

English Language Arts Texas 2021© English I

English I					
Unit	Essential Questions	Academic Vocabulary	Literary Terms	Embedded Assessments	Unit Goals
Unit 1 Telling Details	<ul style="list-style-type: none"> How do telling details work together to convey meaning? How are writing and reading connected? What tools do authors use to create meaning and affect their readers? 	commentary revise	allusion character foil diction dramatic irony exposition irony resolution syntax	EA 1: Writing a Literary Analysis Essay EA 2: Writing a Short Story	<ul style="list-style-type: none"> To read short stories and analyze their meaning and the author's craft To monitor comprehension while reading and use strategies to make adjustments when needed To write short analysis paragraphs in response to short stories To plan, revise, edit, and publish a short story using genre characteristics
Unit 2 Pivotal Words and Phrases <i>Romeo and Juliet</i> (Drama)	<ul style="list-style-type: none"> How do authors use words and phrases to move emotions, thoughts, and actions of readers? Why do authors revise their work? How does the mode of communication change the meaning of what is being communicated? 	lede motive nut graf strategize	anaphora aside block dramaturge found poem monologues ode poetic structure prosody rhyming couplet sestina soliloquy sonnet stage directions subtext	EA 1: Presenting a Dramatic Interpretation EA 2: Presenting a Poetry Project	<ul style="list-style-type: none"> To read poetry and drama to analyze both their meaning and the author's craft To work collaboratively to analyze a play and prepare a thoughtful performance of a scene To plan, write, revise, edit, and publish poems and analytical reviews of poems using genre characteristics and craft

<p>Unit 3 Compelling Evidence</p>	<ul style="list-style-type: none"> • What makes an argument convincing? • What makes a piece of evidence compelling? • What is the value of work for teenagers? • What is the value of a college education? 	<p>bias concession credibility fallacy objective plagiarism rebuttal scene sound bite storyboard subjective synthesize thumbnail sketch</p>	<p>ethos logos pathos rhetorical appeals</p>	<p>EA 1: Writing an Argumentative Essay EA2: Researching and Presenting a Career</p>	<ul style="list-style-type: none"> • To analyze an argument's stated and implied claims, logical reasoning, supporting evidence, and stylistic elements • To analyze the characteristics of multimodal texts to interpret and synthesize graphical data • To compose an argument using genre characteristics and craft that effectively addresses a specific rhetorical situation (purpose, audience, and occasion) • To follow the research process to gain and synthesize information and present the results in an appropriate mode of delivery • To give a presentation that is effectively designed according to subject, purpose, audience, and occasion
<p>Unit 4 Powerful Openings <i>To Kill a Mockingbird</i> (Novel)</p>	<ul style="list-style-type: none"> • What makes an opening powerful? • What makes you want to keep reading a book? • How can understanding a book's context help you understand the book? 	<p>primary source retrospective secondary source</p>	<p>dynamic character motif omniscient narrator static character subplot</p>	<p>EA 1: Writing a Literary Analysis Essay EA 2: Historical Investigation and Presentation</p>	<ul style="list-style-type: none"> • To analyze the devices and techniques novelists employ to develop their worlds and draw in readers • To analyze the characteristics and structural elements of informational texts, such as clear thesis, relevant supporting evidence, pertinent examples, and conclusions • To compose literary analysis essays focusing on genres characteristics and craft • To conduct and present research to better understand the context of a work of literature

KEY TEXTS Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)		STRATEGIES FOCUS Strategies given specific instructional time, in addition to those utilized throughout the year include:	
Short Story: Essay: Argument: Argument: Essay: Speech: Poetry: Drama: Letter: Informational Text: Novel Excerpts: Novel: Article:	“The Lamb to the Slaughter,” by Roald Dahl “Bread,” by Margaret Atwood “The Gift of the Magi,” by O. Henry “Martha, Martha,” by Zadie Smith “Games at Twilight,” by Anita Desai “Writing Badly to Write Well,” by Donald M. Murray “The Decline of the American Teenager’s Summer Job,” by <i>The Economist’s</i> Lexington “Why College Isn’t (And Shouldn’t Have to Be) for Everyone,” by Robert Reich “The Work you Do, the Person You Are,” by Toni Morrison “Remarks by the President in a National Address to American Schoolchildren,” by President Barack Obama “The Fight,” by John Montague “Abuelito Who,” by Sandra Cisneros “Tamara’s Opus,” by Joshua Bennett “Prayer to the Pacific,” by Leslie Marmon Silko “Sestina,” by Elizabeth Bishop <i>Romeo and Juliet</i> , by William Shakespeare Excerpt from “Letter from Birmingham Jail,” by Martin Luther King, Jr. Jim Crow Laws, Martin Luther King, Jr. National Historic Site From <i>All the Light We Cannot See</i> , by Anthony Doerr From <i>1984</i> , by George Orwell From <i>The Girl Who Fell From the Sky</i> , by Heidi W. Durrow <i>To Kill a Mockingbird</i> , by Harper Lee “An Act of Courage: The Arrest Records of Rosa Parks,” from the National Archives	<ul style="list-style-type: none"> • SIFT • Questioning the Text • Visualizing • Diffusing • TP-CASTT 	<ul style="list-style-type: none"> • SOAPStone • SMELL • Debate • Generating Questions • Socratic Seminar
		Language and Writer’s Craft/Language Checkpoints/Focus on the Sentence: Instruction that provides grammar support in the context of actual reading and writing Grammar and Usage: Each unit contains additional grammar instruction opportunities in call-out boxes	
		<ul style="list-style-type: none"> • Metaphors • Parallel Structure • Using Parallel Structure • Fragments, Run-On Sentence, and Splices • Topic Sentences and Transitions • Active and Passive Voice • Expanding Sentences • Combining Sentences • Incorporating Quotations • Effective Sentences • Revising to create Effective Sentences • Connotative and Denotative meanings • Using Conjunctions to create meaning • Subordinating Conjunctions and Complex Sentences • Understanding Verb Tense and Voice • Understanding Pronoun Antecedent Agreement • Using Punctuation Within Sentences • Using Pronouns 	

See Unit “Planning the Unit” for a complete listing of resources.

Red = Core Text

Planning the Unit

Context

Unit 1 focuses students' attention on the telling details in the short stories they read. These details unlock clues to meaning, purpose, and author's craft that students can use to write insightful literary analyses. The collection of short stories in Unit 1 provides a wide range of literary elements and writing styles for students to analyze and then emulate in their own original short stories. By reading closely and working through the writing process carefully, students will learn to be more attentive readers and more confident writers.

Suggested Texts and Materials

You will need the following materials for this unit:

- Activity 1.1: access to fiction and nonfiction books for independent reading
- Activity 1.9: film version of “Lamb to the Slaughter” directed by Alfred Hitchcock (optional)
- Activity 1.12: film version of “An Occurrence at Owl Creek Bridge” directed by Robert Enrico (optional)

Instructional Sequence

The first part of the unit provides students with the opportunity to read and analyze a wide range of short stories. The short stories cover several different genres and employ a variety of narrative techniques that force readers to pay attention to the small but important details. Through the use of sentence frames and other sentence writing strategies, students develop the ability to think and write analytically about literature in an appropriate register and tone. Composing a literary analysis paragraph in Activity 1.15 calls on all of the skills students have built to that point.

As the unit progresses, students' study of short stories deepens through the exploration of literary elements and devices such as irony and allusion. They read stories, answer text-dependent questions, and work with others to make meaning and analyze author's craft. The work culminates in a longer literary analysis piece for Embedded Assessment 1.

The final weeks of the unit focus on the creative writing process and revisiting the short stories from the first part of the unit as inspiration for students' own original stories. By reading about the writing processes of two professional writers and comparing literary elements across previously-read short stories, students move from being readers to being creators, applying their knowledge of author's craft for Embedded Assessment 2: Writing a Short Story.

AP[®] CONNECTIONS

In this unit, students will focus on refining these important skills and knowledge areas for AP/College Readiness:

- Developing defensible claims about interpretations of texts (Activities 1.8–1.10, 1.15, 1.16, 1.20, 2.21)
- Identifying and describing what specific textual details reveal about a character and that character's perspective and motives (Activities 1.4, 1.6–1.9, 1.12–1.14, 1.16, 1.19–1.21)
- Describing how textual details reveal nuances and complexities in characters' relationships with one another (Activities 1.8, 1.9, 1.13, 1.16, 1.19–1.21)
- Identifying and describing specific textual details that convey or reveal a setting, and explaining the function of that setting (Activities 1.11–1.14, 1.18, 1.25)
- Focusing deliberate attention on the craft of sentence-level writing (Activities 1.2, 1.3, 1.6, 1.8, 1.17, 1.20)

SAT[®] CONNECTIONS

Throughout this unit, students will practice important skills that will help them succeed on the SAT and other college readiness exams. The following activities provide targeted practice with these SAT skills:

- Recognizing and correcting inappropriate uses of colons, semicolons, and dashes to indicate sharp breaks in thought within sentences (LC 1.16)
- Recognizing and correcting inappropriate shifts in verb tense and voice within and between sentences (LC 1.19)

Unpacked Embedded Assessments

Embedded Assessment 1: Writing a Literary Analysis	Embedded Assessment 2: Writing a Short Story
<p>Skills and Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate comprehension of the short story in a comprehensive response to the prompt. • Identify literary elements and devices that develop the theme and express them in a clear claim. • Demonstrate analysis of the explicit and implicit meanings of the text. • Use evidence from the text to support insightful original commentary. • Use an organizational structure that is logical and cohesive and includes clear transitions. • Edit finished work to ensure pronoun-antecedent agreement and consistent and appropriate verb tense and voice. • Demonstrate correct spelling and excellent command of standard English conventions. 	<p>Skills and Knowledge:</p> <ul style="list-style-type: none"> • Focus on setting, character, events, and/or ideas to develop real or imagined experiences or events. • Present thought-provoking, well-chosen details, conflict, and resolution to heighten reader interest. • Develop engaging and authentic characters that grow in complexity throughout the story. • Create a story structure that engages the reader, uses a variety of techniques to sequence events and create coherence, and provides a clear and reasonable resolution. • Use precise language, telling details, and sensory language to enhance mood or tone. • Use a range of narrative techniques and literary devices to enhance the plot. • Demonstrate correct spelling and excellent command of standard English conventions.

Cognate Directory

Encouraging students to notice the connections between their primary language and English can help them develop academic vocabulary more quickly. If your class includes Spanish speakers, consider adding the following cognates to the classroom Word Wall. For English language learners whose primary language is not Spanish, consider using an online translator or dictionary to support comprehension of vocabulary terms.

Unit 1 Vocabulary Terms with Spanish Cognates

Academic Vocabulary		Literary Terms	
English	Spanish	English	Spanish
commentary	comentario	allusion	alusión
revise	revisar	diction	dicción
		dramatic irony	ironía dramática
		exposition	exposición
		irony	ironía
		resolution	resolución
		syntax	sintaxis

Activity Features at a Glance

The activities in every ELA unit reflect the interconnected nature of reading, writing, listening, speaking, and thinking. The Activity Features at a Glance chart highlights the types of tasks or supports that students and teachers will encounter in each activity.



Writing and
Revision



Grammar and
Language



Listening,
Speaking,
and Discussion



Independent
Reading



Vocabulary
Development



ELL Support

ELA Activity	Activity Features
1.1	
1.2	
1.3	
1.4	
1.5	
1.6	
1.7	
1.8	
1.9	
1.10	
1.11	
1.12	
1.13	
1.14	

ELA Activity	Activity Features
1.15	
1.16	
1.17	
1.18	
1.19	
1.20	
1.21	
1.22	
1.23	
1.24	
1.25	
1.26	
1.27	

Unit Resources at a Glance

Formative Assessment Opportunities	Digital Assessments	Family Connections
Text-dependent questions Writing prompts Check Your Understanding tasks Focus on the Sentence tasks Language Checkpoint exercises Language & Writer’s Craft practice	Activity Quizzes 1.2–1.27 SBD Unit Assessment Part 1 SBD Unit Assessment Part 2 SBD	Suggestions for Independent Reading Family Letters (English and Spanish) Student Reports SBD
English Language Development	Foundational Skills	Independent Reading
Leveled Differentiated Instruction Graphic Organizers ELD Strategies Language Workshop 1A Language Workshop 1B	Foundational Skills Screening Assessment SBD Observational Look-fors SBD Foundational Skills Workshop	My Independent Reading List Independent Reading Links Independent Reading Checkpoints Independent Reading Log Reader/Writer Notebook Suggestions for Independent Reading

📖 Suggestions for Independent Reading

This list, divided into the categories of **Literature** and **Nonfiction/Informational Text**, comprises titles related to the themes and content of the unit. For their independent reading, students can select from this wide array of titles, which have been chosen based on complexity and interest. Spanish-language titles are included for those students who can read with greater independence or at a higher grade level in Spanish than in English, since building on their first language literacy can bolster their acquisition of English. Titles on this list have been suggested by teachers and school librarians, but you should be sure to preview texts to assess their appropriateness for your specific students and setting. You can also encourage students to do their own research and select titles that intrigue them.

Unit 1: Telling Details

Literature		
Author	Title	Lexile
Anderson, Laurie Halse	<i>Catalyst</i>	580L
Anderson, Laurie Halse	<i>Speak</i>	690L
Black, Holly and Cecil Castellucci, eds.	<i>Geektastic: Stories from the Nerd Herd</i>	N/A
Butler, Octavia	<i>Kindred</i>	580L
Card, Orson Scott	<i>Ender's Game</i>	780L
Christie, Agatha	<i>And Then There Were None</i>	570L
Cormier, Robert	<i>The Chocolate War</i>	820L
Crutcher, Chris	<i>Athletic Shorts: Six Short Stories</i>	N/A
Crutcher, Chris	<i>Whale Talk</i>	1000L
Dahl, Roald	<i>The Umbrella Man and Other Stories</i>	860L

Danticat, Edwidge, ed.	<i>The Butterfly's Way: Voices from the Haitian Diaspora in the United States</i>	N/A
Feinstein, John	<i>Foul Trouble</i>	770L
García, Cristina	<i>Dreaming in Cuban</i>	940L
Gould, Steven	<i>Jumper</i>	770L
Grover, Linda LeGarde	<i>The Dance Boots</i>	N/A
Haddon, Mark	<i>The Curious Incident of the Dog in the Night-Time</i>	1090L
Hinton, Susan E.	<i>The Outsiders</i>	750L
Hinton, Susan E.	<i>Rebeldes</i>	780L
Kidd, Sue Monk	<i>The Secret Life of Bees</i>	840L
Knowles, John	<i>A Separate Peace</i>	1030L
Martinez, Victor	<i>Parrot in the Oven: Mi Vida</i>	1000L
McCaffrey, Anne	<i>Dragonflight</i>	940L
McCarthy, Cormac	<i>All the Pretty Horses</i>	940L
McCarthy, Cormac	<i>Todos los hermosos caballos</i>	N/A
McDaniel, Lurlene	<i>Hit and Run</i>	610L
Montgomery, Lucy Maude	<i>Anne of Green Gables</i>	710L
Mukasonga, Scholastique	<i>Our Lady of the Nile</i>	N/A
Murphy, Julie	<i>Dumplin'</i>	710L
Myers, Walter Dean	<i>Slam!</i>	750L
Ng, Celeste	<i>Everything I Never Told You</i>	870L
Nye, Naomi Shihab	<i>Habibi</i>	850L
Paolini, Christopher	<i>Eragon</i>	710L
Ryan, Pam Muñoz	<i>Esperanza Rising</i>	750L
Ryan, Pam Muñoz	<i>Esperanza renace</i>	740L
Spinelli, Jerry	<i>Stargirl</i>	590L
Steinbeck, John	<i>Tortilla Flats</i>	N/A
Tan, Amy	<i>The Joy Luck Club</i>	930L
Trueman, Terry	<i>Stuck in Neutral</i>	820L
Wesselhoeft, Conrad	<i>Dirt Bikes, Drones, and Other Ways to Fly</i>	590L
Zusak, Markus	<i>The Book Thief</i>	730L

Nonfiction/Informational Text

Author	Title	Lexile
Álvarez, Julia	<i>Once Upon a Quinceañera: Coming of Age in the USA</i>	N/A
Beyer, Ramsey	<i>Little Fish: A Memoir from Different Kind of Year</i>	N/A
Huebner, Mark, and Brad Wilson	<i>Sports Bloopers: All-star Flubs and Fumbles</i>	N/A
Jiménez, Francisco	<i>The Circuit: Stories from the Life of a Migrant Farm Child</i>	N/A
Jiménez, Francisco	<i>Cajas de cartón</i>	N/A
Knisley, Lucy	<i>Relish: My Life in the Kitchen</i>	970L
Yep, Lawrence, ed.	<i>American Dragons: Twenty-Five Asian American Voices</i>	990L

Unit 1 Instructional Pathways

Instructional Pathways

Teachers can build customized pathways through this unit by making purposeful choices about which resources to use based on students' learning needs. The charts below outline a few possible pathways to show how teachers might integrate digital assessments, Language Workshops, Close Reading Workshops, and Writing Workshops into instruction. Additional planning resources—including detailed standards correlations—are available on SpringBoard Digital.

English Language Arts Unit 1: Telling Details

Activity	 Digital Assessments	Pacing
Activity 1.1: Previewing the Unit	N/A	1
Activity 1.2: Whose Room Is This?	Activity Quiz 1.2	1
Activity 1.3: “Bread” and the Power of Imagination	Activity Quiz 1.3	1
Activity 1.4: A Study in Characterization	Activity Quiz 1.4	1
Activity 1.5: Analyzing and Writing a Complex Sentence	Activity Quiz 1.5	1
Activity 1.6: Intention and Craft	Activity Quiz 1.6	1
Activity 1.7: Telling Details of Transformation	Activity Quiz 1.7	1
Activity 1.8: Setting the Stage	Activity Quiz 1.8	1
Activity 1.9: Damage Control	Activity Quiz 1.9	1
Activity 1.10: Writing a Literary Analysis Paragraph	Activity Quiz 1.10	1
Activity 1.11: Studying Words, Making Predictions	Activity Quiz 1.11	1
Activity 1.12: A Lesson in Perspective	Activity Quiz 1.12	1
Activity 1.13: Filling in Farquhar’s Backstory	Activity Quiz 1.13	1
Activity 1.14: Bierce and the Language of Sensation	Activity Quiz 1.14	1
Activity 1.15: Literary Analysis Paragraph	Activity Quiz 1.15	1
Activity 1.16: Shared Gifts: Introducing Irony (Unpacking Embedded Assessment 1)	Activity Quiz 1.16	3
LC 1.16: Language Checkpoint: Using Punctuation within Sentences (optional)	Activity Quiz LC 1.16	1
Activity 1.17: “Games at Twilight”: Use the Evidence	Activity Quiz 1.17	2
Activity 1.18: Digging in Deeper: Tone and Theme	Activity Quiz 1.18	3
Activity 1.19: The Leap into the Future	Activity Quiz 1.19	3
LC 1.19: Language Checkpoint: Understanding Verb Tense and Voice (optional)	Activity Quiz LC 1.19	1

Activity	SBD Digital Assessments	Pacing	
Activity 1.20: Analyzing Martha	Activity Quiz 1.20	3	
Activity 1.21: Who Is Martha?	Activity Quiz 1.21	3	
Embedded Assessment 1: Writing a Literary Analysis	Unit Assessment Part 1	3	1
Activity 1.22: Thinking About Creative Writing (Unpacking Embedded Assessment 2)	Activity Quiz 1.22	1	
Activity 1.23: Reading About Writing	Activity Quiz 1.23	2	
Activity 1.24: Reviewing the Elements of Plot	Activity Quiz 1.24	1	
Activity 1.25: Reviewing the Elements of Setting and Characterization	Activity Quiz 1.25	2	
Activity 1.26: Point of View and Style	Activity Quiz 1.26	2	
Activity 1.27: Working Through the Writing Process	Activity Quiz 1.27	2	
Embedded Assessment 2: Writing a Short Story	Unit Assessment Part 2	3	1
Total 50-minute Class Periods:		48–52	

Language Development Pathway

Consider using some or all of the Language Workshop and Foundational Skills Workshop activities with English language learners or with any student who would benefit from extra support with academic English. More detailed guidance about the timing and purpose of each Language Workshop and Foundational Skills Workshop activity can be found in the Language Workshop teacher edition.

Language Workshop 1A and 1B		Pacing
Activity or Workshop		
Activity 1.1: Previewing the Unit		1
Activity 1.2: Whose Room Is This?		1
Language Workshop 1A.1: Genre Focus: Literary Analysis		1
Language Workshop 1A.3: Academic Vocabulary		1
Activity 1.3: “Bread” and the Power of Imagination		1
Language Workshop 1A.2: Building Knowledge: Informational Text: “A Time of Change in the Nation’s Capital”		1
Language Workshop 1A.4: Vocabulary Preview and Practice		1
Activity 1.4: A Study in Characterization	OR	1
Language Workshop 1A.5: Close Reading of an Anchor Text*		1
		1
Language Workshop 1A.6: Academic Collaboration*		1
Activity 1.5: Analyzing and Writing a Complex Sentence		1
Activity 1.6: Intention and Craft		1
Language Workshop 1A.7: Language Checkpoint: Recognizing Conventional Expressions (Preposition Combinations)		1
Language Workshop 1B.1: Genre Focus: Short Story		1
Language Workshop 1B.3: Academic Vocabulary		1
Activity 1.7: Telling Details of Transformation		1
Activity 1.8: Setting the Stage		1
Activity 1.9: Damage Control		1
Activity 1.10: Writing a Literary Analysis Paragraph		1

Activity or Workshop		Pacing	
Activity 1.11: Studying Words, Making Predictions		1	
Activity 1.12: A Lesson in Perspective		1	
Activity 1.13: Filling in Farquhar’s Backstory		1	
Activity 1.14: Bierce and the Language of Sensation		1	
Activity 1.15: Literary Analysis Paragraph		1	
Language Workshop 1B.2: Building Knowledge: Informational Text: “Entertainment with a Twist”		1	
Language Workshop 1B.4: Vocabulary Preview and Practice		1	
Activity 1.16: Shared Gifts: Introducing Irony	OR	Language Workshop 1B.5: Close Reading of an Anchor Text*	1
		Language Workshop 1B.6: Academic Collaboration*	1
		3	
LC 1.16: Language Checkpoint: Using Punctuation within Sentences		1	
Activity 1.17: “Games at Twilight”: Use the Evidence		2	
Activity 1.18: Digging in Deeper: Tone and Theme		3	
Activity 1.19: The Leap into the Future		3	
LC 1.19: Language Checkpoint: Understanding Verb Tense and Voice		1	
Activity 1.20: Analyzing Martha		3	
Activity 1.21: Who Is Martha?		3	
Language Workshop 1B.7: Language Checkpoint: Understanding Negatives and Contractions		1	
Embedded Assessment 1: Writing a Literary Analysis	OR	Collaborative Embedded Assessment: Writing a Literary Analysis	3 4
Activity 1.22: Thinking About Creative Writing		1	
Activity 1.23: Reading About Writing		2	
Activity 1.24: Reviewing the Elements of Plot		1	
Activity 1.25: Reviewing the Elements of Setting and Characterization		2	
Activity 1.26: Point of View and Style		2	

Activity or Workshop		Pacing	
Activity 1.27: Working Through the Writing Process		2	
Embedded Assessment 2: Writing a Short Story	OR	Collaborative Embedded Assessment: Writing a Short Story	3 4
Total 50-minute Class Periods:			50–63

* These activities are available in Spanish.

Foundational Skills Workshop

The Foundational Skills Workshop offers instructional and practice materials for providing small-group instruction to students who are still developing foundational reading skills.

Activity	Pacing
Activity 1: Practicing Letter-Sound Relationships	15 min.
Activity 2: Recognizing Words by Sight	10 min.
Activity 3: Words with Inconsistent but Common Spellings	35–40 min. per activity
Activity 4: Irregularly Spelled Words	
Activity 5: Common Prefixes	
Activity 6: Common Suffixes	
Activity 7: Using Roots and Affixes to Read Multisyllabic Words	
Activity 8: Reading Multisyllabic Words	
Activity 9: Reading Informational Text with Purpose and Understanding	
Activity 10: Reading Poetry with Fluency	

Flexible Pathways

Teachers may build a flexible pathway that focuses on developing students’ close reading and writing skills with the Close Reading and Writing Workshops. Each workshop addresses a specific set of standards and includes multiple assessment opportunities to allow students to demonstrate the knowledge and skills that are the focus of that workshop. With purposeful planning, teachers can supplement or replace portions of the ELA unit by selecting workshop activities that support or extend learning based on students’ needs.

Close Reading Workshops

Workshop	Genre Focus	Assessment Opportunities	Pacing
Close Reading Workshop 1: Informational/Literary Nonfiction Texts	Literary Nonfiction Essay Visual Text	Writing Prompt Debate/Discussion Multimedia Presentation	3–8

Writing Workshops

Workshop	Genre Focus	Assessment Opportunities	Pacing
Writing Workshop 1: The Writing Process: Stages and Strategies	n/a	Writing as a Class Writing Independently	3–5
Writing Workshop 3: Explanatory Writing: Cause and Effect	Informational Text	Writing as a Class Writing with Peers Writing Independently	3–6
Writing Workshop 5: Response to Literature: Short Story	Literary Analysis	Writing as a Class Writing with Peers Writing Independently	3–6

STANDARD CODE	KNOWLEDGE AND SKILL STATEMENT	STUDENT EXPECTATION	WHERE ADDRESSED
1. Developing and sustaining foundational language skills: Oral Language			
E1.1(A)	The student develops oral language through listening, speaking, and discussion.	engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activities 1.17, 1.22, 1.24, Unit 2: Activities 2.14, 2.17, 2.19, 2.20, Unit 3: Activities 3.12, 3.16, 3.22, Unit 4: Activities 4.8, 4.10, 4.16, 4.26, 4.30, 4.31, 4.32</p> <p>Language Workshops: Workshop 1B: Activities 1, 4, Workshop 2A: EA, Workshop 3B: EA, Workshop 4A: Activities 1, 3, 4, 7, EA, Workshop 4B: EA</p> <p>Close Reading Workshops: Workshop 1: Activities 1, 3, Workshop 3: Activity 1, Workshop 4: Activity 1, Workshop 5: Activities 1, 3</p> <p>Writing Workshops: Workshop 3: Activity 2, Workshop 4: Activity 2, Workshop 6: Activity 2, Workshop 7: Activity 1, Workshop 8: Activity 2, Workshop 10: Activities 1, 2</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activity 1.25, Unit 2: EA1, Activities 2.21, 2.24, 2.25, EA2, Unit 3: Activity 3.23, EA2, Unit 4: Activities LC4.17, 4.23, 4.27, 4.32</p> <p>Close Reading Workshops: Workshop 1: Activities 2, 4, Workshop 2: Activities 2, 3, 4, Workshop 3: Activity 4, Workshop 4: Activities 2, 3, 4, Workshop 5: Activities 2, 4, Workshop 6: Activity 4</p> <p>Writing Workshops: Workshop 1: Activity 2, Workshop 3: Activity 1, Workshop 7: Activity 2, Workshop 8: Activities 1, 3, Workshop 9: Activities 1, 2, 3</p>
E1.1(B)	The student develops oral language through listening, speaking, and discussion.	follow and give oral instructions that include multiple action steps;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activities 1.1, 1.22, 1.25, Unit 2: Activity 2.1, Unit 3: Activity 3.1, Unit 4: Activities 4.1, 4.8, 4.10, 4.27</p>

STANDARD CODE	KNOWLEDGE AND SKILL STATEMENT	STUDENT EXPECTATION	WHERE ADDRESSED
			<p>Language Workshops: Workshop 1A: EA, Workshop 1B: Activity 2, Workshop 2A: EA, Workshop 3B: Activity 1, Workshop 4A: EA</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.10, 1.11, 1.23, 1.24, 1.27, Unit 2: Activities 2.7, 2.14, EA1, LC2.23, 2.25, Unit 3: Activities 3.20, 3.21, 3.22, 3.23, Unit 4: Activities 4.28, 4.30, 4.31, 4.32</p>
E1.1(C)	The student develops oral language through listening, speaking, and discussion.	give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and	<p>Focus Standard</p> <p>English Language Arts: Unit 2: EA1, Unit 3: Activities 3.2, 3.22, 3.23, EA2, Unit 4: Activities 4.27, 4.31, 4.32, EA2</p> <p>Language Workshops: Workshop 2A: EA, Workshop 3B: EA</p> <p>Additional Standard</p> <p>English Language Arts: Unit 2: Activity 2.25, EA2, Unit 3: Activity 3.19</p>
E1.1(D)	The student develops oral language through listening, speaking, and discussion.	participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activity 1.17, Unit 2: Activities 2.14, 2.17, EA1, 2.20, Unit 3: Activities 3.7, 3.16, Unit 4: Activities 4.8, 4.10, 4.26, 4.30, 4.31, 4.32</p> <p>Language Workshops: Workshop 1A: Activity 1, Workshop 2A: Activity 1, EA, Workshop 2B: Activities 1, 3, 6, EA, Workshop 3B: Activities 1, 3, Workshop 4A: Activities 1, 4, 6, 7, Workshop 4B: Activities 3, 6, 7, EA</p> <p>Close Reading Workshops: Workshop 1: Activity 2, Workshop 3: Activity 1, Workshop 4: Activity 2, Workshop 5: Activity 2</p> <p>Writing Workshops: Workshop 2: Activities 2, 3, Workshop 3: Activity 3, Workshop 4: Activity 3, Workshop 6: Activity 3, Workshop 7: Activities 2, 3, Workshop 8:</p>

STANDARD CODE	KNOWLEDGE AND SKILL STATEMENT	STUDENT EXPECTATION	WHERE ADDRESSED
			Activity 3, Workshop 9: Activity 3, Workshop 10: Activity 3 Additional Standard English Language Arts: Unit 2: Activities 2.21, 2.25, EA2, Unit 4: Activity 4.23 Close Reading Workshops: Workshop 1: Activity 4, Workshop 2: Activities 2, 4, Workshop 3: Activity 2, Workshop 4: Activity 4, Workshop 5: Activity 4, Workshop 6: Activities 1, 2, 4 Writing Workshops: Workshop 1: Activities 1, 2, 3, Workshop 4: Activity 2, Workshop 8: Activities 1, 2, Workshop 9: Activities 1, 2
2. Developing and sustaining foundational language skills: Vocabulary			
E1.2(A)	The student uses newly acquired vocabulary expressively.	use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	Focus Standard English Language Arts: Unit 1: Activity 1.11, Unit 2: Activity 2.9, Unit 3: Activity 3.7, Unit 4: Activity 4.6 Language Workshops: Workshop 1A: Activities 2, 3, 4, Workshop 1B: Activity 4, Workshop 2A: Activities 3, 4, Workshop 2B: Activities 3, 4, Workshop 3A: Activities 3, 4, Workshop 3B: Activities 2, 3, 4, Workshop 4A: Activities 2, 3, 4, 6, Workshop 4B: Activities 2, 3, 4 Close Reading Workshops: Workshop 2: Activity 1, Workshop 4: Activity 1, Workshop 5: Activity 1, Workshop 6: Activities 1, 3 Additional Standard English Language Arts: Unit 1: Activities 1.1, 1.7, 1.16, 1.23, 1.24, 1.26, Unit 2: Activities 2.1, 2.12, 2.21, 2.22, 2.23, 2.24, Unit 3: Activity 3.1, Unit 4: Activities 4.1, 4.27, 4.29 Close Reading Workshops: Workshop 1: Activity 3, Workshop 2: Activity 3, Workshop 3: Activities 1, 3,

STANDARD CODE	KNOWLEDGE AND SKILL STATEMENT	STUDENT EXPECTATION	WHERE ADDRESSED
			<p>Workshop 4: Activity 3, Workshop 5: Activity 3, Workshop 6: Activity 4</p> <p>Writing Workshops: Workshop 2: Activity 1, Workshop 8: Activities 1, 2, Workshop 9: Activity 2</p>
E1.2(B)	The student uses newly acquired vocabulary expressively.	analyze context to distinguish between the denotative and connotative meanings of words; and	<p>Focus Standard</p> <p>English Language Arts: Unit 2: Activities 2.5, 2.8, Unit 4: Activity 4.6</p> <p>Language Workshops: Workshop 3B: Activity 4, Workshop 4A: Activities 4, 5</p> <p>Close Reading Workshops: Workshop 1: Activities 1, 3, Workshop 2: Activities 1, 3, Workshop 3: Activity 1, Workshop 4: Activities 1, 3, Workshop 5: Activity 1, Workshop 6: Activity 3</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.11, 1.23, Unit 2: Activities 2.9, 2.10, 2.12, 2.21, Unit 3: Activity 3.13, Unit 4: Activities 4.27, 4.28, 4.29</p> <p>Close Reading Workshops: Workshop 1: Activities 2, 4, Workshop 3: Activity 3, Workshop 4: Activity 2, Workshop 6: Activity 1</p> <p>Writing Workshops: Workshop 2: Activity 1</p>
E1.2(C)	The student uses newly acquired vocabulary expressively.	determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.	<p>Focus Standard</p> <p>Language Workshops: Workshop 2B: Activity 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activity 1.23, Unit 3: Activity 3.13</p>

3. Developing and sustaining foundational language skills: Self-Sustained Reading

STANDARD CODE	KNOWLEDGE AND SKILL STATEMENT	STUDENT EXPECTATION	WHERE ADDRESSED
E1.3	The student reads grade-appropriate texts independently.	The student is expected to self-select text and read independently for a sustained period of time.	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activity 1.1, Unit 2: Activity 2.1, Unit 3: Activity 3.1, Unit 4: Activity 4.1</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activity 1.27, Unit 2: Activity 2.25, Unit 4: Activities 4.14, 4.15, 4.16, 4.19</p> <p>Close Reading Workshops: Workshop 1: Activities 1, 3, Workshop 2: Activity 3, Workshop 4: Activities 1, 2, 3, Workshop 5: Activities 1, 3</p>
4. Comprehension skills			
E1.4(A)	The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	establish purpose for reading assigned and self-selected texts;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activity 1.1, Unit 2: Activity 2.1, Unit 3: Activity 3.1, Unit 4: Activities 4.1, 4.5</p> <p>Language Workshops: Workshop 1A: Activities 2, 5, Workshop 3B: Activities 2, 5, Workshop 4B: Activities 2, 5</p> <p>Writing Workshops: Workshop 7: Activity 1, Workshop 8: Activity 1, Workshop 9: Activity 1, Workshop 10: Activity 1</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.8, 1.12, 1.21, 1.24, 1.27, Unit 3: Activities 3.4, 3.20, Unit 4: Activities 4.11, 4.30</p> <p>Close Reading Workshops: Workshop 1: Activities 1, 2, 3, Workshop 2: Activity 3, Workshop 4: Activities 1, 2, 3, Workshop 5: Activities 1, 2, 3, Workshop 6: Activities 1, 3</p> <p>Writing Workshops: Workshop 1: Activity 1, Workshop 2: Activity 1, Workshop 3: Activity 1, Workshop 4: Activity 1</p>
E1.4(B)	The student uses metacognitive skills to both develop and deepen	generate questions about text before, during, and after reading to deepen understanding and gain information;	<p>Focus Standard</p>

STANDARD CODE	KNOWLEDGE AND SKILL STATEMENT	STUDENT EXPECTATION	WHERE ADDRESSED
	comprehension of increasingly complex texts.		<p>English Language Arts: Unit 1: Activity 1.2, Unit 2: Activity 2.11, Unit 4: Activities 4.3, 4.17, 4.25, 4.27</p> <p>Language Workshops: Workshop 1A: Activity 5, Workshop 1B: Activity 2, Workshop 3B: Activity 5, Workshop 4B: Activity 5</p> <p>Close Reading Workshops: Workshop 1: Activities 2, 4, Workshop 2: Activity 1, Workshop 5: Activities 3, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.3, 1.17, 1.18, Unit 2: Activity 2.14, Unit 4: Activities 4.5, 4.14, 4.30, 4.31, 4.32</p> <p>Close Reading Workshops: Workshop 3: Activity 3, Workshop 5: Activity 2</p> <p>Writing Workshops: Workshop 6: Activity 1, Workshop 8: Activity 1</p>
E1.4(C)	The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	make and correct or confirm predictions using text features, characteristics of genre, and structures;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activities 1.2, 1.11, 1.13, Unit 3: Activities 3.3, 3.5, 3.8, Unit 4: Activities 4.2, 4.6</p> <p>Language Workshops: Workshop 3A: Activity 2</p> <p>Writing Workshops: Workshop 8: Activity 1, Workshop 9: Activity 1</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.3, 1.12, 1.14, 1.18, Unit 3: Activity 3.9, Unit 4: Activity 4.7</p> <p>Close Reading Workshops: Workshop 1: Activity 2, Workshop 3: Activities 1, 3, Workshop 4: Activity 2, Workshop 5: Activity 2, Workshop 6: Activity 3</p> <p>Writing Workshops: Workshop 1: Activity 1, Workshop 8: Activity 3</p>

STANDARD CODE	KNOWLEDGE AND SKILL STATEMENT	STUDENT EXPECTATION	WHERE ADDRESSED
E1.4(D)	The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	create mental images to deepen understanding;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activity 1.12, Unit 2: Activities 2.8, 2.23, 2.24, Unit 3: Activity 3.3, Unit 4: Activities 4.3, 4.7</p> <p>Close Reading Workshops: Workshop 4: Activities 1, 3</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.4, 1.19, 1.20, 1.21, Unit 2: Activities 2.2, 2.10, Unit 4: Activity 4.27</p>
E1.4(E)	The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	make connections to personal experiences, ideas in other texts, and society;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activity 1.23, Unit 4: Activity 4.32, EA2</p> <p>Language Workshops: Workshop 1A: Activity 1, Workshop 4B: Activity 6</p> <p>Close Reading Workshops: Workshop 1: Activities 1, 3, Workshop 2: Activity 4, Workshop 3: Activity 4, Workshop 4: Activity 4, Workshop 6: Activity 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 2: Activities 2.21, 2.22, 2.23, 2.24, Unit 3: Activities 3.4, 3.17, Unit 4: Activities 4.1, 4.14, 4.15, 4.27, 4.28, 4.29, 4.31</p> <p>Close Reading Workshops: Workshop 1: Activities 2, 4, Workshop 2: Activity 2, Workshop 4: Activities 1, 2, Workshop 5: Activities 1, 2, Workshop 6: Activity 2</p> <p>Writing Workshops: Workshop 1: Activities 1, 2, Workshop 3: Activity 1, Workshop 4: Activity 1, Workshop 5: Activity 1, Workshop 6: Activity 1</p>
E1.4(F)	The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	make inferences and use evidence to support understanding;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activities 1.2, 1.6, 1.8, 1.12, 1.13, 1.16, 1.25, 1.26, Unit 2: Activities 2.8, 2.9, 2.11,</p>

STANDARD CODE	KNOWLEDGE AND SKILL STATEMENT	STUDENT EXPECTATION	WHERE ADDRESSED
			<p>2.12, 2.18, 2.19, Unit 3: Activities 3.2, 3.8, Unit 4: Activities 4.2, 4.3, 4.8, 4.16, 4.28</p> <p>Language Workshops: Workshop 1A: Activity 2, Workshop 2A: Activity 4, Workshop 3B: Activities 2, 5, 6, Workshop 4A: Activities 2, 6</p> <p>Close Reading Workshops: Workshop 1: Activities 1, 2, 3, Workshop 2: Activities 1, 2, 3, 4, Workshop 3: Activities 1, 2, Workshop 4: Activities 1, 2, 3, Workshop 5: Activities 2, 3, Workshop 6: Activities 1, 3</p> <p>Writing Workshops: Workshop 1: Activity 1, Workshop 6: Activity 1, Workshop 10: Activity 1</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.7, 1.17, 1.19, 1.20, 1.21, Unit 2: Activity 2.16, Unit 4: Activities 4.17, 4.18, 4.22, 4.27, 4.31, EA2</p> <p>Close Reading Workshops: Workshop 1: Activity 4, Workshop 3: Activity 3</p> <p>Writing Workshops: Workshop 5: Activities 1, 3, 4, Workshop 6: Activities 2, 3, 4, Workshop 7: Activity 1</p>
E1.4(G)	The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	evaluate details read to determine key ideas;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activities 1.3, 1.4, 1.6, 1.7, 1.12, 1.13, 1.16, 1.17, 1.20, 1.25, Unit 2: Activities 2.2, 2.3, 2.12, 2.19, Unit 4: Activities 4.13, 4.15, 4.16, 4.17, 4.24, 4.25, 4.29, EA2</p> <p>Language Workshops: Workshop 1A: Activity 2, Workshop 2A: Activity 2, Workshop 2B: Activity 2, Workshop 3B: Activities 2, 5, 6, Workshop 4A: Activity 2, Workshop 4B: Activities 2, 5, 6</p> <p>Close Reading Workshops: Workshop 1: Activities 1, 2, 3, Workshop 2: Activities 1, 3, Workshop 3: Activities 1, 3, Workshop 4: Activities 1, 2, 3, Workshop 5: Activities 1, 2, 3, Workshop 6: Activity 2</p>

STANDARD CODE	KNOWLEDGE AND SKILL STATEMENT	STUDENT EXPECTATION	WHERE ADDRESSED
			<p>Writing Workshops: Workshop 1: Activity 1, Workshop 5: Activity 1, Workshop 6: Activity 1, Workshop 10: Activity 1</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.19, 1.21, Unit 2: Activity 2.10, Unit 3: Activities 3.3, 3.9, 3.12, 3.20, 3.21, 3.22, 3.23, Unit 4: Activities 4.3, 4.14, 4.27, 4.28, 4.31</p> <p>Close Reading Workshops: Workshop 1: Activity 4, Workshop 2: Activity 4, Workshop 4: Activity 4, Workshop 5: Activity 4</p> <p>Writing Workshops: Workshop 4: Activity 1, Workshop 5: Activities 2, 3, 4, Workshop 6: Activities 2, 3, 4, Workshop 7: Activity 1</p>
E1.4(H)	The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	synthesize information from two texts to create new understanding; and	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activity 1.23, Unit 3: Activities 3.15, 3.21, Unit 4: Activities 4.2, 4.27, 4.29</p> <p>Close Reading Workshops: Workshop 2: Activity 2, Workshop 3: Activities 1, 2, 4, Workshop 4: Activities 1, 2, 4, Workshop 6: Activities 2, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activity 1.2, Unit 3: Activities 3.4, 3.8, 3.20, 3.22, 3.23, Unit 4: Activity 4.31</p> <p>Close Reading Workshops: Workshop 1: Activities 2, 4, Workshop 2: Activity 4, Workshop 5: Activities 2, 4</p>
E1.4(I)	The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activity 1.3, Unit 2: Activity 2.15, Unit 3: Activity 3.2, Unit 4: Activities 4.6, 4.24</p>

STANDARD CODE	KNOWLEDGE AND SKILL STATEMENT	STUDENT EXPECTATION	WHERE ADDRESSED
			<p>Language Workshops: Workshop 1A: Activity 2, Workshop 2A: Activities 2, 5, Workshop 3B: Activity 2, Workshop 4A: Activity 5</p> <p>Close Reading Workshops: Workshop 2: Activities 1, 3, Workshop 3: Activity 1, Workshop 4: Activities 1, 3, Workshop 5: Activity 1, Workshop 6: Activity 3</p> <p>Writing Workshops: Workshop 2: Activity 1</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.4, 1.6, 1.7, 1.8, 1.9, 1.12, 1.13, 1.14, 1.17, 1.19, 1.20, 1.21, 1.23, 1.24, Unit 2: Activities 2.3, 2.4, 2.6, 2.11, 2.16, 2.18, Unit 3: Activities 3.3, 3.7, 3.9, 3.12, 3.13, 3.14, 3.21, Unit 4: Activities 4.3, 4.7, 4.8, 4.10, 4.12, 4.14, 4.18, 4.21, 4.22, 4.27</p> <p>Close Reading Workshops: Workshop 1: Activities 1, 3, Workshop 3: Activity 3, Workshop 5: Activity 3</p>
5. Response skills			
E1.5(A)	The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	describe personal connections to a variety of sources, including self-selected texts;	<p>Focus Standard</p> <p>Language Workshops: Workshop 1A: Activity 6, Workshop 1B: Activity 6, Workshop 3A: Activity 6</p> <p>Additional Standard</p> <p>English Language Arts: Unit 3: Activity 3.6, Unit 4: Activities 4.14, 4.19, 4.25, 4.27, 4.32</p> <p>Close Reading Workshops: Workshop 1: Activities 3, 4, Workshop 2: Activity 4, Workshop 4: Activity 4, Workshop 5: Activity 3</p> <p>Writing Workshops: Workshop 1: Activity 2, Workshop 5: Activity 1</p>
E1.5(B)	The student responds to an increasingly challenging variety of	write responses that demonstrate understanding of texts, including	Focus Standard

STANDARD CODE	KNOWLEDGE AND SKILL STATEMENT	STUDENT EXPECTATION	WHERE ADDRESSED
	sources that are read, heard, or viewed.	comparing texts within and across genres;	<p>English Language Arts: Unit 1: Activities 1.8, EA1, 1.23, 1.24, Unit 2: Activities 2.3, 2.22, 2.23, Unit 3: Activities 3.3, 3.4, 3.5, 3.7, 3.11, 3.15, Unit 4: Activity 4.12, EA1</p> <p>Language Workshops: Workshop 1B: Activity 2, Workshop 2A: Activities 2, 6, Workshop 2B: Activity 2, EA, Workshop 4A: Activities 1, 2, 6</p> <p>Close Reading Workshops: Workshop 1: Activities 1, 2, 3, 4, Workshop 3: Activity 2, Workshop 4: Activity 2, Workshop 5: Activities 1, 2, 3, Workshop 6: Activities 1, 2, 3</p> <p>Writing Workshops: Workshop 5: Activities 2, 3, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.4, 1.19, 1.26, Unit 2: Activities 2.11, 2.16, 2.21, 2.23, 2.25, EA2, Unit 3: Activity 3.9, Unit 4: Activities 4.9, 4.16, 4.19, 4.28, 4.29</p> <p>Close Reading Workshops: Workshop 2: Activities 2, 4, Workshop 3: Activities 3, 4, Workshop 4: Activities 1, 3, 4, Workshop 5: Activity 4, Workshop 6: Activity 4</p> <p>Writing Workshops: Workshop 4: Activity 1</p>
E1.5(C)	The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	use text evidence and original commentary to support a comprehensive response;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activities 1.2, 1.4, EA1, Unit 2: Activities 2.3, 2.11, 2.12, Unit 3: Activities 3.4, 3.7, 3.10, 3.11, 3.23, Unit 4: Activities 4.3, 4.14, 4.16, 4.25, EA1</p> <p>Language Workshops: Workshop 1A: Activity 2, Workshop 1B: Activities 2, 5, Workshop 2A: Activity 6, Workshop 2B: Activity 2, Workshop 3B: Activities 2, 5, Workshop 4A: Activities 2, 6, Workshop 4B: Activity 6</p> <p>Close Reading Workshops: Workshop 1: Activities 1, 3, 4, Workshop 2: Activity 4, Workshop 3: Activity 1, Workshop 4: Activities 1, 2, 3, 4, Workshop 5: Activities 1, 3, 4, Workshop 6: Activities 1, 3</p>

STANDARD CODE	KNOWLEDGE AND SKILL STATEMENT	STUDENT EXPECTATION	WHERE ADDRESSED
			<p>Writing Workshops: Workshop 1: Activity 1, Workshop 5: Activities 2, 3, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.15, 1.16, 1.20, 1.27, Unit 2: Activities 2.6, 2.7, 2.10, 2.13, EA1, 2.21, 2.23, Unit 3: Activities 3.6, 3.17, 3.18, EA1, Unit 4: Activities 4.15, 4.24, 4.27, 4.28, 4.29, 4.30</p> <p>Close Reading Workshops: Workshop 2: Activities 1, 3, Workshop 3: Activity 4, Workshop 6: Activity 4</p> <p>Writing Workshops: Workshop 4: Activity 1, Workshop 8: Activities 1, 2, Workshop 9: Activities 1, 2</p>
E1.5(D)	The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	paraphrase and summarize texts in ways that maintain meaning and logical order;	<p>Focus Standard</p> <p>English Language Arts: Unit 2: Activities 2.2, 2.5, Unit 3: Activities 3.2, 3.9, 3.21, 3.23, Unit 4: Activities 4.14, 4.29</p> <p>Language Workshops: Workshop 1A: Activities 1, 2, 5, Workshop 1B: Activities 2, 3, Workshop 2A: Activities 1, 5, Workshop 2B: Activity 5, Workshop 3B: Activities 2, 5, Workshop 4A: Activity 2, Workshop 4B: Activity 5</p> <p>Close Reading Workshops: Workshop 1: Activity 2, Workshop 2: Activity 1, Workshop 3: Activity 1, Workshop 4: Activities 1, 3, Workshop 6: Activities 1, 3</p> <p>Writing Workshops: Workshop 6: Activities 2, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activity 1.23, Unit 2: Activities 2.4, 2.7, 2.12, 2.14, 2.21, Unit 3: Activities 3.6, 3.7, 3.9, 3.12, 3.14, EA1, 3.21, 3.22, Unit 4: Activities 4.19, 4.22, 4.27, 4.30, 4.31</p> <p>Close Reading Workshops: Workshop 3: Activity 3, Workshop 5: Activities 2, 4</p>

STANDARD CODE	KNOWLEDGE AND SKILL STATEMENT	STUDENT EXPECTATION	WHERE ADDRESSED
			Writing Workshops: Workshop 2: Activity 2, Workshop 6: Activity 3
E1.5(E)	The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activities 1.3, 1.5, 1.9, 1.22, Unit 2: Activities 2.4, 2.9, 2.14, Unit 3: Activities 3.3, 3.8, 3.10, 3.19, 3.22, Unit 4: Activities 4.3, 4.7, 4.8, 4.10, 4.12, 4.15, 4.24, 4.25</p> <p>Language Workshops: Workshop 1A: Activities 2, 5, Workshop 1B: Activities 2, 3, 5, Workshop 2A: Activities 2, 5, Workshop 2B: Activity 5, Workshop 3A: Activities 2, 5, Workshop 3B: Activities 2, 5, Workshop 4A: Activities 1, 2, 5, EA, Workshop 4B: Activity 2</p> <p>Close Reading Workshops: Workshop 3: Activity 1</p> <p>Writing Workshops: Workshop 5: Activity 1, Workshop 7: Activity 1</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.12, 1.14, 1.17, 1.23, 1.24, 1.26, Unit 2: Activities 2.6, 2.11, 2.16, 2.18, 2.23, 2.25, Unit 3: Activities 3.6, 3.7, 3.9, 3.12, 3.13, 3.14, 3.20, 3.21, Unit 4: Activities 4.14, 4.24, 4.27, 4.28, 4.29</p> <p>Close Reading Workshops: Workshop 1: Activities 1, 2, 3, 4, Workshop 2: Activities 1, 2, 3, Workshop 3: Activity 3, Workshop 4: Activities 1, 3, Workshop 5: Activities 1, 2, 3, Workshop 6: Activities 1, 3</p> <p>Writing Workshops: Workshop 3: Activities 1, 2, Workshop 4: Activities 1, 2, Workshop 6: Activity 1, Workshop 7: Activities 2, 3, 4, Workshop 8: Activities 1, 3, Workshop 9: Activities 1, 3, Workshop 10: Activity 1</p>
E1.5(F)	The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	respond using acquired content and academic vocabulary as appropriate;	Focus Standard

STANDARD CODE	KNOWLEDGE AND SKILL STATEMENT	STUDENT EXPECTATION	WHERE ADDRESSED
			<p>English Language Arts: Unit 1: EA1, Activity 1.24, Unit 2: Activities 2.2, 2.11, 2.12, Unit 3: Activity 3.8, Unit 4: Activity 4.15, EA1</p> <p>Language Workshops: Workshop 1A: Activities 1, 2, 3, 4, 6, Workshop 1B: Activities 1, 2, 3, 4, 5, 6, Workshop 2A: Activities 1, 2, 3, 4, 5, 6, Workshop 2B: Activities 1, 2, 3, 4, 6, Workshop 3A: Activities 1, 2, 3, 4, Workshop 3B: Activities 3, 4, 5, Workshop 4A: Activities 1, 2, 4, 6, Workshop 4B: Activities 1, 3, 4, 5</p> <p>Close Reading Workshops: Workshop 4: Activity 3</p> <p>Writing Workshops: Workshop 6: Activity 1, Workshop 10: Activity 1</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.3, 1.6, 1.7, 1.15, 1.16, 1.19, 1.20, 1.25, 1.26, 1.27, Unit 2: Activities 2.3, 2.7, 2.10, 2.23, LC2.23, Unit 3: Activity 3.6, Unit 4: Activities 4.14, 4.19, 4.24, 4.29, 4.30</p> <p>Close Reading Workshops: Workshop 1: Activities 1, 2, 3, 4, Workshop 2: Activity 3, Workshop 4: Activities 1, 2, 3, Workshop 5: Activities 1, 2, 3, Workshop 6: Activity 1</p> <p>Writing Workshops: Workshop 4: Activity 1, Workshop 8: Activities 1, 2, Workshop 9: Activities 1, 2, 3, 4, Workshop 10: Activities 2, 3, 4</p>
E1.5(G)	The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	discuss and write about the explicit or implicit meanings of text;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activity 1.17, Unit 2: Activities 2.3, 2.17</p> <p>Language Workshops: Workshop 1A: Activities 5, 6, Workshop 1B: Activities 5, 6, Workshop 2B: Activity 6, EA, Workshop 4A: Activity 2, 6</p> <p>Close Reading Workshops: Workshop 1: Activities 1, 2, Workshop 2: Activity 2, Workshop 4: Activity 2, Workshop 5: Activities 1, 2</p>

STANDARD CODE	KNOWLEDGE AND SKILL STATEMENT	STUDENT EXPECTATION	WHERE ADDRESSED
			<p>Writing Workshops: Workshop 5: Activity 1, Workshop 7: Activity 1</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.7, 1.14, 1.15, 1.21, 1.26, Unit 2: Activities 2.7, 2.10, 2.16, 2.21, 2.22, 2.23, 2.24, 2.25, EA2, Unit 3: Activity 3.20, Unit 4: Activities 4.11, 4.16, 4.24, 4.25, 4.27, 4.28, 4.29</p> <p>Close Reading Workshops: Workshop 1: Activity 4, Workshop 2: Activity 1, Workshop 3: Activities 2, 3, Workshop 4: Activities 1, 4, Workshop 5: Activity 3</p> <p>Writing Workshops: Workshop 4: Activity 1, Workshop 5: Activities 2, 3, 4, Workshop 8: Activity 1</p>
E1.5(H)	The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	respond orally or in writing with appropriate register, vocabulary, tone, and voice;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activity LC1.19, Unit 2: Activity 2.14, EA1</p> <p>Language Workshops: Workshop 1A: Activities 2, 4, Workshop 2A: EA, Workshop 3A: Activity 6, Workshop 3B: Activity 4, Workshop 4A: Activity 6, Workshop 4B: Activity 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.6, 1.9, 1.11, 1.15, 1.16, 1.20, 1.23, EA2, Unit 2: Activities 2.3, 2.7, 2.23, Unit 3: Activity 3.6, Unit 4: Activities 4.16, 4.17, LC4.17</p> <p>Close Reading Workshops: Workshop 4: Activity 2</p> <p>Writing Workshops: Workshop 5: Activities 2, 3, 4</p>
E1.5(I)	The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	reflect on and adjust responses when valid evidence warrants; and	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activity 1.17</p> <p>Language Workshops: Workshop 3B: Activity 5</p>

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			<p>Close Reading Workshops: Workshop 1: Activity 2, Workshop 4: Activity 2, Workshop 5: Activity 2</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activity 1.12, Unit 2: Activities 2.10, 2.19, Unit 3: Activities 3.7, 3.12, 3.15, 3.17, EA1, 3.20, 3.21, 3.22</p> <p>Close Reading Workshops: Workshop 1: Activities 1, 3, Workshop 2: Activities 1, 3, Workshop 4: Activity 1, Workshop 5: Activities 1, 3</p> <p>Writing Workshops: Workshop 1: Activities 2, 3, Workshop 2: Activity 2, Workshop 3: Activities 2, 3, Workshop 4: Activities 2, 3, Workshop 5: Activities 2, 3, 4</p>
E1.5(J)	The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	defend or challenge the authors' claims using relevant text evidence.	<p>Focus Standard</p> <p>English Language Arts: Unit 3: Activities 3.6, 3.12, 3.13, Unit 4: Activity 4.28</p> <p>Language Workshops: Workshop 3B: Activity 5</p> <p>Close Reading Workshops: Workshop 1: Activities 1, 3, Workshop 2: Activities 1, 3, Workshop 5: Activities 1, 3</p> <p>Additional Standard</p> <p>English Language Arts: Unit 3: Activity 3.14</p>
6. Multiple genres: Literary Elements			
E1.6(A)	The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	analyze how themes are developed through characterization and plot in a variety of literary texts;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activities 1.6, 1.7, 1.25, Unit 2: Activity 2.16, 2.18, 2.19, Unit 4: Activities 4.16, 4.17, 4.18, 4.19, 4.21, 4.23, 4.24</p> <p>Language Workshops: Workshop 1A: Activities 5, 6, EA, Workshop 1B: Activities 1, 5, 6, Workshop 2A: Activity 6, Workshop 4A: Activity 6</p> <p>Close Reading Workshops: Workshop 4: Activity 3</p>

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			<p>Writing Workshops: Workshop 4: Activity 1</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activity 1.16, Unit 4: Activities 4.20, 4.25</p> <p>Writing Workshops: Workshop 5: Activity 2</p>
E1.6(B)	The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activities 1.20, 1.21, 1.25, 1.26, Unit 2: Activities 2.15, 2.16, Unit 4: Activities 4.18, 4.21</p> <p>Language Workshops: Workshop 1A: Activity 5, EA, Workshop 1B: Activity 1, Workshop 4A: Activities 1, 6</p> <p>Close Reading Workshops: Workshop 4: Activity 1</p> <p>Writing Workshops: Workshop 4: Activity 1</p> <p>Additional Standard</p> <p>English Language Arts: Unit 4: Activities 4.5, 4.9, 4.25</p>
E1.6(C)	The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activities 1.13, 1.19, 1.24, Unit 4: Activity 4.11</p> <p>Language Workshops: Workshop 1A: EA, Workshop 1B: Activity 1, Workshop 2A: Activity 6</p> <p>Writing Workshops: Workshop 4: Activity 1</p> <p>Additional Standard</p> <p>English Language Arts: Unit 2: Activity 2.18, Unit 4: Activities 4.21, 4.23, 4.24, 4.25</p>
E1.6(D)	The student recognizes and analyzes literary elements within and across increasingly complex traditional,	analyze how the setting influences the theme.	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activities 1.3, 1.18, 1.25, Unit 4: Activities 4.12, 4.19</p>

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	contemporary, classical, and diverse literary texts.		<p>Language Workshops: Workshop 1B: Activities 1, 5</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activity 1.16, Unit 4: Activities 4.3, 4.13, 4.16, 4.20</p>
7. Multiple genres: Genres			
E1.7(A)	The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.	read and respond to American, British, and world literature;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activities 1.7, 1.17, EA1, Unit 2: Activity 2.2, Unit 4: Activity 4.19</p> <p>Language Workshops: Workshop 2A: Activity 6, Workshop 2B: Activity 5, Workshop 4A: Activity 6</p> <p>Writing Workshops: Workshop 4: Activity 1, Workshop 5: Activity 1, Workshop 9: Activity 1</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.8, 1.12, 1.15, 1.20, Unit 2: Activities 2.6, 2.7, 2.8, 2.10, Unit 4: Activity 4.3, 4.5, 4.7, 4.8, 4.10, 4.11, 4.12, EA1</p> <p>Close Reading Workshops: Workshop 4: Activities 1, 3</p>
E1.7(B)	The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.	analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;	<p>Focus Standard</p> <p>English Language Arts: Unit 2: Activities 2.11, 2.21, 2.22, 2.23</p> <p>Language Workshops: Workshop 2B: Activity 6</p> <p>Writing Workshops: Workshop 8: Activities 1, 3</p> <p>Additional Standard</p> <p>English Language Arts: Unit 2: Activity 2.24</p> <p>Close Reading Workshops: Workshop 3: Activity 3</p>

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E1.7(C)	The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.	analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;	<p>Focus Standard</p> <p>English Language Arts: Unit 2: Activities 2.9, 2.13, 2.16, 2.17</p> <p>Language Workshops: Workshop 2A: Activity 6</p> <p>Writing Workshops: Workshop 9: Activity 1</p> <p>Additional Standard</p> <p>English Language Arts: Unit 2: Activity 2.19</p>
E1.7(D)(i)	The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.	<p>analyze characteristics and structural elements of informational texts such as:</p> <p>clear thesis, relevant supporting evidence, pertinent examples, and conclusion; an</p>	<p>Focus Standard</p> <p>Language Workshops: Workshop 1A: Activity 2</p> <p>Close Reading Workshops: Workshop 1: Activity 3, Workshop 5: Activity 3</p> <p>Writing Workshops: Workshop 3: Activity 1, Workshop 6: Activity 1, Workshop 7: Activity 1, Workshop 10: Activity 1</p> <p>Additional Standard</p> <p>English Language Arts: Unit 2: Activity 2.19, Unit 3: Activity 3.2, Unit 4: Activity 4.29</p> <p>Close Reading Workshops: Workshop 1: Activities 3, 4, Workshop 5: Activity 2</p>
E1.7(D)(ii)	The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.	<p>analyze characteristics and structural elements of informational texts such as:</p> <p>multiple organizational patterns within a text to develop the thesis;</p>	<p>Focus Standard</p> <p>Language Workshops: Workshop 1B: Activity 2</p> <p>Writing Workshops: Workshop 10: Activity 1</p> <p>Additional Standard</p> <p>English Language Arts: Unit 3: Activity 3</p> <p>Close Reading Workshops: Workshop 1: Activity 4, Workshop 2: Activity 2</p> <p>Writing Workshops: Workshop 7: Activities 3, 4</p>

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E1.7(E)(i)	The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.	analyze characteristics and structural elements of argumentative texts such as: clear arguable claim, appeals, and convincing conclusion;	<p>Focus Standard</p> <p>English Language Arts: Unit 3: Activities 3.5, 3.12, 3.14, 3.17, Unit 4: Activity 4.28</p> <p>Close Reading Workshops: Workshop 2: Activity 3</p> <p>Writing Workshops: Workshop 2: Activity 1</p> <p>Additional Standard</p> <p>English Language Arts: Unit 3: Activities 3.7, LC3.12, 3.13, 3.17, Unit 4: Activity 4.22</p> <p>Writing Workshops: Workshop 2: Activities 2, 3, 4</p>
E1.7(E)(ii)	The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.	analyze characteristics and structural elements of argumentative texts such as: various types of evidence and treatment of counterarguments, including concessions and rebuttals; and	<p>Focus Standard</p> <p>English Language Arts: Unit 3: Activities 3.5, 3.13, 3.14, Unit 4: Activity 4.28</p> <p>Writing Workshops: Workshop 2: Activity 1, Workshop 6: Activity 1</p> <p>Additional Standard</p> <p>English Language Arts: Unit 3: Activities 3.7, 3.12</p> <p>Close Reading Workshops: Workshop 2: Activity 1</p> <p>Writing Workshops: Workshop 2: Activities 2, 3, 4</p>
E1.7(E)(iii)	The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.	analyze characteristics and structural elements of argumentative texts such as: identifiable audience or reader; and	<p>Focus Standard</p> <p>English Language Arts: Unit 3: Activity 3.5, Unit 4: Activity 4.28</p> <p>Additional Standard</p> <p>English Language Arts: Unit 3: Activity 3.7</p> <p>Writing Workshops: Workshop 2: Activities 2, 3, 4</p>
E1.7(F)	The student recognizes and analyzes genre-specific characteristics,	analyze characteristics of multimodal and digital texts.	<p>Focus Standard</p>

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	structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.		<p>English Language Arts: Unit 3: Activities 3.14, 3.15, Unit 4: Activities 4.30, 4.32</p> <p>Close Reading Workshops: Workshop 2: Activity 2</p> <p>Additional Standard</p> <p>English Language Arts: Unit 3: Activities 3.13, 3.20, Unit 4: EA2</p> <p>Close Reading Workshops: Workshop 3: Activity 2, Workshop 6: Activity 2</p>
8. Author's purpose and craft			
E1.8(A)	The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.	analyze the author's purpose, audience, and message within a text;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activities 1.14, 1.16, 1.18, 1.23, 1.26, Unit 2: Activity 2.21, Unit 3: Activities 3.5, 3.7, 3.9, 3.12, Unit 4: Activity 4.28</p> <p>Language Workshops: Workshop 4B: Activity 6</p> <p>Close Reading Workshops: Workshop 1: Activities 1, 3, Workshop 2: Activities 1, 3, 4, Workshop 3: Activities 1, 2, 3, Workshop 5: Activities 1, 3, 4, Workshop 6: Activities 1, 2, 3</p> <p>Writing Workshops: Workshop 1: Activity 1, Workshop 3: Activity 1, Workshop 8: Activity 1, Workshop 10: Activity 1</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.3, 1.24, 1.27, Unit 2: Activities 2.3, 2.4, 2.7, 2.13, 2.22, 2.23, 2.24, Unit 3: Activities 3.11, 3.13, 3.20, 3.21, Unit 4: Activities 4.13, LC4.17, 4.27, 4.29</p> <p>Close Reading Workshops: Workshop 1: Activity 4</p> <p>Writing Workshops: Workshop 5: Activity 1, Workshop 8: Activity 3</p>

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E1.8(B)	The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.	analyze use of text structure to achieve the author's purpose;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activities 1.7, 1.8, 1.12, 1.13, 1.14, 1.18, Unit 2: Activities 2.3, 2.4, Unit 3: Activities 3.3, 3.7, 3.9, Unit 4: Activities 4.3, 4.5, 4.7, 4.10, 4.11</p> <p>Language Workshops: Workshop 4B: Activity 6</p> <p>Close Reading Workshops: Workshop 3: Activity 3, Workshop 5: Activity 3, Workshop 6: Activities 1, 3</p> <p>Writing Workshops: Workshop 1: Activity 1, Workshop 2: Activity 1, Workshop 3: Activity 1, Workshop 7: Activity 1</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activity 1.19, Unit 2: Activities 2.5, 2.21, Unit 3: Activity 3.11, Unit 4: Activities 4.2, 4.8, 4.13</p> <p>Close Reading Workshops: Workshop 1: Activities 3, 4, Workshop 4: Activity 3</p> <p>Writing Workshops: Workshop 2: Activity 3, Workshop 10: Activity 1</p>
E1.8(C)	The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.	evaluate the author's use of print and graphic features to achieve specific purposes;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activity 1.2, Unit 2: Activities 2.4, 2.6, 2.22, Unit 3: Activities 3.9, 3.14</p> <p>Language Workshops: Workshop 3A: Activity 7, Workshop 3B: Activity 6</p> <p>Close Reading Workshops: Workshop 1: Activities 1, 2, Workshop 2: Activity 2, Workshop 3: Activity 2, Workshop 5: Activity 2, Workshop 6: Activity 2</p> <p>Additional Standard</p> <p>English Language Arts: Unit 2: Activities 2.21, 2.23, Unit 3: Activities 3.7, 3.13, 3.15</p>

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			Close Reading Workshops: Workshop 3: Activity 4
E1.8(D)	The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.	analyze how the author's use of language achieves specific purposes;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activities 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.14, 1.16, 1.23, 1.26, 1.27, Unit 2: Activities 2.3, 2.4, 2.5, 2.21, 2.24, Unit 3: Activities 3.3, 3.5, 3.7, 3.9, 3.12, Unit 4: Activities 4.4, 4.20, 4.28, 4.29</p> <p>Language Workshops: Workshop 1A: EA, Workshop 1B: Activity 6, Workshop 2A: Activity 6, Workshop 2B: Activity 6, Workshop 3A: Activity 6, Workshop 4A: Activity 6</p> <p>Close Reading Workshops: Workshop 1: Activities 1, 3, Workshop 2: Activity 3, Workshop 3: Activities 1, 3, Workshop 5: Activities 1, 3, Workshop 6: Activity 1</p> <p>Writing Workshops: Workshop 1: Activity 1, Workshop 2: Activity 1, Workshop 3: Activity 1, Workshop 5: Activity 1, Workshop 8: Activity 1, Workshop 9: Activities 1, 2</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activity 1.21, Unit 2: Activities 2.1, 2.2, 2.7, 2.19, 2.22, 2.23, Unit 3: Activities 3.11, 3.13, Unit 4: Activity 4.13</p> <p>Close Reading Workshops: Workshop 1: Activity 4, Workshop 2: Activity 4, Workshop 4: Activity 4, Workshop 5: Activity 4, Workshop 6: Activity 3</p> <p>Writing Workshops: Workshop 2: Activity 3, Workshop 10: Activity 1</p>
E1.8(E)	The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.	analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activities 1.16, 1.18, 1.19, 1.21, EA1, Unit 4: Activity 4.5</p> <p>Language Workshops: Workshop 1A: EA, Workshop 2B: Activity 6</p>

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			<p>Writing Workshops: Workshop 4: Activity 1, Workshop 8: Activity 1, Workshop 9: Activity 2</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activity 1.17, Unit 4: Activities 4.3, 4.22, 4.28</p> <p>Close Reading Workshops: Workshop 4: Activities 1, 2</p> <p>Writing Workshops: Workshop 5: Activity 1</p>
E1.8(F)	The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.	analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activities 1.12, 1.18, LC1.19, 1.23, 1.26, Unit 2: Activities 2.21, 2.22, 2.23, 2.24, Unit 4: Activities 4.21, 4.28</p> <p>Language Workshops: Workshop 1A: EA, Workshop 4A: Activity 6, Workshop 4B: Activity 6</p> <p>Close Reading Workshops: Workshop 1: Activity 3, Workshop 2: Activity 3, Workshop 3: Activities 1, 3, Workshop 5: Activities 1, 3, 4</p> <p>Writing Workshops: Workshop 5: Activity 1, Workshop 8: Activity 1, Workshop 9: Activity 2</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.5, 1.11, 1.16, 1.17, Unit 2: Activity 2.2, Unit 4: Activities 4.7, LC4.17, 4.22, 4.29</p> <p>Close Reading Workshops: Workshop 1: Activities 1, 4, Workshop 2: Activities 1, 4, Workshop 4: Activity 1, Workshop 6: Activity 1</p> <p>Writing Workshops: Workshop 10: Activity 1</p>
E1.8(G)	The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The	explain the purpose of rhetorical devices such as understatement and overstatement and the effect of	<p>Focus Standard</p> <p>English Language Arts: Unit 3: Activities 3.12, 3.13, 3.16, Unit 4: Activities 4.22, 4.28</p>

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	student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.	logical fallacies such as straw man and red herring arguments.	<p>Language Workshops: Workshop 4B: Activity 6</p> <p>Additional Standard</p> <p>English Language Arts: Unit 3: Activity 3.20</p> <p>Close Reading Workshops: Workshop 2: Activity 1, Workshop 6: Activity 1</p>
9. Composition: Writing Process			
E1.9(A)	The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.	plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activities 1.10, 1.15, 1.22, 1.25, 1.27, EA2, Unit 2: Activities 2.5, 2.25, EA2, Unit 3: Activities 3.6, 3.10, 3.11, 3.17, EA1, 3.19, Unit 4: Activities 4.4, 4.9, 4.13, 4.20</p> <p>Language Workshops: Workshop 1A: EA, Workshop 2B: EA, Workshop 4A: EA, Workshop 4B: EA</p> <p>Writing Workshops: Workshop 1: Activities 2, 3, Workshop 2: Activities 2, 3, 4, Workshop 3: Activities 2, 4, Workshop 4: Activities 2, 3, 4, Workshop 5: Activities 2, 3, 4, Workshop 7: Activities 2, 3, 4, Workshop 8: Activities 2, 3, 4, Workshop 9: Activities 2, 3, 4, Workshop 10: Activities 2, 3, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 2: Activities 2.7, 2.24, Unit 3: Activity 3.12</p> <p>Close Reading Workshops: Workshop 6: Activity 4</p> <p>Writing Workshops: Workshop 6: Activities 2, 3, 4</p>
E1.9(B)(i)	The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.	develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activities 1.10, 1.15, 1.27, EA2, Unit 2: Activities 2.5, 2.6, 2.7, 2.10, 2.15, 2.25, EA2, Unit 3: Activities 3.4, 3.6, 3.11, 3.17, EA1, Unit 4: Activities 4.9, 4.20</p>

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		using an organizing structure appropriate to purpose, audience, topic, and context; and	<p>Language Workshops: Workshop 1A: EA, Workshop 1B: EA, Workshop 2B: EA</p> <p>Writing Workshops: Workshop 1: Activities 2, 3, Workshop 2: Activities 2, 3, 4, Workshop 3: Activities 2, 4, Workshop 5: Activities 2, 3, 4, Workshop 7: Activities 3, 4, Workshop 8: Activities 2, 3, 4, Workshop 9: Activities 2, 3, 4, Workshop 10: Activities 2, 3, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activity 1.16, Unit 2: Activities 2.21, 2.24, 2.25, Unit 3: Activities 3.7, 3.15, 3.18, 3.21, Unit 4: Activities 4.17, 4.23, 4.30</p> <p>Writing Workshops: Workshop 6: Activities 2, 3, 4</p>
E1.9(B)(ii)	The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.	<p>develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p>developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;</p>	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activities 1.10, 1.15, Unit 2: Activities 2.5, 2.7, 2.10, 2.13, Unit 3: Activities 3.4, 3.6, 3.7, 3.11, 3.17, EA1, Unit 4: Activities 4.4, 4.9</p> <p>Language Workshops: Workshop 1A: EA, Workshop 1B: EA, Workshop 4A: EA</p> <p>Writing Workshops: Workshop 1: Activities 2, 3, Workshop 2: Activities 2, 3, 4, Workshop 3: Activities 2, 4, Workshop 4: Activities 2, 3, 4, Workshop 5: Activities 2, 3, 4, Workshop 7: Activities 2, 3, 4, Workshop 10: Activities 2, 3, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.16, 1.18, EA1, Unit 2: Activities 2.12, 2.19, Unit 3: Activities 3.3, 3.18, 3.21, Unit 4: Activities 4.17, 4.23, EA1</p> <p>Writing Workshops: Workshop 6: Activities 2, 3, 4</p>
E1.9(C)	The student uses the writing process recursively to compose multiple texts	revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness,	Focus Standard

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	that are legible and use appropriate conventions.	including use of parallel constructions and placement of phrases and dependent clauses;	<p>English Language Arts: Unit 1: Activities 1.5, 1.10, EA2, Unit 2: Activities 2.6, 2.13, 2.25, EA2, Unit 3: Activities 3.4, LC3.12, 3.18, EA1, Unit 4: EA1</p> <p>Language Workshops: Workshop 1A: Activity 7, EA, Workshop 1B: EA, Workshop 2B: Activity 7, Workshop 3B: Activity 7, Workshop 4A: EA, Workshop 4B: EA</p> <p>Writing Workshops: Workshop 1: Activities 2, 3, Workshop 2: Activities 2, 3, 4, Workshop 3: Activities 2, 4, Workshop 4: Activities 2, 3, 4, Workshop 5: Activities 2, 3, 4, Workshop 7: Activities 2, 3, 4, Workshop 8: Activities 2, 3, 4, Workshop 9: Activities 2, 3, 4, Workshop 10: Activities 2, 3, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.6, 1.17, 1.18, EA1, 1.26, 1.27, Unit 2: Activities 2.10, 2.15, Unit 3: Activities 3.3, 3.13, 3.15, Unit 4: Activities 4.4, 4.12</p> <p>Writing Workshops: Workshop 3: Activity 3, Workshop 6: Activities 2, 3, 4</p>
E1.9(D)(i)	The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.	edit drafts using standard English conventions, including: a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;	<p>Focus Standard</p> <p>English Language Arts: Unit 2: Activity 2.13, Unit 4: Activities 4.9, LC4.17</p> <p>Language Workshops: Workshop 4A: Activity 3</p> <p>Writing Workshops: Workshop 1: Activity 3, Workshop 3: Activity 2, Workshop 4: Activities 2, 3, 4, Workshop 5: Activities 2, 3, 4, Workshop 10: Activities 2, 3, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.4, 1.5, 1.6, 1.15, Unit 2: Activities 2.10, 2.15, 2.19, Unit 3: Activities 3.4, 3.6, 3.13, 3.18, Unit 4: Activities 4.13, 4.15</p> <p>Writing Workshops: Workshop 3: Activities 3, 4</p>

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E1.9(D)(ii)	The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.	edit drafts using standard English conventions, including: consistent, appropriate use of verb tense and active and passive voice;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activity LC1.19</p> <p>Language Workshops: Workshop 4B: Activity 7</p> <p>Writing Workshops: Workshop 1: Activity 3, Workshop 3: Activity 2, Workshop 4: Activities 2, 3, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activity 1.6</p> <p>Writing Workshops: Workshop 3: Activities 3, 4, Workshop 5: Activities 3, 4, Workshop 10: Activities 2, 3, 4</p>
E1.9(D)(iii)	The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.	edit drafts using standard English conventions, including: pronoun-antecedent agreement;	<p>Focus Standard</p> <p>English Language Arts: Unit 2: Activity LC2.23</p> <p>Language Workshops: Workshop 2A: Activity 7, Workshop 2B: Activity 7</p> <p>Writing Workshops: Workshop 1: Activity 3, Workshop 3: Activity 2, Workshop 4: Activities 2, 3, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activity 1.19, EA1</p> <p>Writing Workshops: Workshop 3: Activities 3, 4, Workshop 5: Activities 3, 4, Workshop 10: Activities 2, 3, 4</p>
E1.9(D)(iv)	The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.	edit drafts using standard English conventions, including: correct capitalization;	<p>Focus Standard</p> <p>Language Workshops: Workshop 3A: Activity 7</p> <p>Writing Workshops: Workshop 1: Activity 3, Workshop 3: Activity 2, Workshop 4: Activities 2, 3, 4, Workshop 8: Activities 2, 3, 4</p> <p>Additional Standard</p>

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			<p>English Language Arts: Unit 2: Activity 2.15, Unit 3: Activity 3.17</p> <p>Writing Workshops: Workshop 3: Activities 3, 4, Workshop 5: Activities 3, 4, Workshop 10: Activities 2, 3, 4</p>
E1.9(D)(v)	The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.	edit drafts using standard English conventions, including: punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activity LC1.16</p> <p>Language Workshops: Workshop 3B: Activity 4, Workshop 4A: EA</p> <p>Writing Workshops: Workshop 1: Activities 2, 3, Workshop 3: Activity 2, Workshop 4: Activities 2, 3, 4, Workshop 5: Activity 2, Workshop 7: Activities 2, 3, 4, Workshop 8: Activities 2, 3, 4, Workshop 9: Activities 2, 3, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.4, 1.5, Unit 2: Activities 2.5, 2.6, Unit 3: Activities 3.4, 3.18</p> <p>Writing Workshops: Workshop 3: Activities 3, 4, Workshop 5: Activities 3, 4, Workshop 10: Activities 2, 3, 4</p>
E1.9(D)(vi)	The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.	edit drafts using standard English conventions, including: correct spelling; and	<p>Focus Standard</p> <p>Language Workshops: Workshop 4A: EA</p> <p>Writing Workshops: Workshop 1: Activity 2, Workshop 3: Activity 2, Workshop 4: Activities 2, 3, 4, Workshop 9: Activities 2, 3, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 3: Activity 3.18</p> <p>Writing Workshops: Workshop 3: Activities 3, 4, Workshop 5: Activities 3, 4, Workshop 10: Activities 2, 3, 4</p>

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E1.9(E)	The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.	publish written work for appropriate audiences.	<p>Focus Standard</p> <p>English Language Arts: Unit 3: EA1</p> <p>Language Workshops: Workshop 4A: EA</p> <p>Writing Workshops: Workshop 1: Activities 2, 3, Workshop 10: Activities 2, 3, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: EA2, Unit 2: EA2, Unit 3: Activity 3.5</p> <p>Writing Workshops: Workshop 5: Activity 4</p>
10. Composition: Genres			
E1.10(A)	The student uses genre characteristics and craft to compose multiple texts that are meaningful.	compose literary texts such as fiction and poetry using genre characteristics and craft;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: EA2, Unit 2: Activities 2.2, 2.24, 2.25, EA2</p> <p>Writing Workshops: Workshop 4: Activities 2, 3, 4, Workshop 8: Activities 2, 3, 4, Workshop 9: Activities 2, 3, 4, Workshop 4: Activities 2, 3, 4, Workshop 8: Activities 2, 3, 4, Workshop 9: Activities 2, 3, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activities 1.16, 1.17, 1.18, 1.22, 1.27, Unit 2: Activity 2.23, Unit 4: Activities 4.4, 4.5</p>
E1.10(B)	The student uses genre characteristics and craft to compose multiple texts that are meaningful.	compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;	<p>Focus Standard</p> <p>English Language Arts: Unit 1: Activity 1.15, EA1, Unit 2: Activities 2.15, 2.21, 2.25, EA2, Unit 3: Activities 3.4, 3.11, 3.21, Unit 4: Activities 4.9, 4.13, 4.27</p> <p>Language Workshops: Workshop 1A: Activity 2, Workshop 2B: EA, Workshop 4A: EA</p> <p>Writing Workshops: Workshop 1: Activities 2, 3, Workshop 3: Activities 2, 3, Workshop 5: Activities 2, 3, 4,</p>

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			Workshop 6: Activities 2, 3, 4, Workshop 7: Activities 2, 3, 4, Workshop 10: Activity 2 Additional Standard English Language Arts: Unit 1: Activities 1.10, 1.16, 1.20, Unit 2: Activities 2.5, 2.10, 2.12, Unit 3: Activities 3.3, 3.12, 3.14, Unit 4: Activities 4.19, 4.22, 4.30 Close Reading Workshops: Workshop 6: Activity 4 Writing Workshops: Workshop 3: Activity 4
E1.10(C)	The student uses genre characteristics and craft to compose multiple texts that are meaningful.	compose argumentative texts using genre characteristics and craft; and	Focus Standard English Language Arts: Unit 2: Activity 2.10, Unit 3: Activities 3.6, 3.17, EA1, 3.21, Unit 4: Activities 4.25, EA1, 4.28 Language Workshops: Workshop 3A: EA Writing Workshops: Workshop 2: Activities 2, 3, 4 Additional Standard English Language Arts: Unit 2: Activity 2.21, Unit 3: Activities 3.7, 3.18
E1.10(D)	The student uses genre characteristics and craft to compose multiple texts that are meaningful.	compose correspondence in a professional or friendly structure.	Focus Standard English Language Arts: Unit 3: Activity 3.19 Additional Standard English Language Arts: Unit 4: Activity 4.25 Writing Workshops: Workshop 10: Activity 1
11. Inquiry and research			
E1.11(A)	The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	develop questions for formal and informal inquiry;	Focus Standard English Language Arts: Unit 3: Activity 3.20, EA2, Unit 4: Activities 4.26, 4.27, 4.30

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			<p>Language Workshops: Workshop 3B: EA, Workshop 4B: Activity 1</p> <p>Close Reading Workshops: Workshop 3: Activity 4, Workshop 6: Activity 4</p> <p>Writing Workshops: Workshop 6: Activities 2, 3, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 2: Activity 2.14, Unit 3: Activity 3.19, Unit 4: Activity 4.11</p> <p>Close Reading Workshops: Workshop 2: Activity 4</p>
E1.11(B)	The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	critique the research process at each step to implement changes as needs occur and are identified;	<p>Focus Standard</p> <p>English Language Arts: Unit 3: Activities 3.20, 3.23</p> <p>Writing Workshops: Workshop 6: Activities 2, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 3: Activity 3.21, EA2, Unit 4: Activity 4.32</p> <p>Writing Workshops: Workshop 6: Activity 3</p>
E1.11(C)	The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	develop and revise a plan;	<p>Focus Standard</p> <p>English Language Arts: Unit 3: Activity 3.20, EA2, Unit 4: Activities 4.30, 4.32</p> <p>Language Workshops: Workshop 3B: EA, Workshop 4B: Activity 1</p> <p>Writing Workshops: Workshop 6: Activities 2, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 2: Activity 2.7, Unit 3: Activity 3.19, Unit 4: Activity 4.13</p> <p>Close Reading Workshops: Workshop 6: Activity 4</p> <p>Writing Workshops: Workshop 6: Activity 3</p>

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E1.11(D)	The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	modify the major research question as necessary to refocus the research plan;	<p>Focus Standard</p> <p>English Language Arts: Unit 3: Activity 3.20, Unit 4: Activity 4.30</p> <p>Writing Workshops: Workshop 6: Activities 2, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 3: Activity 3.21, EA2, Unit 4: Activity 4.27</p> <p>Writing Workshops: Workshop 6: Activity 3</p>
E1.11(E)	The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	locate relevant sources;	<p>Focus Standard</p> <p>English Language Arts: Unit 3: Activity 3.20, EA2, Unit 4: Activity 4.30</p> <p>Language Workshops: Workshop 3B: EA, Workshop 4B: Activity 1</p> <p>Writing Workshops: Workshop 6: Activities 2, 3, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 1: Activity 1.2, Unit 4: Activity 4.26</p> <p>Close Reading Workshops: Workshop 6: Activity 4</p> <p>Writing Workshops:</p>
E1.11(F)	The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	synthesize information from a variety of sources;	<p>Focus Standard</p> <p>English Language Arts: Unit 3: Activities 3.21, 3.23, Unit 4: Activities 4.29, 4.30, 4.31, EA2</p> <p>Language Workshops: Workshop 3B: EA, Workshop 4B: Activity 1</p> <p>Close Reading Workshops: Workshop 2: Activity 4, Workshop 3: Activity 4, Workshop 6: Activity 4</p>

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			<p>Writing Workshops: Workshop 6: Activities 2, 3, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 3: Activity 3.19, EA2</p> <p>Close Reading Workshops: Workshop 1: Activity 4, Workshop 4: Activity 1, Workshop 5: Activity 4</p>
E1.11(G)(i)	The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	examine sources for: credibility and bias, including omission; and	<p>Focus Standard</p> <p>English Language Arts: Unit 3: Activities 3.20, 3.21, Unit 4: Activity 4.30, EA2</p> <p>Close Reading Workshops: Workshop 6: Activity 4</p> <p>Writing Workshops: Workshop 6: Activities 1, 2, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 3: EA2</p> <p>Writing Workshops: Workshop 6: Activity 3</p>
E1.11(G)(ii)	The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	examine sources for: faulty reasoning such as ad hominem, loaded language, and slippery slope;	<p>Focus Standard</p> <p>English Language Arts: Unit 3: Activities 3.20, 3.21, Unit 4: Activity 4.30, EA2</p> <p>Writing Workshops: Workshop 6: Activities 1, 2, 4</p> <p>Additional Standard</p> <p>English Language Arts: Unit 3: Activity 3.13, EA2</p> <p>Writing Workshops: Workshop 6: Activity 3</p>
E1.11(H)	The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	<p>Focus Standard</p> <p>English Language Arts: Unit 3: Activity 3.21, Unit 4: Activities 4.29, 4.31, EA2</p> <p>Language Workshops: Workshop 1A: EA, Workshop 3B: EA, Workshop 4B: Activity 1</p> <p>Writing Workshops: Workshop 6: Activities 2, 3, 4</p>

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			<p>Additional Standard</p> <p>English Language Arts: Unit 3: EA1, EA2</p> <p>Close Reading Workshops: Workshop 3: Activity 4, Workshop 6: Activity 4</p>
E1.11(l)	The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<p>Focus Standard</p> <p>English Language Arts: Unit 3: Activities 3.22, 3.23, EA2, Unit 4: Activities 4.31, 4.32, EA2</p> <p>Language Workshops: Workshop 3B: EA</p> <p>Close Reading Workshops: Workshop 4: Activity 4</p> <p>Writing Workshops: Workshop 6: Activities 2, 4</p> <p>Additional Standard</p> <p>Close Reading Workshops: Workshop 1: Activity 4, Workshop 2: Activity 4, Workshop 3: Activity 4, Workshop 5: Activity 4, Workshop 6: Activity 4</p>