

<i>Proclamation 2020</i> Breakouts to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material	
<b>Subject</b>	<b>Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading</b>
<b>Subchapter</b>	<b>Subchapter C. High School</b>
<b>Course</b>	<b>§110.38. English III (One Credit), Adopted 2017</b>
<b>(a) General requirements.</b> Students shall be awarded one credit for successful completion of this course.	
<b>(b) Introduction</b>	
<p>(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.</p> <p>(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.</p> <p>(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, <i>STAAR Performance Level Descriptors</i>, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.</p>	

- (4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).
- (6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).
- (7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

**(c) Knowledge and Skills.**

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax	(i) engage in meaningful discourse when evaluating the clarity of a speaker's message
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax	(ii) engage in meaningful discourse when evaluating the coherence of a speaker's message
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax	(iii) engage in meaningful discourse when critiquing the impact of a speaker's use of diction
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax	(iv) engage in meaningful discourse when critiquing the impact of a speaker's use of syntax
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax	(v) engage in respectful discourse when evaluating the clarity of a speaker's message

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax	(vi) engage in respectful discourse when evaluating the coherence of a speaker's message
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax	(vii) engage in respectful discourse when critiquing the impact of a speaker's use of diction
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax	(viii) engage in respectful discourse when critiquing the impact of a speaker's use of syntax
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately	(i) follow complex instructions
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately	(ii) give complex instructions

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately	(iii) clarify meaning by asking pertinent questions
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately	(iv) respond appropriately
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) 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 such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	(i) give a formal presentation that exhibits a logical structure
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) 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 such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	(ii) give a formal presentation that exhibits smooth transitions

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(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) 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 such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	(iii) give a formal presentation that exhibits accurate evidence
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) 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 such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	(iv) give a formal presentation that exhibits well-chosen details
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) 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 such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	(v) give a formal presentation that exhibits rhetorical devices
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) 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 such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	(vi) give a formal presentation that employs eye contact to communicate ideas effectively

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<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	<p>(C) 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 such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively</p>	<p>(vii) give a formal presentation that employs speaking rate to communicate ideas effectively</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	<p>(C) 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 such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively</p>	<p>(viii) give a formal presentation that employs volume to communicate ideas effectively</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	<p>(C) 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 such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively</p>	<p>(ix) give a formal presentation that employs enunciation to communicate ideas effectively</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	<p>(C) 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 such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively</p>	<p>(x) give a formal presentation that employs purposeful gestures to communicate ideas effectively</p>

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<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	<p>(C) 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 such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively</p>	<p>(xi) give a formal presentation that employs conventions of language to communicate ideas effectively</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	<p>(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward 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>(i) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	<p>(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward 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>(ii) participate collaboratively, asking relevant questions</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	<p>(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward 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>(iii) participate collaboratively, asking insightful questions</p>



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	<p>(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward 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>(iv) participate collaboratively, tolerating a range of positions in decision making</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	<p>(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward 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>(v) participate collaboratively, tolerating ambiguity in decision making</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	<p>(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward 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>(vi) participate collaboratively, evaluating the work of the group based on agreed-upon criteria</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary	(i) use print or digital resources to clarify understanding of multiple meanings of advanced vocabulary
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary	(ii) use print or digital resources to validate understanding of multiple meanings of advanced vocabulary
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) analyze context to draw conclusions about nuanced meanings such as in imagery	(i) analyze context to draw conclusions about nuanced meanings

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	<p>(C) determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi</p>	<p>(i) determine the meaning of foreign words or phrases used frequently in English</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p>[A] self-select text and read independently for a sustained period of time</p>	<p>(i) self-select text</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p>[A] self-select text and read independently for a sustained period of time</p>	<p>(ii) read independently for a sustained period of time</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(A) establish purpose for reading assigned and self-selected texts	(i) establish purpose for reading assigned texts
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(A) establish purpose for reading assigned and self-selected texts	(ii) establish purpose for reading self-selected texts
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(i) generate questions about text before reading to deepen understanding
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(ii) generate questions about text during reading to deepen understanding
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(iii) generate questions about text after reading to deepen understanding

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(iv) generate questions about text before reading to gain information
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(v) generate questions about text during reading to gain information
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(vi) generate questions about text after reading to gain information
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures	(i) make predictions using text features
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures	(ii) make predictions using characteristics of genre

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(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures	(iii) make predictions using structures
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures	(iv) correct or confirm predictions using text features
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures	(v) correct or confirm predictions using characteristics of genre
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures	(vi) correct or confirm predictions using structures
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(D) create mental images to deepen understanding	(i) create mental images to deepen understanding

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society	(i) make connections to personal experiences
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society	(ii) make connections to ideas in other texts
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society	(iii) make connections to society
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(F) make inferences and use evidence to support understanding	(i) make inferences
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(F) make inferences and use evidence to support understanding	(ii) use evidence to support understanding

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(G) evaluate details read to understand key ideas	(i) evaluate details read to understand key ideas
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(H) synthesize information from a variety of text types to create new understanding	(i) synthesize information from a variety of text types to create new understanding
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down	(i) monitor comprehension
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down	(ii) make adjustments when understanding breaks down
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(A) describe personal connections to a variety of sources, including self-selected texts	(i) describe personal connections to a variety of sources, including self-selected texts



Knowledge and Skills Statement	Student Expectation	Breakout
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(B) write responses that demonstrate analysis of texts, including comparing texts within and across genres	(i) write responses that demonstrate analysis of texts, including comparing texts within genres
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(B) write responses that demonstrate analysis of texts, including comparing texts within and across genres	(ii) write responses that demonstrate analysis of texts, including comparing texts across genres
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(C) use text evidence and original commentary to support an analytic response	(i) use text evidence to support an analytic response
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(C) use text evidence and original commentary to support an analytic response	(ii) use original commentary to support an analytic response
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) paraphrase and summarize texts in ways that maintain meaning and logical order	(i) paraphrase texts in ways that maintain meaning

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(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) paraphrase and summarize texts in ways that maintain meaning and logical order	(ii) paraphrase texts in ways that maintain logical order
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) paraphrase and summarize texts in ways that maintain meaning and logical order	(iii) summarize texts in ways that maintain meaning
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) paraphrase and summarize texts in ways that maintain meaning and logical order	(iv) summarize texts in ways that maintain logical order
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	(i) interact with sources in meaningful ways
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(F) respond using acquired content and academic vocabulary as appropriate	(i) respond using acquired content vocabulary as appropriate

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(F) respond using acquired content and academic vocabulary as appropriate	(ii) respond using acquired academic vocabulary as appropriate
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(G) discuss and write about the explicit and implicit meanings of text	(i) discuss the explicit meanings of text
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(G) discuss and write about the explicit and implicit meanings of text	(ii) write about the explicit meanings of text
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(G) discuss and write about the explicit and implicit meanings of text	(iii) discuss the implicit meanings of text
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(G) discuss and write about the explicit and implicit meanings of text	(iv) write about the implicit meanings of text

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(H) respond orally or in writing with appropriate register and effective vocabulary, tone, and voice	(i) respond orally or in writing with appropriate register
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(H) respond orally or in writing with appropriate register and effective vocabulary, tone, and voice	(ii) respond orally or in writing with effective vocabulary
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(H) respond orally or in writing with appropriate register and effective vocabulary, tone, and voice	(iii) respond orally or in writing with effective tone
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(H) respond orally or in writing with appropriate register and effective vocabulary, tone, and voice	(iv) respond orally or in writing with effective voice
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(I) reflect on and adjust responses when valid evidence warrants	(i) reflect on responses

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(I) reflect on and adjust responses when valid evidence warrants	(ii) adjust responses when valid evidence warrants
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(J) defend or challenge the authors' claims using relevant text evidence	(i) defend or challenge the authors' claims using relevant text evidence
(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts	(i) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts
(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme	(i) analyze how characters' behaviors contribute to moral dilemmas that influence the plot
(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme	(ii) analyze how characters' underlying motivations contribute to moral dilemmas that influence the plot

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme</p>	<p>(iii) analyze how characters' behaviors contribute to moral dilemmas that influence the theme</p>
<p>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme</p>	<p>(iv) analyze how characters' underlying motivations contribute to moral dilemmas that influence the theme</p>
<p>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(C) evaluate how different literary elements shape the author's portrayal of the plot</p>	<p>(i) evaluate how different literary elements shape the author's portrayal of the plot</p>
<p>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme</p>	<p>(i) analyze how the historical context of setting(s) influences the plot</p>
<p>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme</p>	<p>(ii) analyze how the social context of setting(s) influences the plot</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme</p>	<p>(iii) analyze how the economic context of setting(s) influences the plot</p>
<p>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme</p>	<p>(iv) analyze how the historical context of setting(s) influences the characterization</p>
<p>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme</p>	<p>(v) analyze how the social context of setting(s) influences the characterization</p>
<p>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme</p>	<p>(vi) analyze how the economic context of setting(s) influences the characterization</p>
<p>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme</p>	<p>(vii) analyze how the historical context of setting(s) influences the theme</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme</p>	<p>(viii) analyze how the social context of setting(s) influences the theme</p>
<p>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme</p>	<p>(ix) analyze how the economic context of setting(s) influences the theme</p>
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(A) read and analyze American literature across literary periods</p>	<p>(i) read American literature across literary periods</p>
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(A) read and analyze American literature across literary periods</p>	<p>(ii) analyze American literature across literary periods</p>



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms</p>	<p>(i) analyze relationships among characteristics of poetry, including stanzas in poems across a variety of poetic forms</p>
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms</p>	<p>(ii) analyze relationships among characteristics of poetry, including line breaks in poems across a variety of poetic forms</p>
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms</p>	<p>(iii) analyze relationships among characteristics of poetry, including speaker in poems across a variety of poetic forms</p>
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms</p>	<p>(iv) analyze relationships among characteristics of poetry, including sound devices in poems across a variety of poetic forms</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(C) analyze how the relationships among dramatic elements advance the plot</p>	<p>(i) analyze how the relationships among dramatic elements advance the plot</p>
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(D) analyze characteristics and structural elements of informational texts such as            (i) clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and            (ii) the relationship between organizational design and author's purpose</p>	<p>(i) analyze characteristics of informational texts</p>
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(D) analyze characteristics and structural elements of informational texts such as            (i) clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and            (ii) the relationship between organizational design and author's purpose</p>	<p>(ii) analyze structural elements of informational texts</p>
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(E) analyze characteristics and structural elements of argumentative texts such as:            (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;            (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and            (iii) identifiable audience or reader</p>	<p>(i) analyze characteristics of argumentative texts</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(E) analyze characteristics and structural elements of argumentative texts such as:</p> <ul style="list-style-type: none"> <li>(i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;</li> <li>(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and</li> <li>(iii) identifiable audience or reader</li> </ul>	<p>(ii) analyze structural elements of argumentative texts</p>
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(F) analyze the effectiveness of characteristics of multimodal and digital texts</p>	<p>(i) analyze the effectiveness of characteristics of multimodal texts</p>
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(F) analyze the effectiveness of characteristics of multimodal and digital texts</p>	<p>(ii) analyze the effectiveness of characteristics of digital texts</p>
<p>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(A) analyze the author's purpose, audience, and message within a text</p>	<p>(i) analyze the author's purpose within a text</p>

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<p>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(A) analyze the author's purpose, audience, and message within a text</p>	<p>(ii) analyze the author's audience within a text</p>
<p>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(A) analyze the author's purpose, audience, and message within a text</p>	<p>(iii) analyze the author's message within a text</p>
<p>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(B) evaluate use of text structure to achieve the author's purpose</p>	<p>(i) evaluate use of text structure to achieve the author's purpose</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(C) evaluate the author's use of print and graphic features to achieve specific purposes</p>	<p>(i) evaluate the author's use of print features to achieve specific purposes</p>
<p>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(C) evaluate the author's use of print and graphic features to achieve specific purposes</p>	<p>(ii) evaluate the author's use of graphic features to achieve specific purposes</p>
<p>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(D) evaluate how the author's use of language informs and shapes the perception of readers</p>	<p>(i) evaluate how the author's use of language informs the readers</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(D) evaluate how the author's use of language informs and shapes the perception of readers</p>	<p>(ii) evaluate how the author's use of language shapes the perception of readers</p>
<p>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes</p>	<p>(i) evaluate the use of literary devices to achieve specific purposes</p>
<p>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text</p>	<p>(i) evaluate how the author's diction contribute[s] to the mood of a text</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text</p>	<p>(ii) evaluate how the author's syntax contribute[s] to the mood of a text</p>
<p>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text</p>	<p>(iii) evaluate how the author's diction contribute[s] to the voice of a text</p>
<p>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text</p>	<p>(iv) evaluate how the author's syntax contribute[s] to the voice of a text</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text</p>	<p>(v) evaluate how the author's diction contribute[s] to the tone of a text</p>
<p>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text</p>	<p>(vi) evaluate how the author's syntax contribute[s] to the tone of a text</p>
<p>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood</p>	<p>(i) analyze the effects of rhetorical devices on the way the text is read</p>



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood</p>	<p>(ii) analyze the effects of rhetorical devices on the way the text is understood</p>
<p>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood</p>	<p>(iii) analyze the effects of logical fallacies on the way the text is read</p>
<p>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood</p>	<p>(iv) analyze the effects of logical fallacies on the way the text is understood</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(A) 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>	<p>(i) plan a piece of writing appropriate for various purposes by generating ideas through a range of strategies</p>
<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(A) 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>	<p>(ii) plan a piece of writing appropriate for various audiences by generating ideas through a range of strategies</p>
<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:            (i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and            (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary</p>	<p>(i) develop drafts into a focused piece of writing in timed situations by using strategic organizational structures appropriate to purpose</p>
<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:            (i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and            (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary</p>	<p>(ii) develop drafts into a focused piece of writing in timed situations by using strategic organizational structures appropriate to audience</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <ul style="list-style-type: none"> <li>(i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary</li> </ul>	<p>(iii) develop drafts into a focused piece of writing in timed situations by using strategic organizational structures appropriate to topic</p>
<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <ul style="list-style-type: none"> <li>(i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary</li> </ul>	<p>(iv) develop drafts into a focused piece of writing in timed situations by using strategic organizational structures appropriate to context</p>
<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <ul style="list-style-type: none"> <li>(i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary</li> </ul>	<p>(v) develop drafts into a focused piece of writing in timed situations by developing an engaging idea reflecting depth of thought with effective use of rhetorical devices</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <ul style="list-style-type: none"> <li>(i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary</li> </ul>	<p>(vi) develop drafts into a focused piece of writing in timed situations by developing an engaging idea reflecting depth of thought with effective use of details</p>
<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <ul style="list-style-type: none"> <li>(i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary</li> </ul>	<p>(vii) develop drafts into a focused piece of writing in timed situations by developing an engaging idea reflecting depth of thought with effective use of examples</p>
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<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <ul style="list-style-type: none"> <li>(i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary</li> </ul>	<p>(xlviii) develop drafts into a coherent piece of writing in open-ended situations by developing an engaging idea reflecting depth of thought with effective use of commentary</p>
<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences</p>	<p>(i) revise drafts to improve clarity within sentences</p>
<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences</p>	<p>(ii) revise drafts to improve development within sentences</p>
<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences</p>	<p>(iii) revise drafts to improve organization within sentences</p>

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<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences</p>	<p>(iv) revise drafts to improve style within sentences</p>
<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences</p>	<p>(v) revise drafts to improve diction within sentences</p>
<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences</p>	<p>(vi) revise drafts to improve sentence fluency within sentences</p>
<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences</p>	<p>(vii) revise drafts to improve clarity between sentences</p>
<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences</p>	<p>(viii) revise drafts to improve development between sentences</p>

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<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences</p>	<p>(ix) revise drafts to improve organization between sentences</p>
<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences</p>	<p>(x) revise drafts to improve style between sentences</p>
<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences</p>	<p>(xi) revise drafts to improve diction between sentences</p>
<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences</p>	<p>(xii) revise drafts to improve sentence fluency between sentences</p>
<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate</p>	<p>(i) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate</p>

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<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	<p>(E) publish written work for appropriate audiences</p>	<p>(i) publish written work for appropriate audiences</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(A) compose literary texts such as fiction and poetry using genre characteristics and craft</p>	<p>(i) compose literary texts using genre characteristics</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(A) compose literary texts such as fiction and poetry using genre characteristics and craft</p>	<p>(ii) compose literary texts using craft</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(B) compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft</p>	<p>(i) compose informational texts using genre characteristics</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(B) compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft</p>	<p>(ii) compose informational texts using craft</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(C) compose argumentative texts using genre characteristics and craft	(i) compose argumentative texts using genre characteristics
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(C) compose argumentative texts using genre characteristics and craft	(ii) compose argumentative texts using craft
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(D) compose correspondence in a professional or friendly structure	(i) compose correspondence in a professional or friendly structure
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(E) compose literary analysis using genre characteristics and craft	(i) compose literary analysis using genre characteristics
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(E) compose literary analysis using genre characteristics and craft	(ii) compose literary analysis using craft

Knowledge and Skills Statement	Student Expectation	Breakout
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(F) compose rhetorical analysis using genre characteristics and craft	(i) compose rhetorical analysis using genre characteristics
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(F) compose rhetorical analysis using genre characteristics and craft	(ii) compose rhetorical analysis using craft
(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) develop questions for formal and informal inquiry	(i) develop questions for formal inquiry
(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) develop questions for formal and informal inquiry	(ii) develop questions for informal inquiry
(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(B) critique the research process at each step to implement changes as needs occur and are identified	(i) critique the research process at each step to implement changes as needs occur

Knowledge and Skills Statement	Student Expectation	Breakout
(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(B) critique the research process at each step to implement changes as needs occur and are identified	(ii) critique the research process at each step to implement changes as needs are identified
(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(C) develop and revise a plan	(i) develop a plan
(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(C) develop and revise a plan	(i) revise a plan
(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(D) modify the major research question as necessary to refocus the research plan	(i) modify the major research question as necessary to refocus the research plan
(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(E) locate relevant sources	(i) locate relevant sources



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(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(F) synthesize information from a variety of sources	(i) synthesize information from a variety of sources
(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(G) examine sources for: (i) credibility, bias, and accuracy; and (ii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions	(i) examine sources for credibility
(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(G) examine sources for: (i) credibility, bias, and accuracy; and (ii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions	(ii) examine sources for bias
(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(G) examine sources for: (i) credibility, bias, and accuracy; and (ii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions	(iii) examine sources for accuracy
(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(G) examine sources for: (i) credibility, bias, and accuracy; and (ii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions	(iv) examine sources for faulty reasoning

Knowledge and Skills Statement	Student Expectation	Breakout
(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism	(i) display academic citations, including for paraphrased text
(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism	(ii) display academic citations, including for quoted text
(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism	(iii) use source materials ethically to avoid plagiarism
(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	(iv) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results