

## English Language Arts Texas 2021© English II

## English II

Unit	Essential Questions	Academic Vocabulary	Literary Terms	Embedded Assessments	Goals
<b>Unit 1</b> <b>The Power of Argument</b>	<p>How should we interact with the world around us?</p> <p>To what extent are we responsible for our fellow humans?</p> <p>How do authors use evidence to create a persuasive argument?</p>	<p>appeals</p> <p>concession</p> <p>consensus</p> <p>evidence</p> <p>figurative</p> <p>inferred</p> <p>literal</p> <p>rebuttal</p>	<p>diction</p> <p>logical fallacy</p>	<p>EA 1: Creating an Argument</p> <p>EA 2: Participating in a Debate</p>	<ul style="list-style-type: none"> <li>To analyze the characteristics and structural elements of argumentative texts</li> <li>To analyze the purpose and effect of language choices and rhetorical devices</li> <li>To defend or challenge an author's claims using text evidence</li> <li>To compose argumentative texts</li> <li>To collaborate within a team to present a stance</li> </ul>
<b>Unit 2</b> <b>Persuasion in Literature</b>  <i>Things Fall Apart</i> <b>(novel)</b>	<p>What can a character's use of persuasion reveal to a reader?</p> <p>How can a work of literature reflect a cultural perspective?</p> <p>What is the value of making connections between characters from different texts, time periods, or cultures?</p>	<p>proverb</p>	<p>archetypes</p> <p>characterization</p> <p>epigraph</p> <p>foil</p> <p>folktale</p> <p>foreshadowing</p> <p>irony</p> <p>motifs</p> <p>tragic hero</p>	<p>EA 1: Writing a Literary Analysis Essay</p> <p>EA 2: Writing a Short Story</p>	<ul style="list-style-type: none"> <li>To read and analyze world literature across literary periods</li> <li>To analyze and appreciate how authors use persuasion in fiction</li> <li>To analyze how themes are developed through characterization, plot, and historical and cultural settings</li> <li>To compose a literary analysis of a novel</li> <li>To compose a short story using genre characteristics and craft</li> </ul>
<b>Unit 3</b> <b>Voice in Synthesis</b>	<p>What is the relationship between individual freedom and social responsibility?</p> <p>What does it mean to have a voice?</p> <p>How does one enter into an ongoing discussion about a subject?</p>	<p>caveat</p> <p>elaborate</p> <p>synthesis</p> <p>tenor</p> <p>verbatim</p>	<p>call to action</p> <p>satire</p>	<p>EA 1: Creating an Annotated Bibliography</p> <p>EA 2: Presenting a Solution to an Environmental Conflict</p>	<ul style="list-style-type: none"> <li>To synthesize multimodal texts</li> <li>To defend or challenge an author's claims using text evidence</li> <li>To analyze the purpose and effect of language and rhetorical devices on audience and meaning</li> <li>To compose argumentative texts by synthesizing sources</li> <li>To give a formal presentation that incorporates information from multiple reliable sources</li> </ul>

<p><b>Unit 4:</b> <b>Praise, Mock, Mourn</b></p> <p><b>Antigone</b> <b>(Drama)</b></p>	<p>Why are humans inclined to respond to people, objects, and events with praise, mockery, or mourning?</p> <p>How can authors use language to create an effect on their readers?</p> <p>How can a performer communicate a character's perspective through oral and visual interpretation?</p>	<p>dynamic character elegy imagery irony mood sarcasm satire stage directions static character stichomythia tone voice</p>		<p>EA1: Writing an Analysis of a Piece of Creative Writing</p> <p>EA2: Performing a Scene from Antigone</p>	<ul style="list-style-type: none"> <li>• To use context to distinguish among denotative, connotative, and figurative meanings of words</li> <li>• To analyze the effects of meter and rhyme schemes in poetry</li> <li>• To analyze how the author's use of language informs and shapes the perception of readers</li> <li>• To compose literary texts such as fiction and poetry using genre characteristics and craft</li> <li>• To perform a scene using vocal and visual delivery</li> </ul>
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<p style="text-align: center;"><b>KEY TEXTS</b></p> <p style="text-align: center;">Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)</p>	<p style="text-align: center;"><b>STRATEGIES FOCUS</b></p> <p style="text-align: center;">While explicit teaching of effective strategies has taken place in previous grade levels, the following list highlights key strategies reinforced in this grade level.</p>	
<p><b>Informational Text:</b> “Vaccination,” by the Jenner Institute</p> <p><b>Speech:</b> From <i>On Civil Disobedience</i>, by Mohandas K. Gandhi</p> <p><b>Infographic:</b> National Institutes of Health</p> <p><b>Poetry:</b> “Touchscreen,” by Marshall Davis Jones</p> <p><b>Poetry:</b> “Funeral Blues by <i>Antigone</i>,” by W.H. Auden</p> <p><b>Short Story:</b> “Marriage is a Private Affair,” by Chinua Achebe</p> <p><b>Editorial:</b> “The Summer Hunger Crisis,” by Billy Shore</p> <p><b>Argumentative Text:</b> Excerpt from <i>Reality is Broken</i>, by Jane McGonigal, PhD</p> <p><b>Graphic Novel:</b> Excerpt from <i>Persepolis</i>, by Marjane Satrapi</p> <p><b>Poetry:</b> “Grape Sherbet,” by Rita Dove</p> <p><b>Short Story:</b> “Tuesday Siesta,” by Gabriel García Márquez</p> <p><b>Speech:</b> “On Surrender at Bear Paw Mountain, 1877,” by Chief Joseph</p> <p><b>Speech:</b> “On Women’s Right to Vote,” by Susan B. Anthony</p> <p><b>Speech:</b> Excerpt from “Hope, Despair, and Memory,” Nobel Lecture by Elie Wiesel</p> <p><b>Short Story:</b> “The Third and Final Continent,” by Jhumpa Lahiri</p> <p><b>Novel:</b> Excerpt from <i>Change</i>, by Mo Yan</p> <p><b>Drama:</b> <i>Antigone</i> by Sophocles</p> <p><b>Research Report:</b> Excerpt from “Single-Use Plastics: A Roadmap for Sustainability,” by the United Nations Environment Programme</p> <p><b>Legal Document</b> Amendment I, United States Constitution</p> <p><b>Editorial:</b> “Diners should pay attention to workers, not just the food,” by Kathleen Kingsbury</p> <p><b>Novel:</b> <i>Things Fall Apart</i>, by Chinua Achebe</p> <p><b>Poetry:</b> “Prayer to the Masks,” by Léopold Sedar Senghor</p> <p><b>Poetry:</b> “The Second Coming,” by William Butler Yeats</p> <p><b>Interview:</b> “An African Voice,” by Katie Bacon</p> <p><b>Illustration:</b> <i>Smallpox—the Speckled Monster</i>, by James Gillray</p> <p><b>Film:</b> <i>Video Games will Make Us Smarter</i>, from Intelligence Squared</p>	<ul style="list-style-type: none"> <li>• OPTIC</li> <li>• Socratic Seminar</li> <li>• RAFT</li> <li>• Marking the text</li> <li>• Fishbowl</li> </ul>	<ul style="list-style-type: none"> <li>• Levels of Questioning</li> <li>• SMELL</li> <li>• SOAPSTone</li> <li>• SIFT</li> <li>• Discussion Groups</li> </ul>
	<p><b>LANGUAGE AND WRITER’S CRAFT AND LANGUAGE CHECKPOINTS</b></p> <p>Instruction that provides grammar support and in the context of actual reading and writing. <b>Grammar and Usage</b> call-out boxes contain additional grammar instruction</p> <ul style="list-style-type: none"> <li>• Syntax</li> <li>• Colon and Semicolon</li> <li>• Phrases and Clauses</li> <li>• Introducing Dialogue</li> <li>• Sentence Variety</li> <li>• Varying Sentence Beginnings</li> <li>• Outlining and Organizing an Argument</li> <li>• Active and Passive Voice</li> <li>• Compare/Contrast</li> <li>• Academic Voice</li> <li>• Using Precise Language and domain specific vocabulary</li> <li>• Word Patterns</li> <li>• Semicolons and Colons</li> <li>• Consulting a Style Manual</li> <li>• Embedding Quotations</li> <li>• Punctuating Relative Clauses</li> <li>• Citation Styles</li> <li>• Using parallel Structure</li> <li>• Punctuation in sentences</li> <li>• Subordination and Coordination</li> <li>• Noun Agreement</li> <li>• Frequently confused Words</li> <li>• Recognizing Conventional Expression</li> </ul>	

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

# Planning the Unit

## Context

Unit 1 asks students to consider how carefully selected words can have power. Through a study of argumentative texts, students will develop the ability to identify how authors attempt to persuade their audiences—and how they can use those same techniques to strengthen their own writing. This unit asks students to take a stance on multiple topics, including issues related to technology and human rights. By reading a wide variety of texts and developing their own arguments, students will learn to use persuasion as a tool to communicate their ideas.

## Suggested Texts and Materials

You will need the following materials for this unit:

- Activity 1.4: video performance of “Touchscreen” by Marshall Davis Jones (available online)
- Activity 1.7: SAT scoring guide (available online), KWHL chart (optional)
- Activity 1.8: print or digital research sources regarding hunger
- Activity 1.10: SAT scoring guide (available online)
- Activity 1.12: “Video Games Will Make Us Smarter” video from Intelligence Squared (available online); four signs that say “Strongly Agree,” “Agree,” “Disagree,” and “Strongly Disagree”

## Instructional Sequence

In the first part of the unit, students will read several argumentative texts, including an essay, a cartoon, a spoken word poem, and an op-ed, all on the topic of technology and how it affects our lives. Students will practice identifying the different elements of an argument and how authors use these elements together to create powerfully persuasive texts. In Activity 1.5, students will write a rhetorical analysis where they will demonstrate their understanding of how an author builds an argument. This prompt mimics the format of the SAT writing prompt, providing an opportunity for students to gain familiarity with the task.

The next part of the unit pushes students to craft their own arguments, with activities that carefully scaffold the process of writing an argumentative essay. Students will read texts about fundamental issues of justice and civil rights and consider how the power to persuade can be used to effect change on society. Students will study rhetorical appeals and logical fallacies. They will also practice writing a clear claim and supporting that claim with carefully selected evidence presented in a logical order. This will prepare them for Embedded Assessment 1, where they will write an argumentative essay on a topic of their own choice.

In the last part of the unit, students will shift to presenting their positions orally. They will study a formal debate, noting how the participants follow the format of a debate and use presentation techniques to convince their audience. This stretch of activities presents an opportunity for students to build their ability to collaborate and work in teams, as well as strengthen their presentation skills in preparation for Embedded Assessment 2: Participating in a Debate.

## AP<sup>®</sup> CONNECTIONS

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

- Explaining specific choices that writers make relative to components of the rhetorical situation (Activities 1.2, 1.4–1.7, 1.9, 1.10)
- Identifying and describing the claim of an argument and explaining how the evidence supports or does not support the claim (Activities 1.2–1.10)
- Explaining the function of alternative perspectives and counterarguments (Activities 1.3, 1.6, 1.9, 1.10)
- Addressing alternative perspectives by considering and responding to relevant evidence (Activities 1.13, 1.14)
- Developing and organizing a line of reasoning that relates to a claim, developing commentary that connects evidence and reasoning, and strategically choosing language for the rhetorical situation (Activities 1.5, 1.9, 1.12–1.14)
- Focusing deliberate attention on the craft of sentence-level writing (Activities 1.3, 1.6, 1.9, 1.11)

## SAT<sup>®</sup> 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:

- Explaining how an author builds an argument to persuade an audience (Activities 1.5–1.7, 1.10)
- Recognizing and correcting problems in parallel structure in sentences (LC 1.9)

## Unpacked Embedded Assessments

Embedded Assessment 1: Creating an Argument	Embedded Assessment 2: Participating in a Debate
<p><b>Skills and Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Develop a clear, arguable claim and support it with evidence.</li> <li>• Synthesize evidence from a variety of sources.</li> <li>• Present ideas in a logical order, using transitions to create coherence.</li> <li>• Summarize and refute counterclaims effectively.</li> <li>• Use a formal style and tone appropriate to the audience and purpose.</li> <li>• Demonstrate an understanding of the relationship between claim, counterclaim, reasons, and evidence.</li> </ul>	<p><b>Skills and Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the format and conventions of a debate.</li> <li>• Employ effective use of eye contact, speaking rate, volume, enunciation, and gestures while presenting to an audience.</li> <li>• Present a clear claim and support it with a wide variety of evidence.</li> <li>• Conduct research and gather evidence from multiple sources.</li> <li>• Develop ideas in a clear and logical order supported by a progression of valid evidence.</li> <li>• Demonstrate meaningful and respectful discourse through appropriate, relevant responses that build on others' ideas.</li> <li>• Address counterarguments with a rebuttal and use rhetorical devices, including appeals.</li> </ul>

## 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
concession	concesión	diction	dicción
consensus	consenso	logical fallacy	argumento falaz
counterarguments	contraargumentos		
evidence	evidencia		
figurative	figurativo		
inference	inferencia		
literal	literal		

### 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	

ELA Activity	Activity Features
1.9	
LC 1.9	
1.10	
1.11	
1.12	
1.13	
1.14	

### 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 1.2–1.14 Unit Assessment Part 1 Unit Assessment Part 2	Suggestions for Independent Reading Family Letters (English and Spanish) Student Reports
English Language Development	Foundational Skills	Independent Reading
Leveled Differentiated Instruction Graphic Organizers ELD Strategies Language Workshop 1A Language Workshop 1B	Foundational Skills Screening Assessment Observational Look-fors 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: The Power of Argument

Literature		
Author	Title	Lexile
Álvarez, Julia	<i>Before We Were Free</i>	890L
Álvarez, Julia	<i>Antes de ser libres</i>	N/A
Carmi, Daniella	<i>Samir and Yonatan</i>	810L
Doctorow, Cory	<i>Little Brother</i>	900L
Garcia, Cristina	<i>The Agüero Sisters</i>	1000L
Golding, William	<i>Lord of the Flies</i>	770L
Golding, William	<i>El señor de las moscas</i>	760L
McCunn, Ruthanne Lum	<i>Thousand Pieces of Gold</i>	940L
Naidoo, Beverley	<i>Chain of Fire</i>	910L

Ng, Celeste	<i>Little Fires Everywhere</i>	N/A
Oates, Joyce Carol	<i>Big Mouth &amp; Ugly Girl</i>	720L
Thomas, Angie	<i>The Hate U Give</i>	HL590L
Walker, Alice	<i>Meridian</i>	1010L

<b>Nonfiction/Informational</b>		
<b>Author</b>	<b>Title</b>	<b>Lexile</b>
Aronson, Marc and Marina Budhos	<i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science</i>	1130L
Bhutto, Benazir	<i>Daughter of Destiny: An Autobiography</i>	N/A
Carrick Hill, Laban	<i>America Dreaming: How Youth Changed America in the Sixties</i>	1190L
Cunxin, Li	<i>Mao's Last Dancer</i>	810L
Ferris, Timothy	<i>The Whole Shebang: A State-of-the-universe(s) Report</i>	N/A
Freedman, Russell	<i>Because They Marched: The People's Campaign for Voting Rights That Changed America</i>	1160L
Gonzales, Andrea and Sophie Houser	<i>Girl Code: Gaming, Going Viral, and Getting It Done</i>	1030L
Hickam, Homer H., Jr.	<i>Rocket Boys</i>	N/A
Lauré, Jason	<i>South Africa: Coming of Age under Apartheid</i>	1020L
McGonigal, Jane	<i>Reality Is Broken: Why Games Make Us Better and How They Can Change the World</i>	N/A
O'Brien, Anne Sibley and Perry Edmond O'Brien	<i>After Gandhi: One Hundred Years of Nonviolent Resistance</i>	1080L
Saujani, Reshma	<i>Girls Who Code: Learn to Code and Change the World</i>	990L
Sherr, Lynn	<i>Failure Is Impossible: Susan B. Anthony in Her Own Words</i>	N/A
Sotomayor, Sonia	<i>My Beloved World</i>	N/A
Stone, Tanya Lee	<i>The Good, the Bad, and the Barbie: A Doll's History and Her Impact on Us</i>	1120L
Thoreau, Henry David and Wendell Glick, ed.	<i>The Higher Law: Thoreau on Civil Disobedience and Reform</i>	N/A
Tobin, Jacqueline L. and Raymond G. Dobard	<i>Hidden in Plain View: A Secret Story of Quilts and the Underground Railroad</i>	N/A
Ward, Geoffrey C. and Ken Burns	<i>Not for Ourselves Alone: The Story of Elizabeth Cady Stanton &amp; Susan B. Anthony</i>	N/A
Wiesel, Elie	<i>Night</i>	570L
Yousafzai, Malala	<i>I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban</i>	1000L
Yousafzai, Malala	<i>Yo soy Malala: la joven que defendió el derecho a la educación y fue tiroteada por los talibanes</i>	N/A

# 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: The Power of Argument			
Activity	 Digital Assessments	Pacing	
<b>Activity 1.1:</b> Previewing the Unit	N/A	1	
<b>Activity 1.2:</b> Escape from Reality	Activity Quiz 1.2	3	
<b>Activity 1.3:</b> Countering Opposing Claims	Activity Quiz 1.3	3	
<b>Activity 1.4:</b> Technology and Communication	Activity Quiz 1.4	4	
<b>Activity 1.5:</b> Analyzing an Argument	Activity Quiz 1.5	4	
<b>Activity 1.6:</b> Joining the Conversation (Unpacking Embedded Assessment 1)	Activity Quiz 1.6	2	
<b>Activity 1.7:</b> Taking a Stand on Justice	Activity Quiz 1.7	2	
<b>Activity 1.8:</b> Taking a Stand Against Hunger	Activity Quiz 1.8	3	
<b>Activity 1.9:</b> Taking a Stand on Truth and Responsibility	Activity Quiz 1.9	3	
<b>LC 1.9:</b> Language Checkpoint: Using Parallel Structure (optional)	Activity Quiz LC 1.9	1	
<b>Activity 1.10:</b> Taking a Stand Against Exploitation	Activity Quiz 1.10	2	
<b>Embedded Assessment 1: Creating an Argument</b>	<b>Unit Assessment Part 1</b>	<b>3</b>	<b>1</b>
<b>Activity 1.11:</b> Searching for Evidence (Unpacking Embedded Assessment 2)	Activity Quiz 1.11	3	
<b>Activity 1.12:</b> Taking Sides	Activity Quiz 1.12	3	
<b>Activity 1.13:</b> Team Research	Activity Quiz 1.13	3	
<b>Activity 1.14:</b> Preparing for the Debate	Activity Quiz 1.14	2	
<b>Embedded Assessment 2: Participating in a Debate</b>	<b>Unit Assessment Part 2</b>	<b>4</b>	<b>1</b>
<b>Total 50-minute Class Periods:</b>		<b>45–48</b>	

## 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 of Language Workshop and Foundational Skills Workshop activities in relation to the ELA unit and about the purpose of each activity can be found in the Language Workshop teacher edition.

### Language Workshop 1A and 1B

Activity or Workshop	Pacing
<b>Activity 1.1:</b> Previewing the Unit	1
<b>Language Workshop 1A.1:</b> Genre Focus: Argument	1
<b>Language Workshop 1A.2:</b> Building Knowledge: Informational Text: “The History of Games”	1
<b>Language Workshop 1A.3:</b> Academic Vocabulary	1
<b>Language Workshop 1A.4:</b> Vocabulary Preview and Practice	1
<b>Activity 1.2:</b> Escape from Reality	3
<b>Language Workshop 1A.5:</b> Close Reading of an Anchor Text*	
<b>Language Workshop 1A.6:</b> Academic Collaboration*	1
<b>Activity 1.3:</b> Countering Opposing Claims	3
<b>Activity 1.4:</b> Technology and Communication	4
<b>Activity 1.5:</b> Analyzing an Argument	4
<b>Activity 1.6:</b> Joining the Conversation	2
<b>Activity 1.7:</b> Taking a Stand on Justice	2
<b>Activity 1.8:</b> Taking a Stand Against Hunger	3
<b>Activity 1.9:</b> Taking a Stand on Truth and Responsibility	3
<b>Language Workshop 1A.7:</b> Language Checkpoint: Using Preposition Combinations	1
<b>LC 1.9:</b> Language Checkpoint: Using Parallel Structure (optional)	1
<b>Activity 1.10:</b> Taking a Stand Against Exploitation	2
<b>Embedded Assessment 1: Creating an Argument</b>	3
<b>Collaborative Embedded Assessment: Creating an Argument</b>	

Activity or Workshop		Pacing	
Activity 1.11: Searching for Evidence		3	
Language Workshop 1B.7: Language Checkpoint: Using Punctuation within Sentences		1	
Language Workshop 1B.1: Genre Focus: Debate		1	
Language Workshop 1B.2: Building Knowledge: Informational Text: “All About Debates”		1	
Language Workshop 1B.3: Academic Vocabulary		1	
Language Workshop 1B.4: Vocabulary Preview and Practice		1	
Activity 1.12: Taking Sides	OR	Language Workshop 1B.5: Close Reading of an Anchor Text*	1
		Language Workshop 1B.6: Academic Collaboration*	1
Activity 1.13: Team Research		3	
Activity 1.14: Preparing for the Debate		2	
Embedded Assessment 2: Participating in a Debate	OR	Collaborative Embedded Assessment: Participating in a Debate	4 7
<b>Total 50-minute Class Periods:</b>			<b>45–61</b>

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

Close Reading Workshops			
Workshop	Genre Focus	Assessment Opportunities	Pacing
<b>Close Reading Workshop 2: Argumentative Nonfiction Texts</b>	Speeches	Writing Prompt	3–8
	Painting	Debate/Discussion	
		Multimedia Presentation	
<b>Close Reading Workshop 6: Informational Texts in STEM</b>	Academic Articles	Writing Prompt	3–8
	Charts	Debate/Discussion	
	Graphs	Multimedia Presentation	
Writing Workshops			
Workshop	Genre Focus	Assessment Opportunities	Pacing
<b>Writing Workshop 1: The Writing Process</b>	N/A	Writing as a Class Independent Writing	3–5
<b>Writing Workshop 2: Argumentative Writing: Problem and Solution</b>	Argument	Writing as a Class Writing with a Peer Independent Writing	3–6
<b>Writing Workshop 3: Explanatory Writing: Problem and Solution</b>	Informational Texts	Writing as a Class Writing with a Peer Independent Writing	3–8

STANDARD CODE	KNOWLEDGE AND SKILL STATEMENT	STUDENT EXPECTATION	WHERE ADDRESSED
1. Developing and sustaining foundational language skills: Oral Language			
E2.1(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.4, 1.9, 1.13, EA2, Unit 2: Activities 2.7, 2.11, 2.13, Unit 3: Activities 3.10, 3.14, 3.19, EA2, Unit 4: Activities 4.12, 4.16, EA2</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 6, EA, Workshop 1B: Activity 6, EA, Workshop 2B: Activity 2, Workshop 3A: Activities 1, 3, 6, EA, Workshop 3B: Activities 1, 3, 6, EA, Workshop 4B: EA</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 1, Workshop 2: Activities 1, 4, Workshop 4: Activities 1, 2, 3, Workshop 5: Activity 2, Workshop 6: Activity 2</p> <p><b>Writing Workshops:</b> Workshop 3: Activity 2, Workshop 4: Activity 2, Workshop 5: Activity 2, Workshop 7: Activities 1, 2, Workshop 9: Activity 1, Workshop 10: Activity 2</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.5, 1.6, 1.12, 1.14, Unit 2: Activities 2.5, 2.15, Unit 3: Activities 3.9, 3.11, 3.12, 3.13, EA1, 3.16</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activities 2, 3, 4, Workshop 3: Activities 1, 2, 3, 4, Workshop 5: Activities 1, 4, Workshop 6: Activity 4</p> <p><b>Writing Workshops:</b> Workshop 1: Activities 2, 3, Workshop 3: Activities 1, 3, Workshop 9: Activities 2, 3</p>
E2.1(B)	The student develops oral language through listening, speaking, and discussion.	follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.13, Unit 3: Activity 3.10, EA2, Unit 4: Activity 4.12</p> <p><b>Additional Standard</b></p>

STANDARD CODE	KNOWLEDGE AND SKILL STATEMENT	STUDENT EXPECTATION	WHERE ADDRESSED
			<p><b>English Language Arts:</b> Unit 1: Activities 1.5, 1.14, Unit 2: Activities 2.5, 2.7, Unit 3: Activities 3.9, 3.11, 3.12, 3.13, EA1, 3.16, Unit 4: Activity 4.16</p> <p><b>Close Reading Workshops:</b> Workshop 4: Activity 2, Workshop 5: Activity 2, Workshop 6: Activity 2</p> <p><b>Writing Workshops:</b> Workshop 9: Activities 2, 3</p>
E2.1(C)	The student develops oral language through listening, speaking, and discussion.	give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.12, 1.14, EA2, Unit 3: Activity 3.19, EA2, Unit 4: Activity 4.12</p> <p><b>Language Workshops:</b> Workshop 1B: Activity 2, EA</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.5, 2.7, Unit 4: EA2</p> <p><b>Close Reading Workshops:</b> Workshop 4: Activity 4</p>
E2.1(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.4, 1.13, 1.14, EA2, Unit 3: Activities 3.10, 3.11, 3.19, EA2, Unit 4: Activity 4.12</p> <p><b>Language Workshops:</b> Workshop 1A: Activities 1, 4, EA, Workshop 1B: Activity 1, 4, EA, Workshop 2A: Activities 1, 3, 6, Workshop 2B: Activities 1, 3, 4, 6, Workshop 3A: Activities 1, 2, EA, Workshop 3B: Activities 1, 6, Workshop 4A: Activities 2, 3, 5, Workshop 4B: Activities 1, 4, 6</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 2, Workshop 2: Activity 1, Workshop 4: Activities 1, 2, Workshop 5: Activity 2, Workshop 6: Activity 2</p> <p><b>Writing Workshops:</b> Workshop 3: Activities 2, 3, Workshop 4: Activity 3, Workshop 5: Activity 3, Workshop</p>

STANDARD CODE	KNOWLEDGE AND SKILL STATEMENT	STUDENT EXPECTATION	WHERE ADDRESSED
			<p>7: Activity 3, Workshop 9: Activities 2, 3, Workshop 10: Activity 3</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.12, Unit 2: Activities 2.5, 2.7, 2.11, Unit 3: Activities 3.9, 3.12, 3.13, EA1, 3.14, 3.16</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 4, Workshop 2: Activities 2, 4, Workshop 3: Activities 1, 2, 4, Workshop 5: Activity 4, Workshop 6: Activity 4</p> <p><b>Writing Workshops:</b> Workshop 5: Activity 2, Workshop 6: Activity 3, Workshop 7: Activity 1, Workshop 8: Activities 1, 2, 3, 4, Workshop 10: Activity 2</p>
2. Developing and sustaining foundational language skills: Vocabulary			
E2.2(A)	The student uses newly acquired vocabulary expressively.	use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.4</p> <p><b>Language Workshops:</b> Workshop 1A: Activities 3, 4, Workshop 1B: Activities 3, 4, Workshop 2A: Activities 3, 4, Workshop 2B: Activities 3, 4, Workshop 3A: Activities 2, 3, 4, Workshop 3B: Activities 2, 3, 4, Workshop 4A: Activities 2, 3, Workshop 4B: Activities 3, 4</p> <p><b>Close Reading Workshops:</b> Workshop 5: Activities 1, 3, Workshop 6: Activities 1, 3</p> <p><b>Writing Workshops:</b> Workshop 9: Activity 1</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, Unit 2: Activities 2.2, 2.15, 2.17, EA1, 2.18, 2.19, 2.20, 2.21, 2.22, 2.24, Unit 3: Activities 3.3, 3.4, 3.5, 3.6, 3.7, 3.15, 3.16, 3.17, Unit 4: Activities 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9, 4.10, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19</p>

STANDARD CODE	KNOWLEDGE AND SKILL STATEMENT	STUDENT EXPECTATION	WHERE ADDRESSED
			<p><b>Close Reading Workshops:</b> Workshop 1: Activity 3, Workshop 2: Activities 1, 3, Workshop 3: Activities 1, 3, Workshop 4: Activities 1, 3</p> <p><b>Writing Workshops:</b> Workshop 8: Activities 1, 2</p>
E2.2(B)	The student uses newly acquired vocabulary expressively.	analyze context to distinguish among denotative, connotative, and figurative meanings of words; and	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.4, Unit 2: Activity 2.2</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 4, Workshop 1B: Activity 4, Workshop 3B: Activity 4, Workshop 4A: Activity 3, Workshop 4B: Activity 4</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activities 1, 3, Workshop 2: Activities 1, 3, Workshop 4: Activity 1, Workshop 5: Activities 1, 3, Workshop 6: Activities 1, 3</p> <p><b>Writing Workshops:</b> Workshop 8: Activities 2, 3, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.2, 1.3, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, Unit 2: Activities 2.15, 2.18, 2.19, 2.20, 2.21, 2.22, 2.24, Unit 3: Activities 3.3, 3.4, 3.5, 3.6, 3.7, 3.15, 3.16, 3.17, Unit 4: Activities 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activities 2, 4, Workshop 3: Activities 1, 3, Workshop 4: Activity 3</p>
E2.2(C)	The student uses newly acquired vocabulary expressively.	determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état	<p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.6, Unit 2: Activity 2.17, Unit 3: Activity 3.18, Unit 4: Activity 4.12</p> <p><b>Close Reading Workshops:</b> Workshop 3: Activity 1</p>
<b>3. Developing and sustaining foundational language skills: Self-Sustained Reading</b>			
E2.3	The student reads grade-appropriate texts independently.	The student is expected to self-select text and read independently for a sustained period of time.	<b>Focus Standard</b>

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			<p><b>English Language Arts:</b> Unit 1: Activity 1.1, Unit 2: Activity 2.1, Unit 3: Activity 3.1, Unit 4: Activity 4.1</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.8, 1.14</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 1, Workshop 2: Activity 3, Workshop 3: Activity 1</p>
4. Comprehension skills			
E2.4(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.1, Unit 2: Activities 2.1, 2.4, Unit 3: Activity 3.1, Unit 4: Activity 4.1</p> <p><b>Language Workshops:</b> Workshop 2A: Activity 2, Workshop 3A: Activities 2, 4, 5, Workshop 3B: Activities 2, 5, Workshop 4A: Activities 1, 4, Workshop 4B: Activities 2, 5</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.2, 1.6, 1.10, Unit 2: Activities 2.2, 2.15, 2.17, 2.20, Unit 4: Activities 4.13, 4.16, 4.17, 4.18, 4.19</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 1, Workshop 2: Activities 1, 3, Workshop 3: Activity 1, Workshop 4: Activity 1</p> <p><b>Writing Workshops:</b> Workshop 1: Activity 1, Workshop 2: Activity 1, Workshop 3: Activity 1, Workshop 6: Activity 1</p>
E2.4(B)	The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	generate questions about text before, during, and after reading to deepen understanding and gain information;	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.13</p> <p><b>Language Workshops:</b> Workshop 1A: Activities 2, 5, Workshop 1B: Activities 2, 5, 6, Workshop 2A: Activities 2, 5, 6, Workshop 2B: Activities 5, 6, Workshop 3A: Activities 2, 6, Workshop 4B: Activities 5</p>

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			<p><b>Close Reading Workshops:</b> Workshop 1: Activity 3, Workshop 5: Activity 4, Workshop 6: Activity 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.4, 1.9, Unit 2: Activities 2.2, 2.7, 2.15, 2.17, 2.22, Unit 3: Activities 3.3, 3.6, 3.16, Unit 4: Activity 4.10</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 4, Workshop 2: Activities 2, 4, Workshop 3: Activity 3, Workshop 4: Activity 1, Workshop 5: Activity 3, Workshop 6: Activity 1</p> <p><b>Writing Workshops:</b> Workshop 3: Activity 1, Workshop 7: Activities 1, 2</p>
E2.4(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.11, Unit 4: Activity 4.16</p> <p><b>Close Reading Workshops:</b> Workshop 3: Activities 1, 3</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.3, Unit 2: Activity 2.13, Unit 4: Activities 4.7, 4.8</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 2, Workshop 4: Activity 2</p> <p><b>Writing Workshops:</b> Workshop 9: Activity 1</p>
E2.4(D)	The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	create mental images to deepen understanding;	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.5</p> <p><b>Language Workshops:</b> Workshop 2B: Activity 5</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.19, Unit 3: Activity 3.6, Unit 4: Activities 4.2, 4.6, 4.7, 4.10</p>

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			<b>Close Reading Workshops:</b> Workshop 4: Activity 2, Workshop 6: Activities 1, 2
E2.4(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.3, 2.5, 2.14, 2.15, Unit 3: Activity 3.1</p> <p><b>Language Workshops:</b> Workshop 2B: Activity 2</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 1, Workshop 2: Activity 2, Workshop 3: Activity 4, Workshop 4: Activity 4, Workshop 5: Activity 4, Workshop 6: Activity 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.8, 1.9, 1.11, Unit 2: Activities 2.1, 2.6, 2.17, Unit 3: Activities 3.6, 3.7, Unit 4: Activities 4.7, 4.10</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activities 2, 3, 4, Workshop 3: Activities 2, 3, Workshop 6: Activity 1</p> <p><b>Writing Workshops:</b> Workshop 5: Activity 1</p>
E2.4(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.10</p> <p><b>Language Workshops:</b> Workshop 1A: Activities 5, 6, Workshop 1B: Activity 6, Workshop 2A: Activities 2, 6, Workshop 2B: Activities 2, 6, Workshop 3A: Activities 2, 4, 5, 6, Workshop 3B: Activity 5, Workshop 4B: Activity 6</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activities 1, 2, 3, Workshop 2: Activities 1, 2, Workshop 3: Activities 1, 2, 3, Workshop 4: Activities 2, 3, Workshop 5: Activities 1, 2, Workshop 6: Activities 2, 3</p> <p><b>Writing Workshops:</b> Workshop 1: Activity 1, Workshop 2: Activity 1, Workshop 6: Activity 1</p> <p><b>Additional Standard</b></p>

STANDARD CODE	KNOWLEDGE AND SKILL STATEMENT	STUDENT EXPECTATION	WHERE ADDRESSED
			<p><b>English Language Arts:</b> Unit 1: Activity 1.2, Unit 2: Activities 2.2, 2.17, Unit 3: Activities 3.3, 3.4, 3.5, 3.7, Unit 4: Activities 4.5, 4.6, 4.9, 4.16, 4.18</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 4, Workshop 3: Activity 3, Workshop 4: Activity 1, Workshop 5: Activity 1</p> <p><b>Writing Workshops:</b> Workshop 5: Activity 1, Workshop 8: Activity 1</p>
E2.4(G)	The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	evaluate details read to determine key ideas;	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.17</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 2, Workshop 1B: Activity 2, Workshop 2A: Activity 6, Workshop 2B: Activity 6, Workshop 3A: Activities 4, 5, 6, Workshop 3B: Activities 2, 5, 6</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 1, Workshop 2: Activities 1, 2, Workshop 3: Activities 1, 2, Workshop 5: Activities 1, 2, 3, Workshop 6: Activities 1, 2, 3</p> <p><b>Writing Workshops:</b> Workshop 1: Activity 1, Workshop 2: Activity 1, Workshop 6: Activity 1</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.6, 1.9, Unit 2: Activities 2.15, 2.20, Unit 3: Activities 3.3, 3.7, 3.18, Unit 4: Activities 4.2, 4.13, 4.14, 4.16, 4.17, 4.18, 4.19</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activities 2, 3, 4, Workshop 4: Activities 1, 2, 3</p> <p><b>Writing Workshops:</b> Workshop 3: Activity 1, Workshop 4: Activity 1, Workshop 5: Activity 1, Workshop 9: Activity 1</p>
E2.4(H)	The student uses metacognitive skills to both develop and deepen	synthesize information from two texts to create new understanding; and	<b>Focus Standard</b>

STANDARD CODE	KNOWLEDGE AND SKILL STATEMENT	STUDENT EXPECTATION	WHERE ADDRESSED
	comprehension of increasingly complex texts.		<p><b>English Language Arts:</b> Unit 1: Activity 1.11, Unit 2: Activity 2.17, Unit 3: Activities 3.6, 3.7, 3.8, Unit 4: Activity 4.12</p> <p><b>Language Workshops:</b> Workshop 3A: Activity 2</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activities 1, 2, Workshop 2: Activities 2, 4, Workshop 3: Activity 2, Workshop 4: Activity 4, Workshop 5: Activities 2, 4, Workshop 6: Activities 2, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.13, Unit 3: Activities 3.2, 3.4, 3.5, 3.18</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 4, Workshop 4: Activity 2, Workshop 6: Activity 3</p>
E2.4(l)	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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.17, Unit 4: Activity 4.12</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 2, Workshop 1B: Activity 2, Workshop 2A: Activity 5, Workshop 2B: Activities 1, 2, Workshop 3A: Activities 4, 5, 6, Workshop 4A: Activity 1, Workshop 4B: Activity 2</p> <p><b>Close Reading Workshops:</b> Workshop 4: Activity 1, Workshop 6: Activities 1, 3</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.4, Unit 2: Activity 2.2, Unit 3: Activities 3.3, 3.16, 3.18, Unit 4: Activity 4.13</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activities 1, 3, Workshop 2: Activities 1, 2, 3, Workshop 3: Activities 1, 3, Workshop 4: Activity 3, Workshop 5: Activities 1, 3</p>

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			<b>Writing Workshops:</b> Workshop 3: Activity 1, Workshop 7: Activity 1, Workshop 8: Activities 2, 3, 4, Workshop 9: Activity 1
5. Response skills			
E2.5(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.14, Unit 3: Activity 3.1</p> <p><b>Language Workshops:</b> Workshop 2B: Activity 2</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.3, 2.11, 2.20, 2.24, Unit 4: Activity 4.7</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 4</p>
E2.5(B)	The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	write responses that demonstrate understanding of texts, including comparing texts within and across genres;	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.9</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 6, Workshop 1B: Activity 6, Workshop 2A: Activities 2, 6, Workshop 2B: Activities 2, 6, Workshop 3A: Activity 7, Workshop 4A: Activities 1, 5, Workshop 4B: Activity 6</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activities 2, 4, Workshop 2: Activity 4, Workshop 3: Activities 2, 3, 4, Workshop 4: Activity 2, Workshop 6: Activity 3</p> <p><b>Writing Workshops:</b> Workshop 4: Activity 1</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.2, 1.13, 1.14, Unit 2: Activities 2.12, 2.17, 2.19, Unit 3: Activities 3.4, 3.7, 3.14, 3.18, Unit 4: Activities 4.3, 4.4, 4.7, 4.9</p> <p><b>Close Reading Workshops:</b> Workshop 2: Activities 1, 3, Workshop 3: Activity 1, Workshop 4: Activities 1, 3, 4, Workshop 5: Activities 2, 4, Workshop 6: Activities 1, 2, 4</p>

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			<b>Writing Workshops:</b> Workshop 5: Activity 1, Workshop 9: Activity 1, Workshop 10: Activity 1
E2.5(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 an interpretive response	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.9, Unit 2: Activity 2.7</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 6, Workshop 1B: Activity 6, Workshop 2A: Activities 2, 6, Workshop 2B: Activities 2, 6, Workshop 3A: Activity 6, Workshop 3B: Activities 2, 5, Workshop 4A: Activity 5</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activities 1, 3, 4, Workshop 3: Activities 1, 4, Workshop 4: Activities 1, 2, 3, Workshop 5: Activity 3</p> <p><b>Writing Workshops:</b> Workshop 1: Activity 1, Workshop 4: Activity 1, Workshop 5: Activity 1</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.3, 1.5, 1.10, 1.11, 1.12, 1.13, Unit 2: Activities 2.18, 2.19, 2.20, Unit 3: Activities 3.3, 3.5, 3.7, Unit 4: Activities 4.5, 4.7, 4.8, EA1, 4.13, 4.16, 4.17, 4.18, 4.19, EA2</p> <p><b>Close Reading Workshops:</b> Workshop 3: Activity 3, Workshop 4: Activity 4, Workshop 5: Activities 1, 2, 4, Workshop 6: Activities 1, 2, 3, 4</p> <p><b>Writing Workshops:</b> Workshop 7: Activity 1, Workshop 8: Activity 1</p>
E2.5(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.3, 2.17, Unit 3: Activities 3.3, 3.4, 3.13, EA1, Unit 4: Activity 4.12</p> <p><b>Language Workshops:</b> Workshop 1A: Activities 2, 5, Workshop 1B: Activities 2, 5, Workshop 2B: Activity 5, Workshop 3B: Activity 6, Workshop 4A: Activities 1, 5, Workshop 4B: Activity 2</p>

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			<p><b>Close Reading Workshops:</b> Workshop 1: Activities 1, 3, Workshop 2: Activity 1, Workshop 3: Activity 1, Workshop 4: Activities 1, 3, Workshop 6: Activities 1, 3</p> <p><b>Writing Workshops:</b> Workshop 6: Activities 2, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.10, 1.13, Unit 3: Activities 3.5, 3.18, Unit 4: Activities 4.3, 4.13, 4.14, 4.19</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 2, Workshop 3: Activity 3, Workshop 4: Activity 2, Workshop 5: Activity 3</p> <p><b>Writing Workshops:</b> Workshop 3: Activity 1, Workshop 6: Activity 3</p>
E2.5(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.12, Unit 2: Activities 2.4, 2.5, 2.7, Unit 3: Activity 3.2</p> <p><b>Language Workshops:</b> Workshop 1A: Activities 1, 2, 5, Workshop 1B: Activities 1, 2, 5, Workshop 2A: Activities 1, 2, 5, Workshop 2B: Activity 2, Workshop 3A: Activities 4, 5, Workshop 3B: Activities 2, 5, Workshop 4A: Activities 1, 4, Workshop 4B: Activities 1, 5</p> <p><b>Close Reading Workshops:</b> Workshop 2: Activities 1, 3, Workshop 4: Activities 1, 3, Workshop 5: Activity 3, Workshop 6: Activities 1, 3</p> <p><b>Writing Workshops:</b> Workshop 9: Activity 1, Workshop 10: Activity 1</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, Unit 2: Activities 2.2, 2.3, 2.9, Unit 3: Activities 3.4, 3.5, 3.7, Unit 4: Activities 4.4, 4.6, 4.13, 4.16, 4.17, 4.18, 4.19, EA2</p>

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			<p><b>Close Reading Workshops:</b> Workshop 1: Activities 1, 4, Workshop 3: Activity 1, Workshop 5: Activity 1</p> <p><b>Writing Workshops:</b> Workshop 1: Activity 1, Workshop 2: Activity 1, Workshop 3: Activity 1, Workshop 4: Activity 1, Workshop 7: Activities 1, 2, 3, Workshop 8: Activity 1, Workshop 9: Activities 1, 2, 3</p>
E2.5(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;	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 3: Activity 3.3, Unit 4: Activity 4.12</p> <p><b>Language Workshops:</b> Workshop 1A: Activities 1, 2, 6, Workshop 1B: Activities 1, 2, 4, 6, Workshop 2A: Activities 1, 3, 4, 6, Workshop 2B: Activities 1, 3, 4, 6, Workshop 3A: Activities 3, 6, Workshop 3B: Activities 3, 4, 6, Workshop 4A: Activities 2, 3, 5, Workshop 4B: Activities 1, 3, 4, 6</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.9, 2.13, EA1, 2.18, 2.19, 2.20, Unit 3: Activities 3.4, 3.6, Unit 4: Activities 4.5, 4.7, 4.8</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activities 1, 2, 3, 4, Workshop 2: Activity 4, Workshop 4: Activity 4, Workshop 6: Activities 1, 3</p> <p><b>Writing Workshops:</b> Workshop 1: Activity 1, Workshop 8: Activity 1</p>
E2.5(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.9, Unit 4: Activity 4.5</p> <p><b>Language Workshops:</b> Workshop 3A: Activities 4, 5, Workshop 4A: Activity 5, Workshop 4B: Activity 6</p>

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			<p><b>Close Reading Workshops:</b> Workshop 1: Activities 1, 2, Workshop 3: Activity 1, Workshop 4: Activity 2, Workshop 5: Activity 1</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.2, 1.4, Unit 2: Activity 2.2, Unit 3: Activities 3.3, 3.5, 3.15, EA2, Unit 4: Activities 4.6, 4.14, 4.15</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 4, Workshop 2: Activities 1, 3, Workshop 3: Activities 2, 3, 4, Workshop 4: Activity 4, Workshop 5: Activity 3, Workshop 6: Activities 1, 3</p> <p><b>Writing Workshops:</b> Workshop 5: Activity 1</p>
E2.5(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><b>Focus Standard</b></p> <p><b>Language Workshops:</b> Workshop 2A: Activity 2, Workshop 3B: Activity 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.4, 2.7, 2.13, 2.16, LC2.16, EA1, 2.20, Unit 3: Activity 3.14, Unit 4: Activities 4.6, 4.7, 4.8, 4.13, 4.15</p> <p><b>Close Reading Workshops:</b> Workshop 2: Activity 4</p>
E2.5(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 3: Activities 3.6, 3.7, 3.8, 3.17</p> <p><b>Close Reading Workshops:</b> Workshop 5: Activity 1</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.3, 1.4, 1.7, 1.9, Unit 2: EA2</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 1, Workshop 4: Activities 1, 3, Workshop 6: Activity 1</p>

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			<b>Writing Workshops:</b> Workshop 3: Activity 3, Workshop 4: Activities 2, 3, Workshop 5: Activity 1
E2.5(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 3: Activity 3.16</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activities 1, 3, Workshop 6: Activity 3</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.7, 1.8, 1.11, 1.14, Unit 3: Activities 3.3, 3.4, 3.5, 3.7</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 2, Workshop 4: Activity 4, Workshop 5: Activity 1</p>
<b>6. Multiple genres: Literary Elements</b>			
E2.6(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, including comparing similar themes in a variety of literary texts representing different cultures;	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.6, 2.8, 2.11, 2.15, 2.18, 2.19, 2.20, 2.21, 2.22, 2.24, Unit 4: Activities 4.9, 4.10, 4.15</p> <p><b>Language Workshops:</b> Workshop 2A: Activity 6, Workshop 4B: Activities 3, 6</p> <p><b>Close Reading Workshops:</b> Workshop 4: Activities 1, 3</p> <p><b>Writing Workshops:</b> Workshop 9: Activity 1, Workshop 10: Activity 1</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.2, 2.6, 2.13, 2.23, EA2, Unit 3: Activity 3.14, Unit 4: Activities 4.4, 4.11, 4.13, 4.16, 4.17, 4.18, 4.19</p> <p><b>Writing Workshops:</b> Workshop 5: Activities 3, 4</p>
E2.6(B)	The student recognizes and analyzes literary elements within and across increasingly complex traditional,	analyze how authors develop complex yet believable characters, including archetypes, through	<b>Focus Standard</b>

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	contemporary, classical, and diverse literary texts.	historical and cultural settings and events;	<p><b>English Language Arts:</b> Unit 2: Activities 2.4, 2.5, 2.8, 2.12, 2.18, 2.19, 2.20, 2.22, 2.24, Unit 4: Activities 4.10, 4.13, 4.15, 4.16</p> <p><b>Language Workshops:</b> Workshop 2A: Activity 6, Workshop 2B: Activity 6, Workshop 4B: Activity 3</p> <p><b>Writing Workshops:</b> Workshop 4: Activity 1, Workshop 8: Activity 4, Workshop 9: Activity 1</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.2, 2.3, 2.4, 2.6, 2.10, 2.14, EA1, 2.21, 2.23, EA2, Unit 4: Activities 4.11, 4.17, 4.18, 4.19</p> <p><b>Close Reading Workshops:</b> Workshop 4: Activity 1</p>
E2.6(C)	The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	analyze isolated scenes and their contribution to the success of the plot as a whole; and	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.7, 2.10, 2.11, 2.18, 2.19, 2.20, 2.22, Unit 4: Activities 4.15, 4.16, 4.17</p> <p><b>Language Workshops:</b> Workshop 2B: Activity 6</p> <p><b>Close Reading Workshops:</b> Workshop 4: Activity 3</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.2, 2.8, 2.12, 2.14, 2.23, EA2, Unit 4: Activities 4.4, 4.9, 4.11, 4.13, 4.18, 4.19, EA2</p> <p><b>Close Reading Workshops:</b> Workshop 4: Activity 1</p> <p><b>Writing Workshops:</b> Workshop 9: Activities 2, 3</p>
E2.6(D)	The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	analyze how historical and cultural settings influence characterization, plot, and theme across texts.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.11, 2.14, 2.18, 2.19, 2.20, 2.21, 2.22, 2.24, Unit 4: Activities 4.10, 4.13, 4.15, 4.19</p> <p><b>Language Workshops:</b> Workshop 2A: Activity 6</p>

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			<p><b>Close Reading Workshops:</b> Workshop 3: Activities 1, 3</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.1, 2.2, 2.3, 2.8, 2.10, EA1, 2.23, EA2, Unit 4: Activities 4.9, 4.11, 4.16, 4.17, 4.18</p> <p><b>Close Reading Workshops:</b> Workshop 4: Activity 1</p>
7. Multiple genres: Genres			
E2.7(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 analyze world literature across literary periods;	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 4: Activities 4.9, 4.10, 4.19</p> <p><b>Language Workshops:</b> Workshop 2A: Activity 6, Workshop 2B: Activity 6, Workshop 4A: Activity 5, Workshop 4B: Activity 6</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.21, 2.22, Unit 4: Activity 4.12</p>
E2.7(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 effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 4: Activities 4.2, 4.3, 4.5, 4.8, 4.14</p> <p><b>Language Workshops:</b> Workshop 4A: Activity 5</p> <p><b>Close Reading Workshops:</b> Workshop 3: Activities 1, 3</p> <p><b>Writing Workshops:</b> Workshop 8: Activities 1, 2, 3</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.15, Unit 4: Activities 4.6, 4.7</p>
E2.7(C)	The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex	analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 4: Activities 4.15, 4.16</p> <p><b>Language Workshops:</b> Workshop 4B: Activity 1</p>

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	traditional, contemporary, classical, and diverse texts.		<p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 3: Activity 3.6, Unit 4: Activities 4.5, 4.12, 4.13, 4.14, 4.18</p>
E2.7(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; and</p>	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.8, 1.11</p> <p><b>Language Workshops:</b> Workshop 3A: Activities 5, 6, Workshop 3B: Activity 6</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 3</p> <p><b>Writing Workshops:</b> Workshop 1: Activity 1, Workshop 2: Activity 1, Workshop 3: Activity 1</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.4, 1.6, Unit 2: Activities 2.3, 2.4, 2.6, 2.7, 2.9, 2.11, 2.13, EA1, Unit 3: Activities 3.3, 3.15, 3.18, Unit 4: Activities 4.5, 4.8, 4.15</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activities 1, 3</p>
E2.7(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>the relationship between organizational design and thesis;</p>	<p><b>Focus Standard</b></p> <p><b>Close Reading Workshops:</b> Workshop 6: Activities 1, 3</p> <p><b>Writing Workshops:</b> Workshop 2: Activity 1, Workshop 3: Activity 1</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.6, 2.9, 2.12, 2.15, EA1, Unit 3: Activities 3.15, 3.17, 3.18, Unit 4: Activity 4.15</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activities 3, 4, Workshop 5: Activity 3</p> <p><b>Writing Workshops:</b> Workshop 10: Activity 3</p>

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E2.7(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.2, 1.3, 1.4, 1.9, 1.10, 1.12</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 6, Workshop 1B: Activity 6</p> <p><b>Writing Workshops:</b> Workshop 2: Activities 1, 2, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.6, 1.7, 1.8, EA1, Unit 2: Activities 2.2, 2.4, 2.5, Unit 3: Activities 3.2, 3.4, 3.5, 3.6, 3.8, 3.12, 3.14, Unit 4: Activity 4.7</p> <p><b>Writing Workshops:</b> Workshop 2: Activity 3, Workshop 6: Activity 1</p>
E2.7(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.2, 1.3, 1.4, 1.6, 1.8, 1.9, 1.10, 1.12</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 6, Workshop 1B: Activity 6</p> <p><b>Close Reading Workshops:</b> Workshop 2: Activities 1, 3, Workshop 6: Activity 1</p> <p><b>Writing Workshops:</b> Workshop 2: Activities 2, 4, Workshop 6: Activity 1</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.7, EA1, Unit 2: Activity 2.2, Unit 3: Activities 3.4, 3.5, 3.6, 3.12, 3.14, 3.15, Unit 4: Activity 4.7</p> <p><b>Close Reading Workshops:</b> Workshop 4: Activity 4</p> <p><b>Writing Workshops:</b> Workshop 2: Activity 3</p>

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E2.7(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.9, 1.10, 1.12</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 6</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: EA1, Unit 3: Activities 3.4, 3.15</p> <p><b>Writing Workshops:</b> Workshop 2: Activities 2, 3, 4, Workshop 6: Activity 1</p>
E2.7(F)	The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.	analyze characteristics of multimodal and digital texts.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.2, 1.8, 1.12, Unit 3: Activities 3.6, 3.12, 3.14, 3.16</p> <p><b>Close Reading Workshops:</b> Workshop 2: Activity 2, Workshop 5: Activity 2, Workshop 6: Activity 2</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 3: Activity 3.11</p> <p><b>Close Reading Workshops:</b> Workshop 4: Activity 2</p>
<b>8. Author's purpose and craft</b>			
E2.8(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.2, 1.3, 1.8, Unit 2: Activities 2.2, 2.7, 2.18, 2.19, 2.20, 2.21, 2.22, 2.24, Unit 3: Activity 3.7, Unit 4: Activities 4.4, 4.5, 4.6, 4.7, 4.8, EA1</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 6, Workshop 4A: Activities 5, 7, EA</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activities 1, 3, 4, Workshop 2: Activities 1, 3, Workshop 3: Activities 1, 2, 3, Workshop 4: Activities 1, 3, Workshop 5: Activities 1, 2, 3, Workshop 6: Activity 1</p>

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			<p><b>Writing Workshops:</b> Workshop 1: Activity 1, Workshop 3: Activity 1, Workshop 8: Activity 1, Workshop 10: Activity 1</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.4, 1.7, 1.9, 1.10, EA1, Unit 2: Activities 2.15, 2.17, Unit 3: Activities 3.4, 3.14, 3.15, Unit 4: Activity 4.2</p> <p><b>Close Reading Workshops:</b> Workshop 3: Activity 4, Workshop 6: Activity 3</p> <p><b>Writing Workshops:</b> Workshop 1: Activities 2, 3, Workshop 2: Activity 1, Workshop 6: Activity 1, Workshop 8: Activities 2, 3, 4</p>
E2.8(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.7, 1.10, 1.12, Unit 2: Activities 2.7, 2.18, 2.19, 2.20, 2.21, 2.22, 2.24, Unit 4: Activities 4.3, 4.5</p> <p><b>Language Workshops:</b> Workshop 3B: Activity 2, Workshop 4A: Activity 5</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 3, Workshop 2: Activity 1, Workshop 5: Activity 3, Workshop 6: Activities 1, 3</p> <p><b>Writing Workshops:</b> Workshop 3: Activity 1, Workshop 7: Activity 1, Workshop 8: Activities 1, 2, 3, Workshop 10: Activity 1</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.2, 1.8, Unit 2: Activity 2.17, Unit 3: Activity 3.18, Unit 4: Activities 4.6, 4.15</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 4, Workshop 3: Activity 3</p>

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			<b>Writing Workshops:</b> Workshop 1: Activity 1, Workshop 2: Activity 1, Workshop 8: Activities 2, 4, Workshop 10: Activities 3, 4
E2.8(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 4: Activities 4.3, 4.9</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 2, Workshop 2: Activity 2, Workshop 3: Activity 2, Workshop 4: Activity 2, Workshop 5: Activity 2</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.8, Unit 3: Activities 3.14, 3.15, 3.16, 3.17, 3.18</p> <p><b>Writing Workshops:</b> Workshop 9: Activity 1</p>
E2.8(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 informs and shapes the perception of readers;	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.2, 1.3, 1.4, 1.9, Unit 2: Activities 2.2, 2.3, 2.7, 2.15, 2.18, 2.19, 2.20, 2.21, 2.22, 2.24, Unit 3: Activity 3.7, Unit 4: Activities 4.2, 4.4, 4.6, 4.7, 4.8, 4.9, 4.10, 4.14</p> <p><b>Language Workshops:</b> Workshop 2B: Activity 6, Workshop 4A: Activity 5</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activities 1, 3, Workshop 2: Activity 1, Workshop 3: Activities 1, 3, Workshop 5: Activity 1, Workshop 6: Activities 1, 3</p> <p><b>Writing Workshops:</b> Workshop 5: Activity 1, Workshop 7: Activity 1, Workshop 8: Activity 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.6, 1.10, Unit 2: Activities 2.9, 2.17, EA1, Unit 4: Activities 4.3, 4.11, EA1, 4.13, 4.19</p> <p><b>Close Reading Workshops:</b> Workshop 2: Activity 3, Workshop 4: Activities 1, 3, Workshop 6: Activity 3</p>

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			<b>Writing Workshops:</b> Workshop 1: Activity 1, Workshop 2: Activity 1, Workshop 5: Activities 3, 4
E2.8(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, sarcasm, and motif to achieve specific purposes;	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.4, 2.7, 2.11, 2.16, Unit 4: Activities 4.5, 4.7</p> <p><b>Language Workshops:</b> Workshop 4B: Activity 6</p> <p><b>Close Reading Workshops:</b> Workshop 2: Activity 1</p> <p><b>Writing Workshops:</b> Workshop 5: Activity 1, Workshop 8: Activity</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.2, 2.3, 2.15, 2.20, Unit 3: Activity 3.6, Unit 4: Activities 4.15, 4.16</p> <p><b>Writing Workshops:</b> Workshop 4: Activity 1, Workshop 5: Activities 3, 4</p>
E2.8(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.4, Unit 2: Activities 2.2, 2.18, 2.19, 2.20, 2.21, 2.22, 2.24, Unit 4: Activities 4.2, 4.6, 4.7, 4.8, 4.10, 4.14, 4.18</p> <p><b>Language Workshops:</b> Workshop 1B: Activity 6</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 1, Workshop 3: Activities 1, 3, Workshop 4: Activities 1, 3, Workshop 5: Activity 1</p> <p><b>Writing Workshops:</b> Workshop 1: Activity 2, Workshop 5: Activity 1, Workshop 8: Activities 1, 2, 3, 4, Workshop 10: Activity 1</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.8, 2.10, 2.15, 2.17, Unit 4: Activities 4.3, 4.4, EA1, 4.19</p>

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			<p><b>Close Reading Workshops:</b> Workshop 1: Activity 3, Workshop 5: Activity 3, Workshop 6: Activities 1, 3</p> <p><b>Writing Workshops:</b> Workshop 1: Activities 1, 3, Workshop 5: Activities 3, 4</p>
E2.8(G)	The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.	analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.4, 1.6, 1.7, 1.8, 1.9</p> <p><b>Close Reading Workshops:</b> Workshop 2: Activities 1, 3, 4, Workshop 4: Activities 1, 3, Workshop 6: Activity 1</p> <p><b>Writing Workshops:</b> Workshop 2: Activity 1, Workshop 8: Activities 2, 3</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.10, Unit 3: Activities 3.6, 3.7, Unit 4: Activity 4.17</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 1</p> <p><b>Writing Workshops:</b> Workshop 1: Activities 2, 3, Workshop 2: Activities 2, 4, Workshop 5: Activities 2, 3, 4</p>
9. Composition: Writing Process			
E2.9(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.5, EA1, Unit 2: Activities 2.10, 2.23, EA2, Unit 3: Activities 3.2, 3.8, 3.15, 3.17</p> <p><b>Language Workshops:</b> Workshop 1A: EA, Workshop 1B: EA, Workshop 2B: EA, Workshop 3A: EA, Workshop 3B: EA</p> <p><b>Writing Workshops:</b> Workshop 1: Activities 2, 3, Workshop 2: Activities 2, 3, 4, Workshop 3: Activities 1, 2, 3, 4, Workshop 4: Activities 1, 2, 3, 4, Workshop 5: Activities 2, 3, 4, Workshop 7: Activities 2, 3, 4, Workshop</p>

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			<p>8: Activities 2, 3, 4, Workshop 9: Activities 2, 3, 4, Workshop 10: Activities 2, 3, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: EA1, Unit 2: EA1, Unit 3: Activities 3.4, 3.5, Unit 4: Activity 4.11</p> <p><b>Close Reading Workshops:</b> Workshop 4: Activity 4, Workshop 6: Activity 4</p> <p><b>Writing Workshops:</b> Workshop 2: Activity 3, Workshop 3: Activity 3, Workshop 6: Activities 2, 3, 4</p>
E2.9(B)(i)	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>using an organizing structure appropriate to purpose, audience, topic, and context; and</p>	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.5, 1.8, 1.10, EA1, Unit 2: Activities 2.12, 2.13, 2.15, EA1, Unit 3: Activities 3.2, 3.8, 3.15</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 2, EA, Workshop 1B: Activity 2, EA, Workshop 2A: EA</p> <p><b>Writing Workshops:</b> Workshop 1: Activities 2, 3, Workshop 2: Activities 2, 3, 4, Workshop 3: Activities 2, 3, 4, Workshop 5: Activities 2, 3, Workshop 7: Activities 2, 3, 4, Workshop 8: Activities 2, 3, Workshop 9: Activities 2, 3, 4, Workshop 10: Activities 2, 3, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.2, EA1, EA2, Unit 2: Activities 2.2, 2.3, 2.9, 2.16, LC2.16, 2.17, 2.20, 2.21, 2.22, Unit 3: EA2, Unit 4: Activities 4.3, 4.15</p> <p><b>Close Reading Workshops:</b> Workshop 4: Activity 2</p> <p><b>Writing Workshops:</b> Workshop 6: Activities 2, 3, 4, Workshop 8: Activities 2, 3</p>
E2.9(B)(ii)	The student uses the writing process recursively to compose multiple texts	develop drafts into a focused, structured, and coherent piece of	<b>Focus Standard</b>

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	that are legible and use appropriate conventions.	writing in timed and open-ended situations by:  developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;	<p><b>English Language Arts:</b> Unit 1: Activities 1.5, 1.8, 1.10, EA1, Unit 2: Activities 2.12, 2.13, EA1, Unit 3: Activity 3.17, EA2</p> <p><b>Language Workshops:</b> Workshop 1A: EA, Workshop 1B: EA, Workshop 2A: EA</p> <p><b>Writing Workshops:</b> Workshop 1: Activities 2, 3, Workshop 2: Activities 2, 4, Workshop 3: Activities 2, 4, Workshop 4: Activities 2, 3, Workshop 5: Activities 2, 3, Workshop 7: Activities 2, 3, 4, Workshop 9: Activities 2, 3, 4, Workshop 10: Activity 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: EA2, Unit 2: Activities 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 2.12, 2.15, 2.16, LC2.16, 2.17, EA1, 2.21, 2.22, 2.24, Unit 3: Activities 3.2, 3.12, Unit 4: Activity 4.15</p> <p><b>Close Reading Workshops:</b> Workshop 4: Activities 2, 4</p> <p><b>Writing Workshops:</b> Workshop 2: Activity 3, Workshop 3: Activity 3, Workshop 4: Activity 4, Workshop 5: Activity 4, Workshop 6: Activities 2, 3, 4</p>
E2.9(C)	The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.	revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.5, LC1.9, EA1, Unit 2: Activities 2.7, EA1, 2.23, EA2, Unit 3: Activity 3.17</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 7, EA, Workshop 1B: EA, Workshop 2A: EA, Workshop 2B: Activity 7, EA, Workshop 3B: Activity 7, Workshop 4A: Activity 6</p> <p><b>Writing Workshops:</b> Workshop 1: Activities 2, 3, Workshop 2: Activities 2, 3, Workshop 3: Activities 2, 4, Workshop 4: Activities 2, 3, Workshop 5: Activities 2, 3, Workshop 7: Activities 2, 3, 4, Workshop 8: Activities 2, 3, Workshop 9: Activities 2, 3, 4, Workshop 10: Activities 2, 3, 4</p>

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			<p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.7, Unit 2: Activities 2.7, 2.14, Unit 3: Activity 3.8, Unit 4: Activity LC4.10</p> <p><b>Writing Workshops:</b> Workshop 2: Activities 3, 4, Workshop 3: Activity 3, Workshop 4: Activity 4, Workshop 5: Activity 4</p>
E2.9(D)(i)	The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.	<p>edit drafts using standard English conventions, including:</p> <p>A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;</p>	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity LC1.9, Unit 4: Activity LC4.10</p> <p><b>Language Workshops:</b> Workshop 1A: EA, Workshop 4B: Activity 7</p> <p><b>Writing Workshops:</b> Workshop 1: Activities 2, 3, Workshop 5: Activities 2, 3, Workshop 7: Activities 2, 3, 4, Workshop 9: Activities 2, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: EA1, Unit 2: EA1, Unit 3: Activities 3.4, 3.17, Unit 4: Activity 4.10, EA1</p> <p><b>Writing Workshops:</b> Workshop 2: Activities 2, 4, Workshop 3: Activities 3, 4, Workshop 4: Activity 4, Workshop 5: Activity 4, Workshop 9: Activity 3</p>
E2.9(D)(ii)	The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.	<p>edit drafts using standard English conventions, including:</p> <p>consistent, appropriate use of verb tense and active and passive voice;</p>	<p><b>Focus Standard</b></p> <p><b>Language Workshops:</b> Workshop 2B: Activity 7, Workshop 3A: Activity 7</p> <p><b>Writing Workshops:</b> Workshop 5: Activities 2, 3</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.8, Unit 2: Activities 2.4, 2.12, EA1</p>

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			<b>Writing Workshops:</b> Workshop 2: Activities 2, 4, Workshop 3: Activities 3, 4, Workshop 4: Activity 4, Workshop 5: Activity 4
E2.9(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;	<b>Focus Standard</b> <b>Language Workshops:</b> Workshop 3B: Activity 7 <b>Writing Workshops:</b> Workshop 5: Activities 2, 3 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.2, Unit 2: Activity 2.17 <b>Writing Workshops:</b> Workshop 3: Activities 3, 4, Workshop 4: Activity 4, Workshop 5: Activity 4
E2.9(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;	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: EA1 <b>Language Workshops:</b> Workshop 1A: EA, Workshop 2A: Activity 7, EA <b>Writing Workshops:</b> Workshop 5: Activities 2, 3, Workshop 7: Activities 2, 3, 4 <b>Additional Standard</b> <b>Writing Workshops:</b> Workshop 3: Activities 3, 4, Workshop 4: Activity 4, Workshop 5: Activity 4, Workshop 8: Activities 2, 3
E2.9(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	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity LC1.9, Unit 2: EA1 <b>Language Workshops:</b> Workshop 1A: EA, Workshop 1B: Activity 7, Workshop 2A: EA <b>Writing Workshops:</b> Workshop 1: Activities 2, 3, Workshop 5: Activities 2, 3, Workshop 7: Activities 2, 3, 4, Workshop 10: Activities 2, 3, 4

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			<p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.3, EA1, Unit 2: Activities 2.3, 2.17, Unit 3: Activity 3.18, Unit 4: Activities LC4.10, 4.11</p> <p><b>Writing Workshops:</b> Workshop 2: Activities 2, 4, Workshop 3: Activities 3, 4, Workshop 4: Activity 4, Workshop 5: Activity 4, Workshop 6: Activity 1</p>
E2.9(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: EA1, Unit 4: Activity LC4.16</p> <p><b>Language Workshops:</b> Workshop 1A: EA, Workshop 2A: EA</p> <p><b>Writing Workshops:</b> Workshop 5: Activities 2, 3, Workshop 7: Activities 2, 3, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.5, EA1, Unit 4: Activity 4.11</p> <p><b>Writing Workshops:</b> Workshop 1: Activities 2, 3, Workshop 2: Activities 2, 4, Workshop 3: Activities 3, 4, Workshop 4: Activity 4, Workshop 5: Activity 4, Workshop 8: Activities 2, 3</p>
E2.9(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: EA1, Unit 2: EA1, EA2, Unit 3: Activity 3.19</p> <p><b>Language Workshops:</b> Workshop 1A: EA, Workshop 2B: EA</p> <p><b>Writing Workshops:</b> Workshop 1: Activities 2, 3, Workshop 2: Activities 2, 3, 4</p> <p><b>Additional Standard</b></p>

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			<p><b>English Language Arts:</b> Unit 2: Activities 2.10, 2.21, Unit 3: EA2, Unit 4: EA1</p> <p><b>Writing Workshops:</b> Workshop 3: Activities 3, 4, Workshop 9: Activity 4</p>
10. Composition: Genres			
E2.10(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.2, 2.8, 2.10, 2.21, 2.22, 2.23, 2.24, EA2, Unit 4: Activities 4.3, 4.9, 4.10, 4.11, EA1</p> <p><b>Language Workshops:</b> Workshop 2B: EA, Workshop 4A: Activity 7, EA</p> <p><b>Writing Workshops:</b> Workshop 8: Activities 2, 3, 4, Workshop 9: Activities 2, 3, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.18</p> <p><b>Close Reading Workshops:</b> Workshop 4: Activity 4</p>
E2.10(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.3, 1.5, 1.6, 1.7, 1.10, Unit 2: Activities 2.3, 2.4, 2.6, 2.7, 2.9, 2.11, 2.12, 2.17, 2.20, Unit 3: Activities 3.15, 3.16, 3.17, 3.18, Unit 4: Activities 4.7, 4.8, EA1</p> <p><b>Language Workshops:</b> Workshop 4A: Activity 7, EA</p> <p><b>Writing Workshops:</b> Workshop 1: Activities 2, 3, Workshop 2: Activities 2, 3, 4, Workshop 3: Activities 2, 3, 4, Workshop 5: Activity 4, Workshop 6: Activity 2</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.2, 1.3, Unit 2: EA1, Unit 4: Activities 4.5, 4.15</p>

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			<p><b>Close Reading Workshops:</b> Workshop 3: Activity 4, Workshop 5: Activity 4, Workshop 6: Activity 4</p> <p><b>Writing Workshops:</b> Workshop 10: Activities 3, 4</p>
E2.10(C)	The student uses genre characteristics and craft to compose multiple texts that are meaningful.	compose argumentative texts using genre characteristics and craft; and	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.8, 1.9, EA1, Unit 2: Activity 2.5, Unit 3: Activities 3.4, 3.8, 3.12</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 1, EA</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.6, EA2, Unit 3: Activity 3.2</p>
E2.10(D)	The student uses genre characteristics and craft to compose multiple texts that are meaningful.	compose correspondence in a professional or friendly structure.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.16, Unit 3: Activity 3.5</p> <p><b>Writing Workshops:</b> Workshop 10: Activities 2, 3, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity LC2.16</p>
<b>11. Inquiry and research</b>			
E2.11(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;	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.9, Unit 3: Activity 3.10</p> <p><b>Close Reading Workshops:</b> Workshop 5: Activity 4, Workshop 6: Activity 4</p> <p><b>Writing Workshops:</b> Workshop 6: Activities 2, 3, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.8, Unit 2: Activities 2.1, 2.2</p>

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			<b>Close Reading Workshops:</b> Workshop 3: Activity 4, Workshop 4: Activity 4
E2.11(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.14, Unit 3: Activities 3.9, 3.15, 3.16, 3.17, 3.18, 3.19</p> <p><b>Writing Workshops:</b> Workshop 6: Activities 1, 2, 3, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: EA1, Unit 3: Activity 3.10</p>
E2.11(C)	The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	develop and revise a plan;	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.13, 1.14, Unit 3: Activities 3.9, 3.10, 3.14, 3.15, 3.16, 3.17, 3.19</p> <p><b>Language Workshops:</b> Workshop 1A: EA, Workshop 1B: EA</p> <p><b>Close Reading Workshops:</b> Workshop 4: Activity 4</p> <p><b>Writing Workshops:</b> Workshop 6: Activities 2, 3, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 3: EA1, Unit 4: Activity 4.11</p> <p><b>Close Reading Workshops:</b> Workshop 5: Activity 4, Workshop 6: Activity 4</p>
E2.11(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 3: Activities 3.10, 3.15, 3.19</p> <p><b>Language Workshops:</b> Workshop 3B: EA</p> <p><b>Writing Workshops:</b> Workshop 6: Activities 2, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.8, Unit 3: Activity 3.16</p> <p><b>Writing Workshops:</b> Workshop 6: Activity 3</p>

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E2.11(E)	The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	locate relevant sources;	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.13, Unit 3: Activity 3.11</p> <p><b>Language Workshops:</b> Workshop 1A: EA, Workshop 1B: EA, Workshop 3B: EA</p> <p><b>Writing Workshops:</b> Workshop 6: Activity 2, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.1, Unit 4: Activity 4.12</p> <p><b>Close Reading Workshops:</b> Workshop 3: Activity 4, Workshop 4: Activity 4, Workshop 5: Activity 4, Workshop 6: Activity 4</p> <p><b>Writing Workshops:</b> Workshop 3: Activities 2, 3, 4, Workshop 6: Activity 3</p>
E2.11(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.11, 1.14, Unit 3: Activities 3.2, 3.8, 3.15, 3.16, 3.17, 3.18, EA2</p> <p><b>Language Workshops:</b> Workshop 1A: EA</p> <p><b>Close Reading Workshops:</b> Workshop 3: Activities 2, 4, Workshop 4: Activity 4, Workshop 6: Activity 4</p> <p><b>Writing Workshops:</b> Workshop 6: Activities 2, 3, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.8, 1.13, Unit 2: Activity 2.1, Unit 3: Activity 3.19, Unit 4: Activity 4.12</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 4, Workshop 5: Activity 4</p> <p><b>Writing Workshops:</b> Workshop 2: Activities 2, 4, Workshop 8: Activities 1, 2, 3, 4</p>

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E2.11(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.13, Unit 3: Activity 3.12</p> <p><b>Language Workshops:</b> Workshop 1A: EA, Workshop 1B: EA</p> <p><b>Close Reading Workshops:</b> Workshop 6: Activity 4</p> <p><b>Writing Workshops:</b> Workshop 6: Activities 1, 2, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 3: Activity 3.3, EA2</p> <p><b>Close Reading Workshops:</b> Workshop 4: Activity 4</p> <p><b>Writing Workshops:</b> Workshop 3: Activities 2, 3, 4, Workshop 6: Activity 3</p>
E2.11(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 incorrect premise, hasty generalizations, and either-or;	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.6, 1.13, Unit 3: Activity 3.12</p> <p><b>Language Workshops:</b> Workshop 1A: EA</p> <p><b>Writing Workshops:</b> Workshop 6: Activities 1, 2, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: EA1, Unit 3: EA2</p>
E2.11(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.13, Unit 3: Activities 3.13, EA1, 3.18</p> <p><b>Writing Workshops:</b> Workshop 6: Activities 2, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: EA1, Unit 3: Activities 3.2, 3.4, 3.5, 3.8, 3.19, EA2</p> <p><b>Writing Workshops:</b> Workshop 6: Activity 3</p>

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E2.11(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><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.14, Unit 2: Activity 2.9, Unit 3: EA2, Unit 4: EA2</p> <p><b>Language Workshops:</b> Workshop 1B: EA, Workshop 3A: EA, Workshop 3B: EA, Workshop 4B: EA</p> <p><b>Close Reading Workshops:</b> Workshop 1: Activity 4</p> <p><b>Writing Workshops:</b> Workshop 6: Activities 2, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 3: Activity 3.19</p> <p><b>Close Reading Workshops:</b> Workshop 3: Activity 4, Workshop 4: Activity 4, Workshop 6: Activity 4</p> <p><b>Writing Workshops:</b> Workshop 6: Activity 3, Workshop 9: Activity 4</p>