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 understanding of texts, including comparing texts within and across genres;
- (C) use text evidence and original commentary to support a comprehensive 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 or implicit meanings of text;
- (H) respond orally or in writing with appropriate register, 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.

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 how themes are developed through characterization and plot in a variety of literary texts;
- (B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;
- (C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and
- (D) analyze how the setting influences the theme.
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) analyze 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) analyze how the author's use of language achieves specific purposes;

(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;

(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and

(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.

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 and bias, including omission; and

(ii) faulty reasoning such as ad hominem, loaded language, and slippery slope;

(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.
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(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 understanding of texts, including comparing texts within and across genres;
(C) use text evidence and original commentary to support an interpretive 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 or implicit meanings of text;
(H) respond orally or in writing with appropriate register, 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 how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;
(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;
(C) analyze isolated scenes and their contribution to the success of the plot as a whole; and
(D) analyze how historical and cultural settings influence characterization, plot, and theme across 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) analyze 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) analyze how the author's use of language informs and shapes the perception of readers;
(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;
(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.

(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 and bias, including omission; and
   (ii) faulty reasoning such as incorrect premise, hasty generalizations, and either-or;
(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.
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.

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.

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;
(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.

(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.
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 evaluative 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 purposeful 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.

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) critique and evaluate how complex plot structures such as subplots contribute to and advance the action; and

(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.

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) evaluate 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) critique and 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;
(F) evaluate how the author's diction and syntax contribute to the effectiveness of a text; and
(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.

(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 straw man, false dilemma, faulty analogies, and non-sequitur;
(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.