Literacy Routines (embedded in Read Aloud, Word Study, Core Reading, Independent Reading, and Writing)

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking
E3.1   Oral language. The student develops oral language through listening, speaking, and discussion.

Application	Instructional Focus
E3.1 communicate ideas effectively through speaking and discussion	E3.1(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 E3.1(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately E3.1(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 E3.1(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

Word Study

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
E3.2   Vocabulary. The student uses newly acquired vocabulary expressively.

Application	Instructional Focus
E3.2 use skills to support strategies for determining the meaning of unknown words while reading	E3.2(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary **(S)** E3.2(B) analyze context to draw conclusions about nuanced meanings such as in imagery **(R)** E3.2(C) determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi **(S)**

Core Reading

Tools to Know ⊗

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
E3.2   Vocabulary. The student uses newly acquired vocabulary expressively.
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts
E3.4   Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Reading Process: Thinking Within the Text						Comprehension: Thinking with the Text			
E3.4(A) establish purpose for reading assigned and self-selected texts	E3.2(B) analyze context to draw conclusions about nuanced meanings such as in imagery **(R)**	E3.4(B) generate questions about text before, during, and after reading to deepen understanding and gain information	E3.4(C) make and correct or confirm predictions using text features, characteristics of genre, and structures **(S)** *[Literary]*	E3.4(D) create mental images to deepen understanding	E3.4(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down	E3.4(E) make connections to personal experiences, ideas in other texts, and society **(S)**	E3.4(F) make inferences and use evidence to support understanding **(R)**	E3.4(G) evaluate details read to understand key ideas **(R)**	E3.4(H) synthesize information from a variety of text types to create new understanding **(R)**

Ways to Show: Thinking About the Meaning

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts
E3.6   Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
E3.7   Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.
E3.8   Author's purpose.

Application	Instructional Focus	Fiction ⊗	Poetry	Drama	Informational ⊗	Argumentative	Multimodal/Digital
E3.6/E3.7/E3.8 **comprehend** the author's purpose and meaning in increasingly complex texts and in multiple genres; **analyze** the relationships among literary elements and structures and how they contribute to the overall meaning	**Genre Characteristics**	E3.7(A) read and analyze American literature across literary periods **(S)**	*stanza, poet, rhyme scheme, figurative language* E3.7(A) read and analyze American literature across literary periods **(S)**	*character tags, scene, stage directions* E3.7(A) read and analyze American literature across literary periods **(S)**	E3.7(D) analyze characteristics and structural elements of informational texts	E3.7(E) analyze characteristics and structural elements of argumentative texts	E3.7(F) analyze the effectiveness of characteristics of multimodal and digital texts
	Overall Meaning	E3.8(A) analyze the author's purpose, audience, and message within a text **(R)** *analyze theme*	E3.8(A) analyze the author's purpose, audience, and message within a text **(R)** *analyze theme*	E3.8(A) analyze the author's purpose, audience, and message within a text **(R)** *analyze theme*	E3.8(A) analyze the author's purpose, audience, and message within a text **(R)** E3.7(D) (i) clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion **(R)**	E3.8(A) analyze the author's purpose, audience, and message within a text **(R)** E3.7(E) (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action **(R)** E3.7(E) (iii) identifiable audience or reader **(S)**	E3.8(A) analyze the author's purpose, audience, and message within a text
	Analysis for Deeper Meaning	E3.6(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts **(S)** E3.6(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme **(R)** E3.6(C) evaluate how different literary elements shape the author's portrayal of the plot **(R)** E3.6(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme **(S)**	E3.6(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts **(S)** E3.6(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme **(R)** E3.6(C) evaluate how different literary elements shape the author's portrayal of the plot **(R)** E3.6(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme **(S)** E3.7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms **(S)**	E3.6(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts **(S)** E3.6(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme **(R)** E3.6(C) evaluate how different literary elements shape the author's portrayal of the plot **(R)** E3.6(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme **(S)** E3.7(C) analyze how the relationships among dramatic elements advance the plot **(S)**	E3.7(D) (ii) the relationship between organizational design and author's purpose **(S)**	E3.7(E) (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals **(R)**	*(refer to the genre)*

Author's Craft: Thinking About the Writing

E3.8 **Author's purpose and craft.** 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.

Application	Instructional Focus	Fiction	Poetry	Drama	Informational	Argumentative	Multimodal/Digital
E3.8 **analyze and evaluate** the authors' choices and how they influence meaning; **apply** author's craft purposefully in writing and speaking	Point of View	*first person, third person, omniscient, limited, subjective, objective*	*first person, third person, omniscient, limited, subjective, objective*	*first person, third person, omniscient, limited, subjective, objective*			*first person, third person, omniscient, limited, subjective, objective*
	Structure	E3.8(B) analyze use of text structure to achieve the author's purpose **(S)**	E3.8(B) analyze use of text structure to achieve the author's purpose **(S)**	E3.8(B) analyze use of text structure to achieve the author's purpose **(S)**	E3.8(B) analyze use of text structure to achieve the author's purpose **(S)**	E3.8(B) analyze use of text structure to achieve the author's purpose **(S)**	E3.8(B) analyze use of text structure to achieve the author's purpose
		E3.8(C) evaluate the author's use of print and graphic features to achieve specific purposes **(S)**	E3.8(C) evaluate the author's use of print and graphic features to achieve specific purposes **(S)**	E3.8(C) evaluate the author's use of print and graphic features to achieve specific purposes **(S)**	E3.8(C) evaluate the author's use of print and graphic features to achieve specific purposes **(S)**	E3.8(C) evaluate the author's use of print and graphic features to achieve specific purposes **(S)**	E3.8(C) evaluate the author's use of print and graphic features to achieve specific purposes
	Language	E3.8(D) analyze how the author's use of language informs and shapes the perception of readers **(R)**	E3.8(D) analyze how the author's use of language informs and shapes the perception of readers **(R)**	E3.8(D) analyze how the author's use of language informs and shapes the perception of readers **(R)**	E3.8(D) analyze how the author's use of language informs and shapes the perception of readers **(R)**	E3.8(D) analyze how the author's use of language informs and shapes the perception of readers **(R)**	E3.8(D) analyze how the author's use of language informs and shapes the perception of readers
		E3.8(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes **(S)**	E3.8(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes **(S)**	E3.8(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes **(S)**	E3.8(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes **(S)**	E3.8(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes **(S)**	E3.8(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes
		E3.8(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text **(R)**	E3.8(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text **(R)**	E3.8(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text **(R)**	E3.8(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text **(R)**	E3.8(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text **(R)**	E3.8(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text
					E3.8(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood **(S)**	E3.8(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood **(S)**	E3.8(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood

Independent Reading

E3.3 **Self-sustained reading.** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

E3.3(A)   self-select text and read independently for a sustained period of time

Responding to Text (applied to both Reading and Writing)

E3.5 **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.

Ways to Show (Response Skills)

E3.5(A) describe personal connections to a variety of sources, including self-selected texts	E3.5(B) write responses that demonstrate analysis of texts, including comparing texts within and across genres **(R)**	E3.5(C) use text evidence and original commentary to support an analytic response **(R)**	E3.5(D) paraphrase and summarize texts in ways that maintain meaning and logical order **(R)**	E3.5(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	E3.5(F) respond using acquired content and academic vocabulary as appropriate	E3.5(G) discuss and write about the explicit or implicit meanings of text	E3.5(H) respond orally or in writing with appropriate register and effective vocabulary, tone, and voice	E3.5(I) reflect on and adjust responses when valid evidence warrants	E3.5(J) defend or challenge the authors' claims using relevant text evidence

Writing

Composition: listening, speaking, reading, writing, and thinking using multiple texts
E3.9   Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.
E3.10 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Application	Tools to Know (Writing Process) ⊗
E3.10(A) compose **literary texts** such as fiction and poetry using genre characteristics and craft	E3.9(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
E3.10(B) compose **informational texts** such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft **(R)**	E3.9(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 **(R)** (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary **(R)**
E3.10(C) compose **argumentative texts** using genre characteristics and craft **(R)**	E3.9(C) **revise drafts** to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences **(R)**
E3.10(D) compose **correspondence** in a professional or friendly structure **(S)**	E3.9(D) **edit drafts** to demonstrate a command of standard English conventions using a style guide as appropriate **(S)**
E3.10(E) compose **literary analysis** using genre characteristics and craft	E3.9(E) **publish written work** for appropriate audiences
E3.10(F) compose **rhetorical analysis** using genre characteristics and craft	

Research (embedded skills throughout Reading and Writing)

E3.11 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.

Application	Instructional Focus

E3.11 use research skills to plan and present in written, oral, or multimodal formats	E3.11(A) develop questions for formal and informal inquiry
	E3.11(B) critique the research process at each step to implement changes as needs occur and are identified
	E3.11(C) develop and revise a plan
	E3.11(D) modify the major research question as necessary to refocus the research plan
	E3.11(E) locate relevant sources
	E3.11(F) synthesize information from a variety of sources
	E3.11(G) examine sources for:
	    (i) credibility, bias, and accuracy
	    (ii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions
	E3.11(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism
	E3.11(I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

NOTE: Readiness **(R)** and Supporting **(S)** standards are aligned with assessed high school ELAR curriculum.