

# Middle School

## TEKS Objectives and AP\* Goals and Expectations

Texas Essential Knowledge and Skills	Grade			Advanced Placement Program** Goals and Expectations
	6	7	8	
The student is expected to:				
<b>b 1 <i>Listening/speaking/ purposes</i></b>	√	√	√	The AP English course description does not identify specific goals or expectations directly related to the listening/speaking or viewing/representing strands of the TEKS objectives.
(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate;				
(B) eliminate barriers to effective listening;	√	√	√	
(C) understand the major ideas and supporting evidence in spoken messages;	√	√	√	
(D) listen to learn by taking notes, organizing, and summarizing spoken ideas.	√	√	√	
<b>b 2 <i>Listening/speaking/ critical listening</i></b>				
(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives;	√	√	√	
(B) identify and analyze a speaker's persuasive techniques such as selling, convincing, and using propaganda;	√			
(B) analyze a speaker's persuasive techniques and		√	√	

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credibility;				
(C) distinguish between the speaker's opinion and verifiable fact;	√	√	√	
(D) monitor his/her own understanding of the spoken message and seek clarification as needed;	√	√	√	
(E) compare his/her own perception of a spoken message with the perception of others;	√	√	√	
(F) evaluate a spoken message in terms of its content, credibility, and delivery.	√	√	√	
<b>b 3 Listening/speaking/ appreciation</b>	√	√	√	
(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works;				
(B) analyze oral interpretations of literature for effects on the listener;	√	√	√	
(C) analyze the use of aesthetic language for its effects.	√	√	√	
<b>b 4 Listening/speaking/ culture</b>				
(A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening;	√	√	√	
(B) compare oral traditions across regions and cultures;	√	√	√	
(C) identify how language use such as labels and sayings reflects regions and cultures.	√	√	√	
<b>b 5 Listening/speaking/ audiences</b>				
(A) adapt spoken language such	√	√	√	

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as word choice, diction, and usage to the audience, purpose, and occasion;				
(B) demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information	√	√	√	
(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate;	√	√	√	
(D) generate criteria to evaluate his/her own oral presentations and the presentations of others;	√	√	√	
(E) use effective rate, volume, pitch, and tone for the audience and setting;	√	√	√	
(F) clarify and support spoken ideas with evidence, elaborations, and examples.	√	√	√	
<b>b 6 Reading/word identification</b>	√	√	√	
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words;				
(B) use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as –ness, -tion, and –able;	√			
(B) use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes;		√	√	
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries,	√	√	√	

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glossaries, and other sources.				
<b>b 7 Reading/fluency</b> (A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader);	√			
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader);	√			Read complex texts with understanding.
(C) demonstrate characteristics of fluent and effective readers;	√			
(D) adjust reading rate based on purposes for reading;	√	√	√	
(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners;	√	√	√	
(F) read silently with increasing ease for longer periods.	√	√	√	
<b>b 8 Reading/variety of texts</b> (A) read classic and contemporary works;	√	√	√	Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.  Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.  Study, intensively, representative works from various genres and periods, concentrating on works of recognized literary merit.
(B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading	√	√	√	Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.  Become acquainted with a wide variety of prose styles

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for information or pleasure;				from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.  Study, intensively, representative works from various genres and periods, concentrating on works of recognized literary merit.
(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing;	√	√	√	Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.  Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.  Study, intensively, representative works from various genres and periods, concentrating on works of recognized literary merit.
(D) read to take action such as to complete forms, make informed recommendations, and write a response.	√	√	√	
<b>b 9 Reading/vocabulary development</b>				
(A) develop vocabulary by listening to selections read aloud;	√	√	√	Develop a wide-ranging vocabulary used appropriately and effectively.
(B) draw on experiences to bring meaning to words in context such as interpreting idioms, multiple-meaning words, and analogies;	√		√	Develop a wide-ranging vocabulary used appropriately and effectively.
(B) draw on experiences to bring meanings to words in context such as interpreting figurative language idioms, multiple-meaning words, and analogies;		√		
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify	√	√	√	Develop a wide-ranging vocabulary used appropriately and effectively.

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meanings and usage;				
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre-, or un-;	√	√	√	
(E) study word meanings systematically such as across curricular content areas and through current events;	√	√	√	Develop a wide-ranging vocabulary used appropriately and effectively.
(F) distinguish denotative and connotative meanings;	√	√	√	Develop a wide-ranging vocabulary used appropriately and effectively.  Develop a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness.
(G) use word origins as an aid to understanding historical influences on English word meanings.	√	√	√	Develop a wide-ranging vocabulary used appropriately and effectively.
<b>b 10 Reading/ comprehension</b>				
(A) use his/her own knowledge and experience to comprehend;	√	√	√	Read complex texts with understanding.
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems;	√	√	√	
(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions;	√	√	√	Read complex texts with understanding.
(D) describe mental images that text descriptions evoke;	√	√	√	Read complex texts with understanding.
(E) use the text's structure or progression of ideas such as	√	√	√	Read to become aware of how stylistic effects are achieved by writers' linguistic choices.

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cause and effect or chronology to locate and recall information;				Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.  Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.
(F) determine a text's main (or major) ideas and how those ideas are supported with details;	√	√	√	Make careful observations of textual detail.
(G) paraphrase and summarize text to recall, inform, or organize ideas;	√	√	√	Read complex texts with understanding.
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience;	√	√	√	Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.  Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.
(I) find similarities and differences across texts such as in treatment, scope, or organization;	√	√	√	Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.  Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.  Read to become aware of how stylistic effects are achieved by writers' linguistic choices.  Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.  Gain awareness of how writing style has changed dramatically through history, and its existence in many national and local varieties.

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(J) distinguish fact and opinion in various texts;	√	√	√	Read primary and secondary source material carefully, and synthesize material from these texts in student compositions.
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer;	√	√	√	
(L) represent text information in different ways such as in outline, timeline, or graphic organizer;	√	√	√	
(M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record.	√	√	√	
<b>b 11 Reading/literary response</b> (A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts;	√	√	√	<p>Accompany reading with thoughtful discussion and writing about works in the company of one's fellow students.</p> <p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's</p>

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				meaning and value.
(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media;	√	√	√	<p>Accompany reading with thoughtful discussion and writing about works in the company of one's fellow students.</p> <p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
(C) support responses by referring to relevant aspects of text and his/her own experiences;	√	√	√	<p>Accompany reading with thoughtful discussion and writing about works in the company of one's fellow students.</p> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
(D) connect, compare, and contrast ideas, themes, and issues across text.	√	√	√	<p>Read complex texts with understanding.</p> <p>Accompany reading with thoughtful discussion and writing about works in the company of one's fellow students.</p> <p>Make careful observations of textual detail.</p>

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				<p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
<p><b>b 12 Reading/text structures/literary concepts</b></p> <p>(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain;</p>	√	√	√	<p>Read complex texts with understanding.</p> <p>Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.</p> <p>Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.</p>
<p>(B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry;</p>	√	√	√	<p>Read complex texts with understanding.</p> <p>Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.</p> <p>Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.</p>
<p>(C) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants;</p>	√	√	√	<p>Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.</p>
<p>(D) understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts);</p>	√	√		<p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p> <p>Underscore the commonalities and distinctive elements of evocative literary language.</p>
<p>(E) understand literary forms by recognizing and</p>	√	√		<p>Develop awareness of literary tradition and the complex ways in which imaginative literature builds</p>

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<p>distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies;</p> <p>(E) understand literary forms by recognizing and distinguishing among such types of text as myths, fables, tall tales, limericks, plays, biographies, autobiographies, tragedy, and comedy;</p>			√	<p>upon the ideas, works, and authors of earlier times.</p> <p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p> <p>Underscore the commonalities and distinctive elements of evocative literary language.</p>
<p>(F) analyze characters, including their traits, motivations, conflicts, point of view, relationships, and changes they undergo;</p>	√	√	√	<p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p> <p>Underscore the commonalities and distinctive elements of evocative literary language.</p> <p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p>
<p>(G) recognize and analyze story plot, setting and problem resolution;</p>	√	√	√	<p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> </ul>

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				<ul style="list-style-type: none"> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p> <p>Underscore the commonalities and distinctive elements of evocative literary language.</p> <p>Read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p>
(H) describe how the author’s perspective or point of view affects the text;	√	√	√	Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.
(I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively or chronologically;	√	√	√	<p>Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.</p> <p>Read to become aware of how stylistic effects are achieved by writers’ linguistic choices.</p> <p>Analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques.</p> <p>Make careful observations of textual detail.</p>
(J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism;	√	√	√	<p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> </ul>

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				<ul style="list-style-type: none"> <li>Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p> <p>Underscore the commonalities and distinctive elements of evocative literary language.</p> <p>Read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p>
(K) recognize how style, tone, and mood contribute to the effect of the text.	√	√	√	<p>Reflect on the link between grammar and style.</p> <p>Read to become aware of how stylistic effects are achieved by writers’ linguistic choices.</p> <p>Analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques.</p> <p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p> <p>Underscore the commonalities and distinctive</p>

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				<p>elements of evocative literary language.</p> <p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p>
<b>b 13 Reading/inquiry/research</b>				
(A) form and revise questions for investigations, including questions arising from readings, assignments, and units of study;	√	√	√	Read primary and secondary source material carefully, and synthesize material from these texts in student compositions.
(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information;	√	√	√	<p>Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.</p> <p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p>
(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions;	√	√	√	<p>Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.</p> <p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p> <p>Make careful observations of textual detail.</p>
(D) interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions;	√	√	√	<p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul>

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				<p>Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.</p> <p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p> <p>Analyze images as text.</p> <p>Make careful observations of textual detail.</p>
(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts;	√	√	√	<p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.</p> <p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p>
(F) produce research projects and reports in effective formats for various audiences;	√	√	√	<p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary</li> </ul>

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				<p>works through close reading to arrive at an understanding of their multiple meanings.</p> <ul style="list-style-type: none"> <li>Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.</p> <p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p> <p>Produce projects that call on evaluation of the legitimacy and purpose of sources used.</p> <p>Formulate varied, informed arguments.</p> <p>Consider each source as a text that was itself written for a particular audience and purpose.</p> <p>Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.</p>
(G) draw conclusions from information gathered from multiple sources;	√	√	√	<p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Use graphics and visual images in texts published in print and electronic media and analyze how such</p>

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				<p>images both relate to written texts and serve as alternative forms of texts themselves.</p> <p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p> <p>Establish connections among observations.</p>
(H) use compiled information and knowledge to raise additional, unanswered questions;	√	√	√	<p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p> <p>Establish connections among observations.</p>
(I) present organized statement, reports, and speeches using visuals or media to support meaning, as appropriate.	√	√	√	<p>Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.</p> <p>Produce projects that call on evaluation of the legitimacy and purpose of sources used.</p> <p>Formulate varied, informed arguments.</p> <p>Consider each source as a text that was itself written for a particular audience and purpose.</p> <p>Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.</p>

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<b>b 14 Reading/culture</b> (A) compare text events with his/her own and other readers' experiences;	√	√	√	<p>Gain awareness of how writing style has changed dramatically through history, and its existence in many national and local varieties.</p> <p>Develop awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times.</p> <p>Reflect on the social and historical values a work reflects and embodies.</p>
(B) determine distinctive and common characteristics of cultures through wide reading;	√	√	√	<p>Gain awareness of how writing style has changed dramatically through history, and its existence in many national and local varieties.</p> <p>Develop awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times.</p> <p>Reflect on the social and historical values a work reflects and embodies.</p>
(C) articulate and discuss themes and connections that cross cultures.	√	√	√	<p>Gain awareness of how writing style has changed dramatically through history, and its existence in many national and local varieties.</p> <p>Develop awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times.</p> <p>Reflect on the social and historical values a work reflects and embodies.</p>
<b>b 15 Writing/purposes</b> (A) write to express, discover, record, develop, reflect on ideas, and to problem solve;	√	√	√	<p>Write in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture.</p> <p>Move beyond such programmatic responses as the five-paragraph essay and place emphasis on content, purpose, and audience.</p> <p>Write in both formal and informal contexts to gain authority and learn to take risks in writing.</p>

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				<p>Develop an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.</p> <p>Write for a variety of purposes.</p> <p>Write thoughtfully and reflectively about composition process.</p> <p>Vary writing experiences for literary works depending upon the following purposes: writing to understand, writing to explain, and writing to evaluate.</p> <p>Develop an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.</p> <p>Write to understand through the use of response and reaction papers, annotation, freewriting, and reading journals.</p> <p>Write to explain through the use of analysis/interpretation and brief focused analyses on aspects of language and structure.</p> <p>Write to evaluate through the use of judgments about a work's artistry, and explore a work's underlying social and cultural values through analysis, interpretation, and argument.</p> <p>Write to explore, discovering ideas through the process of writing about text.</p> <p>Write effectively under time constraints.</p>
(B) write to influence such as to persuade, argue, and request;	√	√	√	<p>Write in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture.</p> <p>Move beyond such programmatic responses as the</p>

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				<p>five-paragraph essay and place emphasis on content, purpose, and audience.</p> <p>Write in both formal and informal contexts to gain authority and learn to take risks in writing.</p> <p>Produce projects that call on evaluation of the legitimacy and purpose of sources used.</p> <p>Formulate varied, informed arguments.</p> <p>Consider each source as a text that was itself written for a particular audience and purpose.</p> <p>Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.</p> <p>Develop an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.</p> <p>Create and sustain arguments based on readings, research, and/or personal experience.</p> <p>Write for a variety of purposes.</p> <p>Vary writing experiences for literary works depending upon the following purposes: writing to understand, writing to explain, and writing to evaluate.</p> <p>Develop an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.</p> <p>Write effectively under time constraints.</p>
(C) write to inform such as to explain, describe, report, and narrate;	√	√	√	Write in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture.

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				<p>Move beyond such programmatic responses as the five-paragraph essay and place emphasis on content, purpose, and audience.</p> <p>Write in both formal and informal contexts to gain authority and learn to take risks in writing.</p> <p>Develop an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.</p> <p>Write for a variety of purposes.</p> <p>Vary writing experiences for literary works depending upon the following purposes: writing to understand, writing to explain, and writing to evaluate.</p> <p>Develop an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.</p> <p>Write to explain through the use of analysis/interpretation and brief focused analyses on aspects of language and structure.</p> <p>Write effectively under time constraints.</p>
(D) write to entertain such as to compose humorous poems or short stories;	√	√	√	<p>Write in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture.</p> <p>Move beyond such programmatic responses as the five-paragraph essay and place emphasis on content, purpose, and audience.</p> <p>Write in both formal and informal contexts to gain authority and learn to take risks in writing.</p> <p>Develop an effective use of rhetoric, including controlling tone, establishing and maintaining voice,</p>

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				<p>and achieving appropriate emphasis through diction and sentence structure.</p> <p>Write for a variety of purposes.</p> <p>Develop an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.</p> <p>Write effectively under time constraints.</p>
(E) select and use voice and style appropriate to audience and purpose;	√	√	√	<p>Identify and practice writers' strategies.</p> <p>Reflect on the link between grammar and style.</p> <p>Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.</p> <p>Develop an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.</p> <p>Develop an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.</p>
<p>(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions;</p> <p>(F) choose the appropriate form for his/her own purpose for writing such as journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions;</p>	√	√	√	<p>Write in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture.</p> <p>Move beyond such programmatic responses as the five-paragraph essay and place emphasis on content, purpose, and audience.</p> <p>Identify and practice writers' strategies.</p> <p>Write in both formal and informal contexts to gain authority and learn to take risks in writing.</p> <p>Write to understand through the use of response and reaction papers, annotation, freewriting, and reading</p>

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				journals.
(G) use literary devices effectively such as suspense, dialogue, and figurative language;	√	√	√	Identify and practice writers' strategies.  Write in both formal and informal contexts to gain authority and learn to take risks in writing.  Produce imitation exercises, journals, collaborative writing, and in-class responses.  Apply effective writing strategies and techniques.
(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording.	√	√	√	Move beyond such programmatic responses as the five-paragraph essay and place emphasis on content, purpose, and audience.  Identify and practice writers' strategies.  Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.  Apply effective writing strategies and techniques.  Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.  Develop and organize ideas in clear, coherent, and persuasive language.  Develop a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness.
<b>b 16 Writing/penmanship/capitalization/punctuation/spelling</b>				
(A) write legibly by selecting cursive or manuscript as appropriate;	√	√	√	
(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence	√	√	√	Reflect on the link between grammar and style.  Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.

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punctuation;				
(C) write with accurate spelling of syllable constructions, including closed, open, consonant before –le, and syllable boundary patterns;	√			Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.
(C) spell derivatives correctly by applying the spellings of bases and affixes;		√	√	
(D) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as –able or –less, and prefixes such as re- or un-;	√			Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.
(D) spell frequently misspelled words correctly such as their, they're, and there;		√	√	
(E) use resources to find correct spellings;	√	√	√	Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.
(F) spell accurately in final drafts;	√	√	√	Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.
(G) understand the influence of other languages and cultures on the spelling of English words.	√	√	√	Gain awareness of how writing style has changed dramatically through history, and its existence in many national and local varieties.
<b>b 17 Writing/grammar/usage</b>				
(A) use regular and irregular plurals correctly;	√			Reflect on the link between grammar and style.  Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.  Compose essays with a variety of sentence structures, including appropriate use of subordination and coordination.  Incorporate subordinate and coordinate constructions
(A) write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses;		√	√	

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				in a variety of sentence structures.
(B) write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses;	√			<p>Reflect on the link between grammar and style.</p> <p>Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.</p> <p>Compose essays with a variety of sentence structures, including appropriate use of subordination and coordination.</p> <p>Incorporate subordinate and coordinate constructions in a variety of sentence structures.</p>
(C) use conjunctions to connect ideas meaningfully;	√	√	√	<p>Reflect on the link between grammar and style.</p> <p>Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.</p> <p>Compose essays with a variety of sentence structures, including appropriate use of subordination and coordination.</p> <p>Incorporate subordinate and coordinate constructions in a variety of sentence structures.</p>
(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise;	√	√	√	<p>Reflect on the link between grammar and style.</p> <p>Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.</p> <p>Compose essays with a variety of sentence structures, including appropriate use of subordination and coordination.</p> <p>Develop a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness.</p> <p>Incorporate subordinate and coordinate constructions in a variety of sentence structures.</p>
(E) use prepositional phrases to elaborate written ideas;	√	√	√	<p>Reflect on the link between grammar and style.</p> <p>Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.</p> <p>Compose essays with a variety of sentence</p>

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				structures, including appropriate use of subordination and coordination.  Incorporate subordinate and coordinate constructions in a variety of sentence structures.
(F) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech;	√	√	√	Reflect on the link between grammar and style.  Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.  Demonstrate understanding and mastery of standard written English as well as stylistic maturity.
(G) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive;	√	√	√	Reflect on the link between grammar and style.  Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.
(H) write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's;	√	√	√	Reflect on the link between grammar and style.  Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.
(I) write with increasing accuracy when using pronoun case such as "He and they joined him."	√	√	√	Reflect on the link between grammar and style.  Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.
<b>b 18 Writing/writing process</b> (A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs;	√	√	√	Move beyond such programmatic responses as the five-paragraph essay and place emphasis on content, purpose, and audience.  Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.  Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.  Apply effective writing strategies and techniques.  Move effectively through the stages of the writing process, with careful attention to inquiry and research,

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				drafting, revising, editing, and reviewing.
(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text;	√	√	√	<p>Write in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture.</p> <p>Read primary and secondary source material carefully, and synthesize material from these texts in student compositions.</p> <p>Move beyond such programmatic responses as the five-paragraph essay and place emphasis on content, purpose, and audience.</p> <p>Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p> <p>Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.</p> <p>Develop and organize ideas in clear, coherent, and persuasive language.</p>
(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text;	√	√	√	<p>Move beyond such programmatic responses as the five-paragraph essay and place emphasis on content, purpose, and audience.</p> <p>Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p> <p>Compose essays with a variety of sentence structures, including appropriate use of subordination and coordination.</p> <p>Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p>
(D) revise drafts for coherence, progression, and logical	√	√	√	Move beyond such programmatic responses as the five-paragraph essay and place emphasis on content,

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support of ideas;				<p>purpose, and audience.</p> <p>Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p> <p>Compose essays with a variety of sentence structures, including appropriate use of subordination and coordination.</p> <p>Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p> <p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p>
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice;	√	√	√	<p>Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p> <p>Reflect on the link between grammar and style.</p> <p>Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.</p> <p>Compose essays with a variety of sentence structures, including appropriate use of subordination and coordination.</p> <p>Construct essays with logical organization, enhanced by specific techniques of coherence, such as repetition, transitions, and emphasis.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p> <p>Develop a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness.</p>
(F) use available technology to	√	√	√	Enhance ability to use grammatical conventions

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support aspects of creating, revising, editing, and publishing texts;				<p>appropriately and develop stylistic maturity in writing.</p> <p>Construct essays with logical organization, enhanced by specific techniques of coherence, such as repetition, transitions, and emphasis.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p> <p>Develop and organize ideas in clear, coherent, and persuasive language.</p>
(G) refine selected pieces frequently to “publish” for general and specific audiences;	√	√	√	<p>Move beyond such programmatic responses as the five-paragraph essay and place emphasis on content, purpose, and audience.</p> <p>Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p> <p>Construct essays with logical organization, enhanced by specific techniques of coherence, such as repetition, transitions, and emphasis.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p> <p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p>
(H) proofread his/her own writing and that of others;	√	√	√	<p>Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p> <p>Reflect on the link between grammar and style.</p> <p>Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p>
(I) select and use reference materials and resources as	√	√	√	<p>Read primary and secondary source material carefully, synthesize material from these texts in</p>

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needed for writing, revising, and editing final drafts.				<p>student compositions, and cite source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors.</p> <p>Demonstrate understanding of the conventions of citing primary and secondary source material.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p> <p>Evaluate and incorporate reference documents into researched papers.</p>
<b>b 19 Writing/evaluation</b> (A) apply criteria to evaluate writing;	√	√	√	<p>Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p>
(B) respond in constructive ways to others' writings;	√	√	√	<p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p>
(C) evaluate how well his/her own writing achieves its purposes;	√	√	√	<p>Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p> <p>Write thoughtfully and reflectively about composition process.</p>
(D) analyze published examples as models for writing;	√	√	√	<p>Identify and practice writers' strategies.</p> <p>Produce imitation exercises, journals, collaborative writing, and in-class responses.</p> <p>Apply effective writing strategies and techniques.</p>
(E) review a collection of written works to determine strengths and weaknesses and to set	√	√	√	<p>Identify and practice writers' strategies.</p> <p>Produce imitation exercises, journals, collaborative</p>

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goals as a writer.				writing, and in-class responses.  Apply effective writing strategies and techniques.  Write to evaluate through the use of judgments about a work's artistry, and explore a work's underlying social and cultural values through analysis, interpretation, and argument.
<b>b 20 Writing/inquiry/research</b> (A) frame questions to direct research;	√	√	√	Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.
(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer;	√	√	√	Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches;	√	√	√	Produce projects that call on evaluation of the legitimacy and purpose of sources used.  Formulate varied, informed arguments.  Consider each source as a text that was itself written for a particular audience and purpose.  Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.  Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.  Evaluate and incorporate reference documents into researched papers.
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines;	√	√	√	Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.  Establish connections among observations.
(E) present information in various	√	√	√	Move effectively through the stages of the writing

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forms using available technology;				process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.
(F) evaluate his/her own research and raise/frame new questions for further investigation;	√	√	√	<p>Produce projects that call on evaluation of the legitimacy and purpose of sources used.</p> <p>Formulate varied, informed arguments.</p> <p>Consider each source as a text that was itself written for a particular audience and purpose.</p> <p>Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p> <p>Write thoughtfully and reflectively about composition process.</p> <p>Evaluate and incorporate reference documents into researched papers.</p>
(G) follow accepted formats for writing research, including documenting sources.	√	√	√	<p>Read primary and secondary source material carefully, synthesize material from these texts in student compositions, and cite source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors.</p> <p>Demonstrate understanding of the conventions of citing primary and secondary source material.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p>
<b>b 21 Writing/connections</b> (A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news,	√	√	√	<p>Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p> <p>Write in both formal and informal contexts to gain</p>

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records, and forms;				<p>authority and learn to take risks in writing.</p> <p>Produce imitation exercises, journals, collaborative writing, and in-class responses.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p>
(B) correspond with peers or others via e-mail or conventional mail;	√	√	√	<p>Write in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture.</p> <p>Write in both formal and informal contexts to gain authority and learn to take risks in writing.</p>
(C) identify challenges faced by published authors and strategies they use to compose various types of text.		√	√	Identify and practice writers' strategies.
<b>b 22 Viewing/representing/interpretation</b> (A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings;	√	√	√	<p>Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.</p> <p>Analyze images as text.</p> <p>Write to evaluate through the use of judgments about a work's artistry, and explore a work's underlying social and cultural values through analysis, interpretation, and argument.</p> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p>
(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations;	√	√	√	<p>Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.</p> <p>Analyze images as text.</p>

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				<p>Write to evaluate through the use of judgments about a work's artistry, and explore a work's underlying social and cultural values through analysis, interpretation, and argument.</p> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p>
(C) use media to compare ideas and points of view.	√	√	√	<p>Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.</p> <p>Analyze images as text.</p> <p>Establish connections among observations.</p>
<p><b>b 23 Viewing/representing/analysis</b></p> <p>(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings;</p>	√	√	√	<p>Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.</p> <p>Analyze images as text.</p> <p>Write to evaluate through the use of judgments about a work's artistry, and explore a work's underlying social and cultural values through analysis, interpretation, and argument.</p> <p>Establish connections among observations.</p>
(B) compare and contrast print, visual and electronic media such as film with written story;	√	√	√	<p>Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.</p> <p>Analyze images as text.</p> <p>Write to evaluate through the use of judgments about a work's artistry, and explore a work's underlying social and cultural values through analysis, interpretation, and argument.</p>

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				<p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p>
(C) evaluate the purposes and effects of varying media such as film, print, and technology presentations;	√	√	√	<p>Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.</p> <p>Analyze images as text.</p> <p>Write to evaluate through the use of judgments about a work's artistry, and explore a work's underlying social and cultural values through analysis, interpretation, and argument.</p> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p>
(D) evaluate how different media forms influence and inform.	√	√	√	<p>Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.</p> <p>Analyze images as text.</p> <p>Write to evaluate through the use of judgments about a work's artistry, and explore a work's underlying social and cultural values through analysis, interpretation, and argument.</p> <p>Establish connections among observations.</p>
<b>b 24 Viewing/representing/production</b> (A) select, organize, or produce visuals to complement and extend meanings;	√	√	√	<p>Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.</p> <p>Analyze images as text.</p>
(B) produce communications using technology or	√	√	√	<p>Use graphics and visual images in texts published in print and electronic media and analyze how such</p>

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appropriate media such as developing a class newspaper, multimedia reports, or video reports;				images both relate to written texts and serve as alternative forms of texts themselves.  Analyze images as text.
(C) assess how language, medium, and presentation contribute to the message.	√	√	√	Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.  Analyze images as text.  Write to evaluate through the use of judgments about a work's artistry, and explore a work's underlying social and cultural values through analysis, interpretation, and argument.  Establish connections among observations.

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