



Literacy and Intervention

WORDLY WISE 3000[®]

3rd Edition

Correlated to Texas Essential Knowledge and Skills (TEKS)
English Language Arts and Reading

Grades 9-12

Wordly Wise 3000®

correlated to
Texas Essential Knowledge and Skills
English Language Arts and Reading
High School

TE: Teacher's Edition; SE: Student Edition – Book 9

§110.31. English Language Arts and Reading, English I	
(b) Knowledge and skills.	
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	SE: 10, 21, 54, 65, 75, 86, 95, 100, 110, 130, 140, 150, 160, 170, 184, 194, , 214, 204, 209 Related Content: SE: <i>Word Lists</i> : 1-2, 11-12, 22-23, 33-34, 44-45, 55--56, 66-67, 76-77, 90-91, 101-102, 111-112, 121-122, 132-133, 141-142, 151-152, 161-162, 174-175 185-186, 194-195, 205-206
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	SE: <i>Images of Words</i> : 6-7, 17-18, 28-29, 38-39, 50-51, 61-62, 71-72, 82-83, 96-97, 106-107, 116-117, 126-127, 137-138 146-147, 156-157, 167-168, 180-181, 190-191, 200-201, 210-211
(C) produce analogies that describe a function of an object or its description;	SE: 27, 79, 115
(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., <i>caveat emptor</i> , <i>carte blanche</i> , <i>tete a tete</i> , <i>pas de deux</i> , <i>bon appetit</i> , <i>quid pro quo</i>); and	SE: 10, 42, 86, 90, 155, 199, 214
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	SE: <i>Word Lists</i> : 1-2, 11-12, 22-23, 33-34, 44-45, 55--56, 66-67, 76-77, 90-91, 101-102, 111-112, 121-122, 132-133, 141-142, 151-152, 161-162, 174-175 185-186, 194-195, 205-206
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) analyze how the genre of texts with similar themes shapes meaning;	
(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and	

(C) relate the figurative language of a literary work to its historical and cultural setting.	
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.	
(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.	
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;	
(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	
(C) analyze the way in which a work of fiction is shaped by the narrator's point of view; and	
(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.	
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	SE: 29-31, 51-53, 72-75, 83-85, 128-130, 138-140, 181-184, 201-204 TE: 122-123
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.	

(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.	SE: 7-10, 62-65, 72-75, 83-85, 157-160, 168-170, 192-194, 212-214 TE: 76-78, 118-120
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
(A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;	
(B) differentiate between opinions that are substantiated and unsubstantiated in the text;	SE: 212-214
(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and	SE: 18-20, 39-41, 62-65, 97-99, 108-110, 118-120, 128-130, 138-139, 147-149, 157-160, 168-170, 201-204 TE: 76-78, 80-82, 114-116, 118-120, 126-128
(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.	
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	
(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and	SE: 212-214
(B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.	
(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and	
(B) analyze factual, quantitative, or technical data presented in multiple graphical sources.	

(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A)) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;	Can use www.wordlywise3000.com
(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);	Can use www.wordlywise3000.com
(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and	Can use www.wordlywise3000.com
(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.	Can use www.wordlywise3000.com
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	<i>Wordly Wise 3000</i> , focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.
(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;	
(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;	
(D) edit drafts for grammar, mechanics, and spelling; and	
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	<i>Wordly Wise 3000</i> , focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.

(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot;	
(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and	
(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.	
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	<i>Wordly Wise 3000</i> , focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.
(A) write an analytical essay of sufficient length that includes:	
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	
(ii) rhetorical devices, and transitions between paragraphs;	
(iii) a controlling idea or thesis;	
(iv) an organizing structure appropriate to purpose, audience, and context; and	
(v) relevant information and valid inferences;	
(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:	
(i) organized and accurately conveyed information; and	
(ii) reader-friendly formatting techniques;	
(iii) graphic elements (e.g., word position).	
(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:	
(i) extends beyond a summary and literal analysis;	
(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and	
(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; and	
(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.	<i>Wordly Wise 3000</i> , focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.

(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.	<i>Wordly Wise 3000</i> , focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;	
(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views;	
(C) counter-arguments based on evidence to anticipate and address objections;	
(D) an organizing structure appropriate to the purpose, audience, and context; and	
(E) an analysis of the relative value of specific data, facts, and ideas.	
(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	
(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);	
(ii) restrictive and nonrestrictive relative clauses; and	
(iii) reciprocal pronouns (e.g., each other, one another);	
(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and	
(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	<i>Writing Exercises</i> can be utilized to teach standard, e.g., SE: <i>Writing Exercises:</i> 9-10, 13-14, 19-20, 24-25, 30-31, 34-35, 45-57, 52-53, 57-58, 63-64, 67-68, 74-75, 78-79, 84-85, 92-93, , 102-104, 109-110, 112-113, 119-120, 122-123, 129-130, 133-134, 139-140, 143-144, 148-149, 152-153, 159-160, 162-163, 169-170, 176-177, 182-183, 187-188, 193-194, 196-197, 202-203, 206-207, 213-214
(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) use conventions of capitalization; and	
(B) use correct punctuation marks including:	
(i) quotation marks to indicate sarcasm or irony;	
(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and	

(iii) dashes to emphasize parenthetical information.	
(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	Related Content: <i>Word Lists</i> can be utilized to teach standard, e.g., SE: <i>Word Lists</i> : 1-2, 11-12, 22-23, 33-34, 44-45, 55--56, 66-67, 76-77, 90-91, 101-102, 111-112, 121-122, 132-133, 141-142, 151-152, 161-162, 174-175, 185-186, 194-195, 205-206
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	
(B) formulate a plan for engaging in research on a complex, multi-faceted topic.	
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;	
(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and	
(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).	
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A) modify the major research question as necessary to refocus the research plan;	
(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and	
(C) critique the research process at each step to implement changes as the need occurs and is identified.	
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that::	

(A) marshals evidence in support of a clear thesis statement and related claims;	
(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;	
(C) uses graphics and illustrations to help explain concepts where appropriate;	
(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and	
(E) uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials.	
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;	Class discussions are utilized during <i>Understanding Meanings, Word Study</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Understanding Meanings:</i> 3,, 13, 24, 34 45-47, 67, 67, 78-79, 92, 102-103, 112-114, 122-123, 133-134, 142-144, 152-153, 162-164, 176-177, 187-188, 196-197, 206-207; <i>Word Study:</i> 5-6, 16, 27, 37, 49, 60, 70, 81, 94, 105-106, 115-116, 125-126, 136 145, 155-156, 166, 179, 189-190; <i>Review Puzzles:</i> 43, 87-89, 131, 171-173, 199-200, 209-210, 215
(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and	
(C) evaluate the effectiveness of a speaker's main and supporting ideas.	Class discussions used during <i>Understanding Meanings, Word Study</i> and <i>Review Puzzle Exercises</i> can be used to teach standards, e.g., SE: <i>Understanding Meanings:</i> 3,, 13, 24, 34 45-47, 67, 67, 78-79, 92, 102-103, 112-114, 122-123, 133-134, 142-144, 152-153, 162-164, 176-177, 187-188, 196-197, 206-207; <i>Word Study:</i> 5-6, 16, 27, 37, 49, 60, 70, 81, 94, 105-106, 115-116, 125-126, 136 145, 155-156, 166, 179, 189-190; <i>Review Puzzles:</i> 43, 87-89, 131, 171-173, 199-200, 209-210, 215

<p>(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p>	<p>Class discussions are utilized during <i>Understanding Meanings</i>, <i>Word Study</i>, <i>Passage Readings</i> and <i>Review Puzzle Exercises</i>, e.g., SE: <i>Understanding Meanings</i>: 3,, 13, 24, 34 45-47, 67, 67, 78-79, 92, 102-103, 112-114, 122-123, 133-134, 142-144, 152-153, 162-164, 176-177, 187-188, 196-197, 206-207; <i>Word Study</i>: 5-6, 16, 27, 37, 49, 60, 70, 81, 94, 105-106, 115-116, 125-126, 136 145, 155-156, 166, 179, 189-190; <i>Review Puzzles</i>: 43, 87-89, 131, 171-173, 199-200, 209-210, 215 <i>Passage Readings</i>: SE: 7-8, 18-19, 29-30, 39-40, 51-52, 62-63, 72-73, 83-84, 97-98, 118-119, 128-129, 138-139, 147-148, 157-158, 168-169, 181-182, 192-183, 201-202, 212-213 TE: 76-78, 80-82, 114-116, 118-120, 122-124, 126-128</p>
<p>(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.</p>	<p>SE: <i>Using Words</i>: 4, 14, 25, 36, 47, 58, 69, 79, 93, 104, 114, 124, 135, 144, 154, 164, 177, 188, 198, 208</p>

§110.32. English Language Arts and Reading, English II	
(b) Knowledge and skills.	
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	SE: 9, 20, 31, 41, 52, 61 71, 81, 94, 99, 104, 113, 123, 134, 144, 154, 164, 177, 186, 191, 196, 206 Related Content: SE: <i>Word Lists</i> : 1-2, 10-11, 21-22, 32-33, 43-44, 53-54, 62-63, 72-73, 85-86, 95-96, 105-106, 114-115, 125-126, 135-136, 145-146, 155-156, 162-163, 168-169, 178-179, 187-189, 197-198
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	SE: <i>Images of Words</i> : 6-7, 16-17, 27-28, 37-38, 48-49, 58-59, 67-68, 77-78, 90-91, 100-101, 110-111, 119-120, 130-131, 140-141, 150-151, 160-161, 173-174, 183-184, 192-193, 203-204
(C) infer word meaning through the identification and analysis of analogies and other word relationships;	SE: <i>Analogies</i> : 16, 66, 118, 159, 202; <i>Synonyms</i> : 5, 57, 109, 149, 182; <i>Antonyms</i> : 5, 57, 109, 149, 182
(D) show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., <i>glasnost</i> , <i>avant-garde</i> , <i>coup d'état</i>); and	SE: 9, 41, 71, 81. 94, 113, 123, 154, 186, 196
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	SE: <i>Word Lists</i> : 1-2, 10-11, 21-22, 32-33, 43-44, 53-54, 62-63, 72-73, 85-86, 95-96, 105-106, 114-115, 125-126, 135-136, 145-146, 155-156, 162-163, 168-169, 178-179, 187-189, 197-198
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) compare and contrast differences in similar themes expressed in different time periods;	
(B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; and	
(C) relate the figurative language of a literary work to its historical and cultural setting.	

<p>(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.</p>	
<p>(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how archetypes and motifs in drama affect the plot of plays.</p>	
<p>(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p>	
<p>(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;</p>	
<p>(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;</p>	
<p>(C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction; and</p>	
<p>(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature.</p>	
<p>(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.</p>	<p>SE: 28-30, 38-40, 59-61, 69-71, 92-93, 121-123, 151-153, 194-196 TE: 76-78, 151-153, 194-196</p>
<p>(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the function of symbolism, allegory, and allusions in literary works.</p>	

<p>(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.</p>	<p>SE: 7-9, 17-19, 59-61, 79-81, 92-93, 121-123, 132-134, 151-153, 175-176, 184-186 TE: 76-78, 114-116, 122-124, 126-128</p>
<p>(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p>	
<p>(A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;</p>	
<p>(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts;</p>	
<p>(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and</p>	
<p>(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.</p>	<p>SE: 7-9, 17-19, 28-30, 38-40, 50-52, 59-61, 69-71, 79-81, 92-94, 102-104, 111-113, 121-123, 132-134, 142-144, 151-153, 162-164, 175-177, 184-186, 194-196, 204-206 TE: 2-15, 20-39, 42-43, 76-78, 80-82, 114-116, 118-120, 122-124, 126-128</p>
<p>(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p>	
<p>(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments; and</p>	
<p>(B) analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks.</p>	
<p>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p>	
<p>(A) evaluate text for the clarity of its graphics and its visual appeal; and</p>	
<p>(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).</p>	

(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	Can use www.wordlywise3000.com
(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);	Can use www.wordlywise3000.com
(C) examine how individual perception or bias in coverage of the same event influences the audience; and	Can use www.wordlywise3000.com
(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.	Can use www.wordlywise3000.com
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	<i>Wordly Wise 3000</i> , focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.
(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning;	
(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;	
(D) edit drafts for grammar, mechanics, and spelling; and	
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	<i>Wordly Wise 3000</i> , focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.

(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;	
(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and	
(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.	
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	<i>Wordly Wise 3000</i> , focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.
(A) write an analytical essay of sufficient length that includes:	
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	
(ii) rhetorical devices, and transitions between paragraphs;	
(iii) a thesis or controlling idea;	
(iv) an organizing structure appropriate to purpose, audience, and context;	
(v) relevant evidence and well-chosen details; and	
(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement;	
(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:	
(i) organized and accurately conveyed information;	
(ii) reader-friendly formatting techniques; and	
(iii) anticipation of readers' questions;	
(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:	
(i) extends beyond a summary and literal analysis;	
(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and	
(iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices; and	

(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.	
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	<i>Wordly Wise 3000</i> , focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;	
(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context);	
(C) counter-arguments based on evidence to anticipate and address objections;	
(D) an organizing structure appropriate to the purpose, audience, and context;	
(E) an analysis of the relative value of specific data, facts, and ideas; and	
(F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).	
(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	
(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);	<i>Word Lists</i> can be utilized to teach standard, e.g., SE: <i>Word Lists</i>: 1-2, 10-11, 21-22, 32-33, 43-44, 53-54, 62-63, 72-73, 85-86, 95-96, 105-106, 114-115, 125-126, 135-136, 145-146, 155-156, 162-163, 168-169, 178-179, 187-189, 197-198
(ii) restrictive and nonrestrictive relative clauses; and	
(iii) reciprocal pronouns (e.g., each other, one another);	
(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and	

(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	<i>Writing Exercises</i> can be utilized to teach standard, e.g., SE: <i>Writing Exercises:</i> 2-3, 8-9, 12-13, 18-19, 23-24, 29-30, 33-34, 39-40, 44-45, 51-52, 54-55, 60-61, 63-64, 70-71, 80-81, 86-87, 93-94, 96-97, 103-14, 112-113, 115-116, 122-123, 126-127, 133-134, 136-137, 143-144, 146-147, 153, 156-157, 163-164, 169-170, 176-177, 179-180, 185-186, 195-196, 205-206
(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) use conventions of capitalization; and	
(B) use correct punctuation marks including:	
(i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions;	
(ii) quotation marks to indicate sarcasm or irony; and	
(iii) dashes to emphasize parenthetical information.	
(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	Related Content: <i>Word Lists</i> can be utilized to teach standard, e.g., SE: <i>Word Lists:</i> 1-2, 10-11, 21-22, 32-33, 43-44, 53-54, 62-63, 72-73, 85-86, 95-96, 105-106, 114-115, 125-126, 135-136, 145-146, 155-156, 162-163, 168-169, 178-179, 187-189, 197-198
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	
(B) formulate a plan for engaging in research on a complex, multi-faceted topic.	
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;	
(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and	
(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).	
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	

(A) modify the major research question as necessary to refocus the research plan;	
(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and	
(C) critique the research process at each step to implement changes as the need occurs and is identified.	
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	
(A) marshals evidence in support of a clear thesis statement and related claims;	
(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;	
(C) uses graphics and illustrations to help explain concepts where appropriate;	
(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and	
(E) uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i>) to document sources and format written materials.	
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;	Class discussions are utilized during <i>Understanding Meanings</i> , <i>Word Study</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Understanding Meanings</i> : 2-3, 12-13, 23-24, 33-34, 44-45, 63-64, 73-74, 86-87, 96-97, 106-107, 115-116, 126-127, 136-137, 146-147, 156-157, 163-164, 169-170, 179-180, 188-189, 199-200; <i>Word Study</i> : 5, 15, 26, 39, 47-48, 58, 66-67, 76-77, 89-90, 99-100, 109, 118, 129-130, 139-140, 149, 159, 172-173, 182-183, 191-192, 202; <i>Review Puzzles</i> : 42, 82-84, 124, 164-167, 207
(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and	

<p>(C) evaluate how the style and structure of a speech support or undermine its purpose or meaning.</p>	<p>Class discussions used during <i>Understanding Meanings</i>, <i>Word Study</i> and <i>Review Puzzle Exercises</i> can be used to teach standards, e.g., SE: <i>Understanding Meanings:</i> 2-3, 12-13, 23-24, 33-34, 44-45, 63-64, 73-74, 86-87, 96-97, 106-107, 115-116, 126-127, 136-137, 146-147, 156-157, 163-164, 169-170, 179-180, 188-189, 199-200; <i>Word Study:</i> 5, 15, 26, 39, 47-48, 58, 66-67, 76-77, 89-90, 99-100, 109, 118, 129-130, 139-140, 149, 159, 172-173, 182-183, 191-192, 202; <i>Review Puzzles:</i> 42, 82-84, 124, 164-167, 207</p>
<p>(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p>	<p>Class discussions are utilized during <i>Understanding Meanings</i>, <i>Word Study</i>, <i>Passage Readings</i> and <i>Review Puzzle Exercises</i>, e.g., SE: <i>Understanding Meanings:</i> 2-3, 12-13, 23-24, 33-34, 44-45, 54-55, 63-64, 73-74, 86-87, 96-97, 106-107, 115-116, 126-127, 136-137, 146-147, 156-157, 163-164, 169-170, 179-180, 188-189, 199-200; <i>Word Study:</i> 5, 15, 26, 39, 47-48, 58, 66-67, 76-77, 89-90, 99-100, 109, 118, 129-130, 139-140, 149, 159, 172-173, 182-183, 191-192, 202; <i>Review Puzzles:</i> 42, 82-84, 124, 164-167, 207 <i>Passage Readings:</i> SE: 7-8, 17-18, 28-29, 38-39, 50-51, 59-60, 69-70, 79-80, 92-93, 102-103, 111-112, 121-122, 132-133, 142-143, 151-152, 175-176, 184-185, 194-195, 204-205 TE: 76-78, 80-82, 114-116, 118-120, 122-124, 126-128</p>
<p>(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.</p>	<p>SE: <i>Using Words:</i> 4, 13, 24, 35, 46, 56, 65, 75, 88, 98, 108, 117, 128, 138, 148, 158, 171, 181, 190, 200</p>

§110.33. English Language Arts and Reading, English III	
(b) Knowledge and skills.	
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	SE: 10, 19, 29, 39, 50, 60, 70, 75, 81, 94, 103, 113, 123, 129, 134, 144, 164, 177.186, 196, 206 Related Content: SE: <i>Word Lists</i> : 1-2, 11-12, 20-21, 30-31, 41-42, 51-52, 61-62, 71-72, 85-86, 95-96, 104-105, 114-115, 125-126, 135-136, 145-146, 155-156, 168-169, 18-179, 187-188, 197-198
(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	SE: <i>Understanding Meanings</i> : 2, 12, 21, 31, 42, 52, 62, 72, 86, 96, 105, 115, 126, 136, 146, 156, 170, 179, 188, 198 SE: <i>Images of Words</i> : 6-7, 16-17, 25-26, 35-36, 46-47, 56-57, 66-67, 77-78, 91-92, 100-101, 109-110, 119-120, 130-131, 140-141, 150-151, 160-161, 174-175, 183-184, 192-193, 202-203
(C) infer word meaning through the identification and analysis of analogies and other word relationships;	SE: <i>Analogies</i> : 24, 55, 10, 149, 201; <i>Synonyms</i> : 15, 45, 99, 139, 182; <i>Antonyms</i> : 15, 45, 99, 139, 182
(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and	SE: 10, 19, 29, 39, 50, 60, 70, 75, 81, 94, 103, 113, 123, 129, 134, 144, 164, 177.186, 196, 206 Related Content: SE: <i>Word Lists</i> : 1-2, 11-12, 20-21, 30-31, 41-42, 51-52, 61-62, 71-72, 85-86, 95-96, 104-105, 114-115, 125-126, 135-136, 145-146, 155-156, 168-169, 18-179, 187-188, 197-198
(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.	SE: <i>Word Lists</i> : 1-2, 11-12, 20-21, 30-31, 41-42, 51-52, 61-62, 71-72, 85-86, 95-96, 104-105, 114-115, 125-126, 135-136, 145-146, 155-156, 168-169, 18-179, 187-188, 197-198
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;	
(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and	
(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	

<p>(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.</p>	
<p>(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the themes and characteristics in different periods of modern American drama.</p>	
<p>(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p>	
<p>(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;</p>	
<p>(B) analyze the internal and external development of characters through a range of literary devices;</p>	
<p>(C) analyze the impact of narration when the narrator's point of view shifts from one character to another; and</p>	
<p>(D) demonstrate familiarity with works by authors in American fiction from each major literary period.</p>	
<p>(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.</p>	<p>SE: 27-29, 57-60, 68-70, 78-81, 121-123, 175-177, 194-196</p>
<p>(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.</p>	

<p>(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.</p>	<p>SE: 37-39, 47-50, 57-60, 78-81, 101-103, 111-113, 121-123, 132-134, 141-143, 151-153, 162-164, 184-186 TE: 76-77, 80-82, 126-128</p>
<p>(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p>	
<p>(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;</p>	
<p>(B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;</p>	
<p>(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and</p>	
<p>(D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.</p>	<p><i>Passages and Passage Questions</i> can be used to meet standard, e.g., SE: 8-10, 17-19, 27-29, 37-39, 47-50, 57-60, 68-70, 78-81, 92-95, 101-103, 111-113, 121-123, 132-134, 141-143-, 151-154, 162-164, 175-177, 184-187, 194-196, 203-206 TE: 2-15, 20-39, 42-43, 76-78, 80-82, 114-116, 118-120, 122-124, 126-128</p>
<p>(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p>	
<p>(A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and</p>	
<p>(B) analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.</p>	
<p>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p>	
<p>(A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and</p>	
<p>(B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</p>	

(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	Can use www.wordlywise3000.com
(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;	Can use www.wordlywise3000.com
(C) evaluate the objectivity of coverage of the same event in various types of media; and	Can use www.wordlywise3000.com
(D) evaluate changes in formality and tone across various media for different audiences and purposes.	Can use www.wordlywise3000.com
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	<i>Wordly Wise 3000</i> , focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.
(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;	
(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	
(D) edit drafts for grammar, mechanics, and spelling; and	
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	

<p>(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</p>	<p><i>Wordly Wise 3000</i>, focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.</p>
<p>(A) write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;</p>	
<p>(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and</p>	
<p>(C) write a script with an explicit or implicit theme, using a variety of literary techniques.</p>	
<p>(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p>	<p><i>Wordly Wise 3000</i>, focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.</p>
<p>(A) write an analytical essay of sufficient length that includes:</p>	
<p>(i) effective introductory and concluding paragraphs and a variety of sentence structures;</p>	
<p>(ii) rhetorical devices, and transitions between paragraphs;</p>	
<p>(iii) a clear thesis statement or controlling idea;</p>	
<p>(iv) a clear organizational schema for conveying ideas;</p>	
<p>(v) relevant and substantial evidence and well-chosen details; and</p>	
<p>(vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;</p>	
<p>(B) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:</p>	
<p>(i) a clearly stated purpose combined with a well-supported viewpoint on the topic;</p>	
<p>(ii) appropriate formatting structures (e.g., headings, graphics, white space);</p>	
<p>(iii) relevant questions that engage readers and consider their needs;</p>	
<p>(iv) accurate technical information in accessible language; and</p>	
<p>(v) appropriate organizational structures supported by facts and details (documented if appropriate);</p>	

(C) write an interpretation of an expository or a literary text that:	
(i) advances a clear thesis statement;	
(ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;	
(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;	
(iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; and	
(v) anticipates and responds to readers' questions or contradictory information; and	
(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	<i>Wordly Wise 3000</i> , focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:	<i>Wordly Wise 3000</i> , focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;	
(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	
(C) an organizing structure appropriate to the purpose, audience, and context;	
(D) information on the complete range of relevant perspectives;	
(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; and	
(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).	
(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and	

<p>(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p>	<p><i>Writing Exercises</i> can be utilized to teach standard, e.g., SE: <i>Writing Exercises:</i> 2-3, 9-10, 12-13, 18-19, 21-22, 28-29, 31-32, 38-39, 42-43, 49-50, 52-53, 59-60, 62-64, 69-70, 72-73, 80-81, 86-87, 94-95, 96-97, 102-103, 105-106, 112-113, 115-116, 122-123, 126-127, 133-134, 136-137, 142-143, 146-147, 153-154, 156-157, 164-164, 170-171, 176-177, 179-180, 186-187, 188-189, 195-196, 198-199, 205-206</p>
<p>(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.</p>	
<p>(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	<p>Related Content: <i>Word Lists</i> can be utilized to teach standard, e.g., SE: <i>Word Lists:</i> 1-2, 11-12, 20-21, 30-31, 41-42, 51-52, 61-62, 71-72, 85-86, 95-96, 104-105, 114-115, 125-126, 135-136, 145-146, 155-156, 168-169, 18-179, 187-188, 197-198</p>
<p>(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p>	
<p>(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p>	
<p>(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.</p>	
<p>(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p>	
<p>(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;</p>	
<p>(B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and</p>	
<p>(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.</p>	
<p>(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p>	

(A) modify the major research question as necessary to refocus the research plan;	
(B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and	
(C) critique the research process at each step to implement changes as the need occurs and is identified.	
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:	
(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	
(B) uses a variety of formats and rhetorical strategies to argue for the thesis;	
(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;	
(D) uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i>) to document sources and format written materials; and	
(E) is of sufficient length and complexity to address the topic.	
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and	Class discussions are utilized during <i>Understanding Meanings</i> , <i>Word Study</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Understanding Meanings</i> : 2-3, 12-13, 21-22, 31-32, 42-43, 52-53, 62-4, 72-73, 86-87, 96-97, 105-106, 115-116, 126-127, 136-137, 146-147, 156-157, 170-171, 179-180, 188-189, 198-199; <i>Word Study</i> : 6-7, 15-16, 24-25, 35-36, 46-47, 56-67, 66-67, 77-78, 91-92, 100-101, 109-110, 119-120, 130-131, 140-141, 150-151, 160-161, 174-175, 183-184, 192-193, 202-203; <i>Review Puzzles</i> : 40, 82-84, 124, 165-167, 207
(B) evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.	

<p>(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p>	<p>Class discussions are utilized during <i>Understanding Meanings</i>, <i>Word Study</i>, <i>Passage Readings</i> and <i>Review Puzzle Exercises</i>, e.g., SE: <i>Understanding Meanings</i>: 2-3, 12-13, 21-22, 31-32, 42-43, 52-53, 62-4, 72-73, 86-87, 96-97, 105-106, 115-116, 126-127, 136-137, 146-147, 156-157, 170-171, 179-180, 188-189, 198-199; <i>Word Study</i>: 6-7, 15-16, 24-25, 35-36, 46-47, 56-67, 66-67, 77-78, 91-92, 100-101, 109-110, 119-120, 130-131, 140-141, 150-151, 160-161, 174-175, 183-184, 192-193, 202-203; <i>Review Puzzles</i>: 40, 82-84, 124, 165-167, 207 <i>Passage Readings</i>: SE: 8-9, 17-18, 27-28, 37-38, 47-49, 57-58, 68-69, 78-79, 92-93, 101-102, 11-112, 121-122, 132-133, 141-142, 151-153, 162-163, 175-176, 184-185, 194-195, 203-204 TE: 76-78, 80-82, 114-116, 118-120, 122-124, 126-128</p>
<p>(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.</p>	<p>SE: <i>Using Words</i>: 4, 14, 23, 33, 44, 54, 64, 74, 88, 98, 107, 117, 128, 138, 148, 158, 171, 181, 190, 200</p>

§110.34. English Language Arts and Reading, English IV	
(b) Knowledge and skills.	
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	SE: 11, 21, 32, 43, 64, 74, 79, 97, 108, 118, 128, 139, 149, 159, 170, 183, 194, 204, 214 Related Content: SE: <i>Word Lists</i> : 1-2, 12-13, 22-23, 33-34, 45-46, 55-56, 65-6, 75-76, 8-89, 98-99, 109-110, 119-120, 130-131, 140-141, 150-151, 160-161, 174-175, 184-185, 195-196, 205-206
(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	SE: <i>Understanding Meanings</i> : 3-4, 13-14, 23-23, 34-35, 46-47, 56-67, 66-67, 76-77, 89-90, 99-100, 110-11, 120-121, 131-132, 141-142, 151-152, 161-162, 175-176, 185-186, 196-197, 206-207 SE: <i>Images of Words</i> : 7-8, 17-18, 27-28, 39-40, 50-51, 60-61, 70-71, 80-81, 93-94, 103-104, 114-115, 124-125, 135-136, 145-146, 155-156, 165-166, 179-180, 190-191, 200-201, 210-211
(C) use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation);	SE: <i>Analogies</i> : 17, 59, 102, 154, 209; <i>Synonyms</i> : 6, 49, 92, 144, 199; <i>Antonyms</i> : 6, 49, 92, 144, 199
(D) analyze and explain how the English language has developed and been influenced by other languages; and	SE: 11, 21, 32, 43, 64, 74, 79, 84, 97, 108, 118, 128, 139, 149, 159, 170, 183, 194, 204, 214
(E) use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.	SE: <i>Word Lists</i> : 1-2, 12-13, 22-23, 33-34, 45-46, 55-56, 65-6, 75-76, 8-89, 98-99, 109-110, 119-120, 130-131, 140-141, 150-151, 160-161, 174-175, 184-185, 195-196, 205-206
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) compare and contrast works of literature that express a universal theme;	
(B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions; and	
(C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.	

<p>(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.</p>	
<p>(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.</p>	
<p>(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p>	
<p>(A) analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction;</p>	
<p>(B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;</p>	
<p>(C) compare and contrast the effects of different forms of narration across various genres of fiction; and</p>	
<p>(D) demonstrate familiarity with works of fiction by British authors from each major literary period.</p>	
<p>(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.</p>	<p>SE: 8-11, 19-21, 40-42, 61-64, 105-107, 125-128, 146-149, 167-169 TE: 122-124</p>
<p>(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.</p>	

<p>(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.</p>	<p>SE: 8-11, 19-21, 40-42, 51-53, 105-107, 115-118, 137-139, 156-159, 167-169, 181-183, 201-204, 211-213 TE: 114-115, 118-119, 122-124, 126-127</p>
<p>(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p>	
<p>(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;</p>	
<p>(B) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints;</p>	
<p>(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and</p>	
<p>(D) synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.</p>	<p>SE: 8-11, 19-21, 29-31, 40-42, 51-53, 61-64, 72-74, 82-84, 94-97, 105-107, 115-118, 125-128, 137-140, 146-148, 156-159, 167-169, 181-183, 191-193, 201-204, 211-213 TE: 2-15, 20-39, 42-43, 76-78, 80-82, 114-116, 118-120, 122-124, 126-128</p>
<p>(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p>	
<p>(A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and</p>	<p>Related Content: SE: 72-74, 82-84, 94-97</p>
<p>(B) draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.</p>	<p>Related Content: SE: 72-74, 82-84, 94-97</p>
<p>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p>	
<p>(A) draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text; and</p>	
<p>(B) evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.</p>	

(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	Can use www.wordlywise3000.com
(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;	Can use www.wordlywise3000.com
(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose; and	Can use www.wordlywise3000.com
(D) evaluate changes in formality and tone across various media for different audiences and purposes.	Can use www.wordlywise3000.com
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	<i>Wordly Wise 3000</i> , focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.
(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning;	
(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	
(D) edit drafts for grammar, mechanics, and spelling; and	
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	

(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	<i>Wordly Wise 3000</i> , focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.
(A) write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone;	
(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and	
(C) write a script with an explicit or implicit theme, using a variety of literary techniques.	
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	<i>Wordly Wise 3000</i> , focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.
(A) write an analytical essay of sufficient length that includes:	
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	
(ii) rhetorical devices, and transitions between paragraphs;	
(iii) a clear thesis statement or controlling idea;	
(iv) a clear organizational schema for conveying ideas;	
(v) relevant and substantial evidence and well-chosen details;	
(vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; and	
(vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it;	
(B) write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:	
(i) a clearly stated purpose combined with a well-supported viewpoint on the topic;	
(ii) appropriate formatting structures (e.g., headings, graphics, white space);	
(iii) relevant questions that engage readers and address their potential problems and misunderstandings;	
(iv) accurate technical information in accessible language; and	
(v) appropriate organizational structures supported by facts and details (documented if appropriate);	
(C) write an interpretation of an expository or a literary text that:	
(i) advances a clear thesis statement;	

(ii) addresses the writing skills for an analytical essay including references to and commentary on quotations from the text;	
(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;	
(iv) identifies and analyzes ambiguities, nuances, and complexities within the text; and	
(v) anticipates and responds to readers' questions and contradictory information; and	
(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	<i>Wordly Wise 3000</i> , focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:	<i>Wordly Wise 3000</i> , focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.
(A) a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions);	
(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	
(C) an organizing structure appropriate to the purpose, audience, and context;	
(D) information on the complete range of relevant perspectives;	
(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used;	
(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs); and	
(G) an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.	
(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and	

<p>(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p>	<p><i>Writing Exercises</i> can be utilized to teach standard, e.g., SE: <i>Writing Exercises</i>: 3-4, 10-11, 13-14, 20-21, 23-24, 30-31, 34-35, 41-42, 46-47, 53, 56-57, 63-64, 66-67, 73-74, 76-77, 83-84, 89-90, 96-97, 99-100, 106-107, 110-111, 117-118, 120-121, 127-128, 131-132, 139-140, 141-142, 147-148, 151-152, 158-159, 161-162, 168-169, 175-176, 182-183, 192-193, 196-197, 203-204, 206-207, 213-214</p>
<p>(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.</p>	<p><i>Writing Exercises</i> can be utilized to teach standard, e.g., SE: <i>Writing Exercises</i>: 3-4, 10-11, 13-14, 20-21, 23-24, 30-31, 34-35, 41-42, 46-47, 53, 56-57, 63-64, 66-67, 73-74, 76-77, 83-84, 89-90, 96-97, 99-100, 106-107, 110-111, 117-118, 120-121, 127-128, 131-132, 139-140, 141-142, 147-148, 151-152, 158-159, 161-162, 168-169, 175-176, 182-183, 192-193, 196-197, 203-204, 206-207, 213-214</p>
<p>(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	<p>Related Content: <i>Word Lists</i> can be utilized to teach standard, e.g., SE: <i>Word Lists</i>: 1-2, 12-13, 22-23, 33-34, 45-46, 55-56, 65-6, 75-76, 8-89, 98-99, 109-110, 119-120, 130-131, 140-141, 150-151, 160-161, 174-175, 184-185, 195-196, 205-206</p>
<p>(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p>	
<p>(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p>	
<p>(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.</p>	
<p>(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p>	
<p>(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;</p>	
<p>(B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and</p>	
<p>(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.</p>	

(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A) modify the major research question as necessary to refocus the research plan;	
(B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and	
(C) critique the research process at each step to implement changes as the need occurs and is identified.	
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:	
(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	
(B) uses a variety of formats and rhetorical strategies to argue for the thesis;	
(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;	
(D) uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i>) to document sources and format written materials; and	
(E) is of sufficient length and complexity to address the topic.	
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and	Class discussions are utilized during <i>Understanding Meanings</i> , <i>Word Study</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Understanding Meanings</i> : 3-4, 13-14, 23-23, 34-35, 46-47, 56-67, 66-67, 76-77, 89-90, 99-100, 110-11, 120-121, 131-132, 141-142, 151-152, 161-162, 175-176, 185-186, 196-197, 206-207; <i>Word Study</i> : 6, 16-17, 26-27, 37-38, 49-50, 59-60, 69-70, 79-80, 92-93, 102-103, 113-114, 23-124, 134-135, 144-145, 154-155, 164-165, 178-179, 188-189, 199-200, 209-210; <i>Review Puzzles</i> : 44, 85-87, 129, 171-173, 215
(B) assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.	

<p>(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p>	<p>Class discussions are utilized during <i>Understanding Meanings</i>, <i>Word Study</i>, <i>Passage Readings</i> and <i>Review Puzzle Exercises</i>, e.g., SE: <i>Understanding Meanings:</i> 3-4, 13-14, 23-23, 34-35, 46-47, 56-67, 66-67, 76-77, 89-90, 99-100, 110-11, 120-121, 131-132, 141-142, 151-152, 161-162, 175-176, 185-186, 196-197, 206-207; <i>Word Study:</i> 6, 16-17, 26-27, 37-38, 49-50, 59-60, 69-70, 79-80, 92-93, 102-103, 113-114, 23-124, 134-135, 144-145, 154-155, 164-165, 178-179, 188-189, 199-200, 209-210; <i>Review Puzzles:</i> 44, 85-87, 129, 171-173, 215 <i>Passage Readings:</i> SE: 8-9, 19-20, 29-30, 40-41, 51-52, 61-63, 72-73, 82-83, 94-95, 105-106, 115-117, 125-127, 137-138, 146-147, 156-157, 167-168, 181-182, 191-192, 201-203, 211-212 TE: 76-78, 80-82, 114-116, 118-120, 122-124, 126-128</p>
<p>(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.</p>	<p>SE: <i>Using Words:</i> 4, 15, 25, 36, 48, 58, 68, 78, 91, 100, 112, 122, 133, 143, 153, 163, 177, 187, 198, 208</p>