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Grade 11

correlated to the

Oklahoma Academic Standards
English Language Arts
Grade 11

Standard	Descriptor	Citations
Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.		
Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.		
1	Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematical terminology.	**SE/TE:** 95, 119, 358, 361, 363, 364, 369, 580, R50-R51 **TE/Close Reader:** 400h, 580c
2	Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.	**SE/TE:** 34, 119, 149, 283, 293, 349, 358, 381, 436, 567, 580, 586, R50–R52
3	Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	**SE/TE:** 179, 188, 208, 218, 223, 228, 328, 571, 578, 579, 588, 589, 592, 594 **TE/Close Reader:** 372f
4	Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.	**SE/TE: 21,** 29, 86, 89, 119, 201, 202, 203, 204, 219, 231, 233b, 259, 264, 313, 329, 373, 391, 574, 586a, R64 **TE/Close Reader:** 150d, 350d
5	Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.	**SE/TE:** 34, 86, 119, 149, 219, 264,283, 293, 313, 349, 358, 381, 436, 567, 580, 586, R56
Standard 2: Comprehension - The student will interact with the words and concepts in a text to construct an appropriate meaning.		
1	Literal Understanding	
1.a	Identify the structures and format of various informational	**SE/TE:** 19, 20, 87-93, 94, 103-106, 118, 121-125, 126, 141, 142, 143,

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	documents and explain how authors use the features to achieve their purpose.	145, 147, 148, 150a, 169-172, 220a, 230, 231, 233a, 271-274, 284a, 372, 394, 579, 588, 589, 591, 592, 594, R16-R22 **TE/Close Reader:** 96b-96g, 128b-128e, 233c-233h, 580b-580g
1.b	Select and explain specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).	**SE/TE:** 23-32, 33, 35a, 87-89, 91-94, 96a, 112, 113, 115-118, 140a, 169-172, 187, 189, 190, 192-195, 196, 198a, 207-217, 218, 285-288, 290-292, 294a, 295-298, 299, 300a, 301-311, 312, 314a, 316a, 332, 359-369, 370, 372, 372a, 373, 374, 376, 378- 380, 382a, 384, 388, 394, 419, 421-423, 429, 435, 437b, 448, 451, 454, 462, 467, 469, 486, 569-578, 579, 580a, 587, 594, 596a, **TE/Close Reader:** 22b-22g, 96b-96g, 233c-233h, 300b-300e, 314b-314g, 372b-372g, 437f, 580b-580g
1.c	Use study strategies such as note taking, outlining, and using study guide questions to better understand texts.	**SE/TE:** 4, 35a, 72, 126, 138, 147, 189, 233a, 271-274, 292, 315, 383, 566, 542a, 586a, 605-608, R12-R13, R14-R15 **TE/Close Reader:** 22b-22g, 96b-96g, 220b-220g, 233c-233h, 300b-300e, 314b-314g, 372b-372g, 400j, 437b-437f, 580b-580g
1.d	Construct images such as graphic organizers based on text descriptions and text structures.	**SE/TE:** 12, 30, 52, 71, 100, 112, 123, 141, 147, 155, 167, 201, 228, 251, 299, 315, 322, 386, 404a, 443, 455, 530, 540 **TE/Close Reader:** 22c, 96c, 128c, 220c, 233c, 300c, 314c, 372c, 400c, 437c, 580c
2	Inferences and Interpretation	
2.a	Interpret the possible inferences of the historical context on literary works.	**SE/TE:** 19, 97, 100, 110a, 278a, 301, 302, 316a, 330a, 438, 460, 476, 548a, 591, 594 **TE/Close Reader:** 22b-22g, 284b-284e, 542b
2.b	Describe the development of plot and identify conflict and how they are addressed and resolved.	**SE/TE:** 78, 81, 84, 86a, 235, 338, 344, 345, 348, 449, 470, 504, 536, 539, 542a, 581 **TE/Close Reader:** 542n
2.c	Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age,	**SE/TE:** 16, 108a, 117, 167, 186a, 295, 370, 578, 596a

Standard	Descriptor	Citations
	gender, class, or nationality).	
2.d	Make reasonable assertions about author's arguments by using elements of the text to defend and clarify interpretations.	**SE/TE:** 130, 134, 223, 233, 284a, 565, 571, 580a **TE/Close Reader:** 140b-140e, 233c-233h, 284d, 580b-580g
3	Summary and Generalization	
3.a	Determine the main idea, locate and interpret minor subtly stated details in complex passages.	**SE/TE:** 5, 7, 11, 13, 17, 19, 20, 150a, 207, 210-212, 214, 216-218, 220a, 294a, 372a, 386 **TE/Close Reader:** 140b-140e
3.b	Use text features and elements to support inferences and generalizations about information.	**SE/TE:** 3-4, 4a, 10, 32, 109-110, 175-176, 277-278, 329-330, 387, 389, 390, 391, 393, 411-412
3.c	Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.	**SE/TE:** 9, 19, 87-93, 121-125, 141-143, 145, 147, 150a, 220a, 230, 233a, 284a, 588, 589, 591, 592, 594, R16–R22 **TE/Close Reader:** 96b–96g, 128b–128e, 233c–233h, 580b–580g
4	Analysis and Evaluation	
4.a	Compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts.	**SE/TE:** 72, 75, 76, 128, 158, 158a, 196, 205, 218, 348, 370, 568
4.b	Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.	**SE/TE:** 19, 20, 87-93, 94, 103-106, 118, 121-125, 126, 141, 142, 143, 145, 147, 148, 150a, 169-172, 220a, 230, 231, 233a, 271-274, 284a, 372, 394, 579, 588, 589, 591, 592, 594, R16-R22 **TE/Close Reader:** 96b-96g, 128b-128e, 233c-233h, 580b-580g
4.c	Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.	**SE/TE:** 12, 19, 22a, 45, 112, 113, 118, 146, 176a, 202, 272, 296, 300a, 301, 352, 436, 440 **TE/Close Reader:** 96g, 128b-128e, 186b-186e, 350c, 404b-404e, 444b-444g
4.d	Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.	**SE/TE:** 77, 238 **TE/Close Reader:** 404b-404e

Standard	Descriptor	Citations
Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.		
1	Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.	
1.a	Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.	**SE/TE:** 35a, 39, 70a, 76a, 187, 372, 583, 586a, 600b
1.b	Analyze the characteristics of subgenres including allegory and ballad.	**SE/TE:** 374-379, 600a
2	Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.	
2.a	Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.	**SE/TE:** 19, 33, 84, 85, 86a, 100, 101, 117, 118, 125, 126, 128, 157, 158, 184, 185, 204, 205, 206a, 247, 263, 266, 298, 299, 266b, 444 **TE/Close Reader:** 22g, 186d-186e, 350h, 400j
2.b	Analyze the way in which irony, tone, mood, the author's style, and the sound of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.	**SE/TE:** 86a, 94, 140a, 224, 226, 285-288, 290, 291, 294a, 322a, 395-397, 398, 400a, 459, 569, 570-577, 578, 580a, R62 **TE/Close Reader:** 400c
2.c	Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).	**SE/TE:** 82, 332, 414, 416, 418, 427, 449, 506, 528, 540, 544
2.d	Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.	**SE/TE:** 23, 26, 27, 32, 33, 35a, 39-47, 54-58, 88, 92, 96a, 97-101, 121-125, 146, 153, 154, 156, 158, 181-183, 184, 194, 195, 236-243, 266, 333, 339, 341, 388-389, 396-398, 400a, 403, 404a, 427, 440, 444, 445, 447, 524, 597, 599, 600, 600b **TE/Close Reader:** 400c-400f, 444b-444g
2.e	Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).	**SE/TE:** 77-80, 83, 84, 159-164, 165, 166a, 248a, 249, 252-253, 259, 266b, 342-343, 423, 434, 437a, 480, 496, 541 **TE/Close Reader:** 542e, 542n
3	Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work.	

Standard	Descriptor	Citations
3.a	Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.	**SE/TE:** 26, 32, 39, 44, 46, 50, 56, 57, 62, 99, 100, 156, 175, 184, 185, 186a, 187, 200, 201, 203, 204, 208, 209, 211, 212, 214, 215, 217, 218, 228, 289, 341, 382a, 401, 403, 404, 440, 443, 444, 444a, 450, 475, 479, 489, 494, 501, 520, 533, 571, 589, 592, 594, 599 **TE/Close Reader:** 372f, 400c, 400j, 444d
3.b	Identify and explain sound devices including alliteration and rhyme.	**SE/TE:** 41, 47, 54, 67, 70, 203, 320, 436, 440, 442, 600b **TE/Close Reader:** 444g
3.c	Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.	**SE/TE:** 113, 206a, 317, 318, 320, 322, 322a, 440, 442, 600b
4	Literary Works - Read and respond to historically and culturally significant works of literature.	
4.a	Analyze and evaluate works of literature and the historical context in which they were written.	**SE/TE:** 5-18, 19, 20, 103-106, 111-116, 117, 118, 121-124, 125, 126, 127, 128, 167, 168a, 169-172, 277-278, 278a, 279-280, 281, 282, 284a, 295-297, 298, 29, 300a, 316, 323-326 **TE/Close Reader:** 22b-22g, 128b-128e, 284b-284e
4.b	Analyze and evaluate literature from various cultures to broaden cultural awareness.	**SE/TE:** 3, 3a, 77, 77a, 87a, 109, 109a, 175, 175a, 301, 329, 330, 330a, 392, 411, 594 **TE/Close Reader:** 300c, 314f
4.c	Compare works that express the recurrence of archetypal (universal) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.	**SE/TE:** 77, 179, 206a, 238, 404b **TE/Close Reader:** 404b-404e
4.d	Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.	**SE/TE:** 128a, 279, 292, 322a, 330a, 473, 550, 552, 566, 587 **TE/Close Reader:** 220f, 404e, 542k
Standard 4: Research and Information - The student will conduct research and organize information.		
1	Accessing Information - Select the best source for a given purpose.	
1.a	Access information from a variety of primary and secondary sources.	**SE/TE:** 102a, 126, 165, 266a, 314a, 322b, 380, 394, 394a, 438, 504, 542a, 579, R8, R14

Standard	Descriptor	Citations
		Digital Collections/Lessons: Conducting Research • Using the Library for Research • Conducting Field Research • Using the Internet for Research
1.b	Skim text for an overall impression and scan text for particular information.	**SE/TE:** 12, 15, 85, 128a, 140a, 190, 271, 278a, 360, 586a
1.c	Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).	**SE/TE:** 4a, 188, 412a
2	Interpreting Information - Analyze and evaluate information from a variety of sources.	
2.a	Summarize, paraphrase, and/or quote relevant information.	**SE/TE:** 126, 266a, 314a, 322b, 394, 394a, 504, 542a, 579, R9 **Digital Collections/Lessons:** Using Textual Evidence • Summarizing, Paraphrasing, and Quoting
2.b	Determine the author's viewpoint to evaluate source credibility and reliability.	**SE/TE:** 316a, 394a, 542a **Digital Collections/Lessons:** Evaluating Sources • Evaluating Sources for Usefulness • Evaluating Sources for Reliability
2.c	Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.	**SE/TE:** 102a, 126, 266a, 314a, 322b, 380, 394, 394a, 438, 504, 542a, 579, R8, R14 **Digital Collections/Lessons:** Using Textual Evidence • Synthesizing Information
2.d	Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.	**SE/TE:** 101, 126, 266a, 314a, 322b, 394, 394a, 504, 542a, 579, 594 **Digital Collections/Lessons:** Evaluating Sources • Evaluating Sources for Usefulness

Standard	Descriptor	Citations
2.e	Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.	**SE/TE:** 266a, 322b, 394a, 542a **Digital Collections/Lessons:** Conducting Research • Starting Your Research • Using the Library for Research • Conducting Field Research • Using the Internet for Research • Taking Notes
Writing/grammar/ mechanics and usage. The student will express ideas effectively in written modes for a variety of purposes and audiences.		
Standard 1: Writing Process. The student will use the writing process to write coherently.		
1	Students are expected to:	
1.a	use a variety of prewriting strategies such as brainstorming, free writing, outlining, discussing, clustering, webbing, using graphic organizers, notes logs, or reading to generate ideas, develop voice, gather information, and plan	**SE/TE:** 103-104, 169-170, 267-268, 292, 323-324, 405-406, 601-602 **Digital Collections/Lessons:** Writing as a Process • Introduction • Planning and Drafting
1.b	develop main idea/thesis. Evaluate results of prewriting activities and select appropriate topic.	**SE/TE:** 103-104, 169-170, 267-268, 323-324, 405-406, 601-602 **Digital Collections/Lessons:** Writing Arguments • Introduction • What Is a Claim? Writing Informative Texts • Introduction • Developing a Topic Writing Narratives • Introduction • Narrative Context Writing as a Process • Task, Purpose and Audience • Planning and Drafting

Standard	Descriptor	Citations
1.c	evaluate audience and purpose:	**SE/TE:** 103-104, 169-170, 267-268, 323-324, 405-406, 601-602 **Digital Collections/Lessons:** Writing as a Process • Task, Purpose, and Audience
1.c.i	consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, make social and/or political statements, or share an experience or emotion).	**SE/TE:** 103-104, 169-170, 267-268, 323-324, 405-406, 601-602 **Digital Collections/Lessons:** Writing as a Process • Task, Purpose, and Audience
1.c.ii	evaluate possible modes/genres and select one, remembering that the choice of the mode/genre will guide the treatment of the topic, the development of a stance toward the audience, and the organizational structure.	**SE/TE:** 103-104, 169-170, 267-268, 292, 323-324, 405-406, 601-602 **Digital Collections/Lessons:** Writing as a Process • Introduction • Planning and Drafting
1.d	develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.	**SE/TE:** 103-104, 169-170, 267-268, 292, 323-324, 405-406, 601-602 **Digital Collections/Lessons:** Writing as a Process • Introduction • Planning and Drafting
1.e	revise drafts for organization, content and style	**SE/TE:** 103-104, 169-170, 267-268, 323-324, 405-406, 601-602 **Digital Collections/Lessons:** Writing Arguments • Introduction • What Is a Claim? Writing Informative Texts • Introduction • Developing a Topic Writing Narratives • Introduction • Narrative Context

Standard	Descriptor	Citations

		Writing as a Process
		   • Task, Purpose and Audience
		   • Planning and Drafting

1.f	edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.	**SE/TE:** 105, 171, 269, 325, 407, 603 **Digital Collections/Lessons:** Writing as a Process • Revising and Editing

1.g	refine selected pieces to publish for general and specific audiences.	**SE/TE:** 105, 171, 269, 325, 407, 603
		
		Digital Collections/Lessons:
		Writing as a Process
		   • Revising and Editing
		   • Trying a New Approach

2	Use elaboration to develop an idea:	

2.a	draft a text with a clear, controlling idea or thesis.	**SE/TE:** 103-104, 169-170, 267-268, 323-324, 405-406, 601-602
		
		Digital Collections/Lessons:
		Writing Arguments
		   • Introduction
		Writing Informative Texts
		   • Introduction
		   • Developing a Topic
		Writing as a Process
		   • Task, Purpose and Audience
		   • Planning and Drafting

2.b	develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.	**SE/TE:** 103-104, 169-170, 267-268, 323-324, 405-406, 601-602
		
		Digital Collections/Lessons:
		Writing Arguments
		   • Introduction
		   • Building Effective Support
		   • Creating a Coherent Argument

Standard	Descriptor	Citations
		Writing Informative Texts • Introduction • Developing a Topic • Introductions and Conclusions • Elaboration Writing as a Process • Task, Purpose and Audience • Planning and Drafting
2.c	apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.	**SE/TE:** 103-104, 169-170, 267-268, 323-324, 405-406, 601-602 **Digital Collections/Lessons:** Writing Arguments • Building Effective Support • Creating a Coherent Argument Writing Informative Texts • Developing a Topic • Introductions and Conclusions • Elaboration Writing as a Process • Planning and Drafting
2.d	apply a consistent and appropriate point of view, establish a credible voice, and create a suitable tone.	**SE/TE:** 103-104, 169-170, 267-268, 323-324, 405-406, 601-602 **Digital Collections/Lessons:** Writing Informative Texts • Precise Language and Vocabulary • Elaboration Writing Narratives • Point of View and Characters • Narrative Techniques • The Language of Narrative Writing as a Process • Task, Purpose and Audience
2.e	understand and apply formal and informal diction for a desired effect.	**SE/TE:** 103-104, 169-170, 267-268, 323-324, 405-406, 601-602

Standard	Descriptor	Citations
		Digital Collections/Lessons: Writing Arguments • Formal Style Writing Informative Texts • Formal Style
3	Demonstrate organization, unity, and coherence during revision process:	
3.a	read the draft from the intended audience's point of view to evaluate clarity of purpose	**SE/TE:** 105, 171, 269, 325, 407, 603 **Digital Collections/Lessons:** Writing as a Process • Revising and Editing • Trying a New Approach
3.b	evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.	**SE/TE:** 105, 171, 269, 325, 407, 603 **Digital Collections/Lessons:** Writing as a Process • Revising and Editing • Trying a New Approach
3.c	evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.	**SE/TE:** 105, 171, 269, 325, 407, 603 **Digital Collections/Lessons:** Writing as a Process • Revising and Editing • Trying a New Approach
3.d	evaluate whether ideas are adequately developed.	**SE/TE:** 105, 171, 269, 325, 407, 603 **Digital Collections/Lessons:** Writing as a Process • Revising and Editing • Trying a New Approach
3.e	apply a consistent and appropriate point of view.	**SE/TE:** 105, 171, 269, 325, 407, 603 **Digital Collections/Lessons:**

Standard	Descriptor	Citations

		Writing as a Process
		   • Revising and Editing
		   • Trying a New Approach

3.f	understand and apply formal and informal diction	**SE/TE:** 105, 171, 269, 325, 407, 603
		
		Digital Collections/Lessons:
		Writing as a Process
		   • Revising and Editing
		   • Trying a New Approach

4	Editing/proofreading and evaluating:	
4.a	apply Standard English usage and correct spelling in text.	**SE/TE:** 96, 106, 172, 283, 371, 408, 604, R23, R26–R28, R29
4.b	employs specified editing/proofreading strategies and consults resources (e.g., handbooks and style manuals, spell checks, personal spelling lists, dictionaries, thesauruses, or style sheets) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.	**SE/TE:** 105, 171, 269, 325, 407, 411, 603, R9 **Digital Collections/Lessons:** Writing as a Process • Revising and Editing
4.c	use a specified format for in-text citation of source materials for bibliographies and for lists of works cited, and check against original source for accuracy.	**SE/TE:** R8-R11 **Digital Collections/Lessons:** Using Textual Evidence • Attribution
4.d	demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.	**SE/TE:** R9 **Digital Collections/Lessons:** Using Textual Evidence • Summarizing, Paraphrasing, and Quoting
5	Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.	**SE/TE:** 20
6	Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples	**SE/TE:** 33, 103-106, 158a, 198a, 323-326, 600a, 601-604, R2-R3

Standard	Descriptor	Citations
		Digital Collections/Lessons: Writing Arguments • Support: Reasons and Evidence • Building Effective Support • Creating a Coherent Argument • Persuasive Techniques
7	Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.	**SE/TE:** 106, 172, 270, 274, 408, 604, 608 **Digital Collections/Lessons:** Writing as a Process • Revising and Editing
Standard 2: Modes and Forms of writing. The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes.		
1	Compose fictional, biographical or autobiographical narratives that:	
1.a	create and develop dynamic and static characters who experience internal and external conflicts, including character motivation, gestures, and feelings	**SE/TE:** 266a, 267-270, 348, 350, 370, R6-R7 **Digital Collections/Lessons:** Writing Narratives • Point of View and Characters
1.b	create and develop a plot that effectively communicates the author's purpose.	**SE/TE:** 266a, 267-270, 348, 350, 370, R6-R7 **Digital Collections/Lessons:** Writing Narratives • Narrative Context • Narrative Structure • Narrative Techniques
1.c	create and self-select first or third person point of view appropriate for the author's purpose.	**SE/TE:** 266a, 267-270, 348, 350, 370, R6-R7 **Digital Collections/Lessons:** Writing Narratives • Point of View and Characters
1.d	create and develop a setting within a narrative that is relevant	**SE/TE:** 266a, 267-270, 348, 350, 370, R6-R7

Standard	Descriptor	Citations

	to the overall meaning of the work.	**Digital Collections/Lessons:**
		Writing Narratives
		    • Narrative Context
		    • Narrative Structure

1.e	use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, symbolism, and allusion.	**SE/TE:** 266a, 267-270, 348, 350, 370, R6-R7
		
		Digital Collections/Lessons:
		Writing Narratives
		    • Narrative Techniques
		    • The Language of Narrative

1.f	present action segments to accommodate changes in time and mood.	**SE/TE:** 266a, 267-270, 348, 350, 370, R6-R7 **Digital Collections/Lessons:** Writing Narratives • Narrative Techniques
2	Compose expository compositions, including analytical essays, historical investigations, and research reports that:	

2.a	integrate evidence in support of a thesis including information on all relevant perspectives.	**SE/TE:** 70, 102a, 126, 128, 128a, 148, 169-172, 205, 218, 231, 233a, 266, 299, 314a, 322b, 357, 405-408, 504, 526, 542a, 579, 594
		
		Digital Collections/Lessons:
		Writing Informative Texts
		    • Developing a Topic
		    • Organizing Ideas
		    • Elaboration
		Using Textual Evidence
		    • Synthesizing Information
		    • Summarizing, Paraphrasing, and Quoting

2.b	quote, summarize, and paraphrase information and ideas from primary and secondary sources, including technical terms and notations, accurately and coherently.	**SE/TE:** 102a, 126, 128, 128a, 148, 169-172, 233a, 299, 314a, 322b, 504, 542a, 579, 594 **Digital Collections/Lessons:** Writing Informative Texts

Standard	Descriptor	Citations
		• Elaboration Using Textual Evidence • Summarizing, Paraphrasing, and Quoting
2.c	integrate a variety of suitable, credible modern/historical reference sources such as print, pictorial, audio, archives (records), interviews, and reliable Internet sources to locate information in support of topic.	**SE/TE:** 102a, 126, 128, 128a, 148, 169-172, 233a, 299, 314a, 322b, 504, 542a, 579, 594 **Digital Collections/Lessons:** Conducting Research • Types of Sources • Using the Library for Research • Conducting Field Research • Using the Internet for Research
2.d	use technology to integrate and create visual aids such as charts, data tables, maps, and graphs	**SE/TE:** 126, 171, 314a, 504, 542a, 594 **Digital Collections/Lessons:** Writing Informative Texts • Using Graphics and Multimedia
2.e	identify and address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly through a focus on appropriate diction.	**SE/TE:** 128a, 407
3	Compose persuasive compositions that:	
3.a	Include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.	**SE/TE:** 33, 103-106, 158a, 198a, 323-326, 600a, 601-604, R2-R3 **Digital Collections/Lessons:** Writing Arguments • Introduction • What Is a Claim?
3.b	use exposition, narration, description, and argumentation to support the main argument	**SE/TE:** 33, 103-106, 158a, 198a, 323-326, 600a, 601-604, R2-R3 **Digital Collections/Lessons:** Writing Arguments • Support: Reasons and Evidence • Building Effective Support

Standard	Descriptor	Citations
		• Creating a Coherent Argument • Persuasive Techniques
3.c	use specific rhetorical devices to support assertions such as personal anecdote, case study, analogy, or logical, emotional, and/or ethical appeal.	**SE/TE:** 33, 103-106, 158a, 198a, 323-326, 600a, 601-604, R2-R3 **Digital Collections/Lessons:** Writing Arguments • Persuasive Techniques
3.d	clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.	**SE/TE:** 33, 103-106, 158a, 198a, 323-326, 600a, 601-604, R2-R3 **Digital Collections/Lessons:** Writing Arguments • Support: Reasons and Evidence • Building Effective Support
3.e	effectively address reader's concerns, counterclaims, and individual or group biases.	**SE/TE:** 103-106, 158a, 198a, 323-326, 600a, 601-604, R2-R3 **Digital Collections/Lessons:** Writing Arguments • Building Effective Support • Creating a Coherent Argument
4	Compose reflective compositions that:	
4.a	express the individual's insight into conditions or situations, detailing the author's role in the outcome and demonstrating an understanding of external influences.	**SE/TE:** 85
4.b	connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.	**SE/TE:** 268, 272
5	Create documents related to career development that:	
5.a	follow conventional format for formal letter, email, and memorandum.	N/A
5.b	provide clear, purposeful information and address the intended audience appropriately.	N/A
5.c	indicate varied levels, patterns, and types of language to achieve intended effects and aid comprehension.	N/A

Standard	Descriptor	Citations
5.d	modify the tone to fit the purpose and audience.	N/A
5.e	follow the conventional style for that type of document (resume, cover letter of application) and use page format, fonts (typeface), and spacing that contribute to the readability and impact of the document.	N/A
5.f	use accurate information to create an effective resume.	N/A
6	Compose responses to literature that:	
6.a	evaluate the significant ideas of literary works or passages including plot development and characterization.	**SE/TE:** 205, 218, 231, 322, 405-408
6.b	integrate textual references, integrated quotations, and interpretive commentary to create an accurate and consistent composition	**SE/TE:** 205, 218, 231, 322, 405-408 **Digital Collections/Lessons:** Using Textual Evidence • Summarizing, Paraphrasing, and Quoting
6.c	evaluate the impact of genre, cultural, and historical context on the work.	**SE/TE:** 218, 322, 405-408
6.d	evaluate the impact of literary elements/devices, ambiguities, and complexities within the work.	**SE/TE:** 205, 218, 231, 322, 405-408
7	Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other writing forms introduced in earlier grades.	**SE/TE:** 33, 70, 102a, 103-106, 126, 128, 128a, 148, 158a, 169-172, 198a, 205, 218, 231, 233a, 266, 266a, 267-270, 299, 314a, 322, 322b, 323-326, 348, 350, 357, 370, 405-408, 504, 526, 542a, 579, 594, 600a, 601-604
8	Compose documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles that:	
8.a	integrate relevant quotations, summary, and paraphrase with commentary.	**SE/TE:** 126, 266a, 314a, 322b, 394, 394a, 504, 542a, 579, R9 **Digital Collections/Lessons:** Using Textual Evidence • Summarizing, Paraphrasing, and Quoting
8.b	includes internal citations using various formats of research writing.	**SE/TE:** 126, 266a, 314a, 322b, 394, 394a, 504, 542a, 579, R9 **Digital Collections/Lessons:** Using Textual Evidence

Standard	Descriptor	Citations
		• Summarizing, Paraphrasing, and Quoting
8.c	contains a works cited/bibliography consistent with the selected research-writing format.	**SE/TE:** 126, 266a, 314a, 322b, 394, 394a, 504, 542a, 579, R9 **Digital Collections/Lessons:** Using Textual Evidence • Attribution
9	Use appropriate essay test-taking and time-writing strategies that:	
9.a	budget time for prewriting, drafting, revising, and editing.	**SE/TE:** 20, 33, 70, 72, 75, 85, 94, 103, 128, 148, 165, 169, 205, 218, 231, 266, 267, 271, 292, 299, 322, 323, 348, 357, 370, 394, 404, 405, 435, 444, 454, 526, 541, 547, 548, 579, 600, 601, 605 **Digital Collections/Lessons:** Writing as a Process • Introduction
9.b	. prioritize question/prompt.	**SE/TE:** 20, 33, 70, 72, 75, 85, 94, 103, 128, 148, 165, 169, 205, 218, 231, 266, 267, 271, 292, 299, 322, 323, 348, 357, 370, 394, 404, 405, 435, 444, 454, 526, 541, 547, 548, 579, 600, 601, 605 **Digital Collections/Lessons:** Writing as a Process • Introduction
9.c	identify common directives from the prompt (identify common verbs: explain, compare, evaluate, define, and develop, etc.).	**SE/TE:** 20, 33, 70, 72, 75, 85, 94, 103, 128, 148, 165, 169, 205, 218, 231, 266, 267, 271, 292, 299, 322, 323, 348, 357, 370, 394, 404, 405, 435, 444, 454, 526, 541, 547, 548, 579, 600, 601, 605 **Digital Collections/Lessons:** Writing as a Process • Introduction
9.d	analyze the question/prompt and determine the appropriate mode of writing, audience, and tone.	**SE/TE:** 128, 348 **Digital Collections/Lessons:** Writing as a Process • Task, Purpose, and Audience

Standard	Descriptor	Citations
9.e	apply appropriate organizational methods to thoroughly address the prompt.	**SE/TE:** 70, 72, 218 **Digital Collections/Lessons:** Writing as a Process • Planning and Drafting
9.f	evaluate work using editing checklist or rubric if available.	**SE/TE:** 106, 172, 270, 274, 408, 604, 608 **Digital Collections/Lessons:** Writing as a Process • Revising and Editing
Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.		
1	Standard English Usage-Demonstrate correct use of Standard English in speaking and writing. Work independently and in self-directed work teams to edit and revise.	
1.a	Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).	**SE/TE:** 555, R59-R60
1.b	Identify and use correct verb forms and tenses.	**SE/TE:** 28, 39, 42, 77, 79, 115, 143, 191, 207, 261, 337, 401, 422, R34-R35
1.c	Identify and use correct subject-verb agreement.	**SE/TE:** R45-R48
1.d	Identify and use active and passive voice	**SE/TE:** 6, 16, 22, R35
1.e	Identify and use concrete, abstract, and collective nouns.	**SE/TE:** 334, R23, R48
1.f	Identify and use nominative, objective, and possessive nouns.	**SE/TE:** 66, 505, R23, R30, R58
1.g	Identify and use correct pronoun/antecedent agreement and clear pronoun reference.	**SE/TE:** 50, 55, 111, 132, 352, 506, 536, R30-R31
1.h	Identify and use correct forms of positive, comparative, and superlative adjectives.	**SE/TE:** 45, 155, R36-R37 **TE/Close Reader:** 22f
1.i	Identify and use coordinating, correlating, and subordinating conjunctions.	**SE/TE:** 35, 188, 189, R24, R38-R39
1.j	Identify and use appositives and verbals.	**SE/TE:** 401, R41-R42

Standard	Descriptor	Citations
2	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.	
2.a	Apply capitalization rules appropriately in writing.	**SE/TE:** 6, 8, 200, R29
2.b	Punctuate in writing including:	
2.b.i	commas	**SE/TE:** R26
2.b.ii	quotation marks	**SE/TE:** 102a, 171, 406, R28
2.b.iii	apostrophes, colons, and semicolons	**SE/TE:** 48, 66, 96, 102a, 265, 505, 535, R27-R28
2.b.iv	ellipsis	**SE/TE:** 102, 102a, R28
2.b.v	hyphens, dashes, parentheses, and brackets	**SE/TE:** 150, 371, 395, 521, R27
2.c	Demonstrate correct use of punctuation in research writing including:	
2.c.i	formal outline	**SE/TE:** 18, 140a, 147, 189, 233a, 292, 322b, 383
2.c.ii	parenthetical documentation	**SE/TE:** 102a, R9 **Digital Collections/Lessons:** Using Textual Evidence • Attribution
2.c.iii	works cited/bibliography	**SE/TE:** 102a, R10-R11 **Digital Collections/Lessons:** Using Textual Evidence • Attribution
2.d	Use correct formation of plurals.	**SE/TE:** R58
2.e	Use correct spelling including:	
2.e.i	commonly misspelled words and homonyms	**SE/TE:** R54, R59-R60
2.e.ii	spell consonant changes correctly (example: recede/recession; transmit/transmission	**SE/TE:** R60
2.e.iii	spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)	**SE/TE:** 119, 358, R50-R52, R57-R58

Standard	Descriptor	Citations
3	Sentence structure. The student will demonstrate appropriate sentence structure in writing.	
3.a	Maintain parallel structure.	**SE/TE:** 102, 120, 300a
3.b	Correct dangling and misplaced modifiers.	**SE/TE:** 314, R41-R42
3.c	Correct run-on sentences.	**SE/TE:** R45
3.d	Correct fragments.	**SE/TE:** 159, R44-R45
3.e	Correct comma splices	**SE/TE:** R45
3.f	Use dependent/independent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information	**SE/TE:** 35, 116, 118, 189, 191, 310, 314, 367, 517, R41
3.g	Effectively use a variety of sentence structures and lengths to create a specific effect	**SE/TE:** 22, 35, 96, 102, 112, 113, 115, 116, 117, 120, 127, 140, 166, 186, 188, 189, 191, 192, 198, 208, 220, 233, 265, 284, 285, 294, 314, 350, 371, 382, 437, 455, 528, 542, 568, R43-R44

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

Standard 1: Listening – The student will listen for information and for pleasure.

1	Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker's messages.	**SE/TE:** 76, 316, 372, 566, R14-R15 **Digital Collections/Lessons:** Participating in Collaborative Discussions • Listening and Responding
2	Use effective strategies for listening that prepare for listening, identify the types of listening, and adopt appropriate strategies.	**SE/TE:** 35a, 92, 99, 102a, 271-274, 292, 605-608, R12-R13 **Digital Collections/Lessons:** Participating in Collaborative Discussions • Preparing for Discussion • Establishing and Following Procedure • Listening and Responding
3	Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.	**SE/TE:** 316, 380,R14-R15 **Digital Collections/Lessons:** Participating in Collaborative Discussions

Standard	Descriptor	Citations
		• Listening and Responding
4	Use effective strategies to evaluate own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.	**SE/TE:** 35a, 92, 99, 102a, 271-274, 292, 605-608, R12-R13 **Digital Collections/Lessons:** Participating in Collaborative Discussions • Preparing for Discussion • Establishing and Following Procedure • Listening and Responding
5	Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations	**SE/TE:** 138, 158, 165, 196, 247, 248a, 263, 274, 282, 312, 314a, 316, 372, 399, 486, 566, 608, R14-R15 **Digital Collections/Lessons:** Analyzing and Evaluating Presentations • Tracing a Speaker's Argument • Rhetoric and Delivery
Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.		
1	Use a variety of verbal and nonverbal techniques in presenting oral messages such as pitch and tone of voice, posture, and eye contact, and demonstrate poise and control while presenting.	**SE/TE:** 185, 271-274, 325, 380, 605-608 **Digital Collections/Lessons:** Participating in Collaborative Discussions • Speaking Constructively Giving a Presentation • Knowing Your Audience • Style in Presentation • Delivering Your Presentation
2	Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.	**SE/TE:** 287, 324
3	Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective presentations	**SE/TE:** 314a, 585, 594 **Digital Collections/Lessons:** Using Media in a Presentation • Introduction • Types of Media: Audio, Video, and Images

Standard	Descriptor	Citations
		• Using Presentation Software • Building and Practicing Your Presentation
4	Ask clear questions for a variety of purposes and respond appropriately to the questions of others.	**SE/TE:** 35a, 138, 196, 274, 282, 608, R12-R13 **Digital Collections/Lessons:** Participating in Collaborative Discussions • Speaking Constructively • Listening and Responding

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.

1	Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesize material viewed, refer to images or information in visual media to support point of view).	**SE/TE:** 72, 76, 168, 168b, 315, 383, 393, 394, 394a, 543, 544, 547, 548
2	Describe how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests).	**SE/TE:** 72, 168b, 383, 393, 394, 394a, 544, 547, 548

Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.

1	Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs.	**SE/TE:** 4a, 72, 76, 94, 126, 168, 393 **Digital Collections/Lessons:** Analyzing and Evaluating Presentations • Synthesizing Media Sources
2	Identify the rules and expectations about genre that can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as drama-documentaries).	**SE/TE:** 4a, 383, 387, 393, 412a, 548

Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.

1.	Design and develop genres such as nightly news, news magazines, and documentaries and identify the unique	**SE/TE:** 126, 168, 357, 504, 542a, 579, 594

Standard	Descriptor	Citations
	properties of each.	**Digital Collections/Lessons:** Using Media in a Presentation
2.	Compare, contrast, and critique various media coverage of the same events such as in newspapers, television, and on the Internet, and compose a study of the results	**SE/TE:** 168b, 389-390, 394, 394a, 544, 547, 548