)
    - a. evaluate a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; [ELA.E4.C.9.1.A](#)
    - b. evaluate and critique the effectiveness and validity of the information and supporting evidence being presented; and [ELA.E4.C.9.1.B](#)
    - c. analyze the speaker's information while identifying any logical fallacies and biases that may be present. [ELA.E4.C.9.1.C](#)