

Title: Touchstones		Alignment to TEKS ELA
Lesson Number	Lesson Title	http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110b.html
Lesson 1	The Preliminary Discussion	An appropriate alignment is not available for this lesson.
Lesson 2	The First Phase of Group Formation	<p>b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes</p> <p>b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words</p> <p>b.1.C. Students are expected to produce analogies that describe a function of an object or its description</p> <p>b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)</p> <p>b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning</p> <p>b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature</p> <p>b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting</p> <p>b.5.A. Students are expected to analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development</p> <p>b.5.B. Students are expected to analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils</p> <p>b.5.C. Students are expected to analyze the way in which a work of fiction is shaped by the narrator's point of view</p> <p>b.5.D. Students are expected to demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature</p> <p>b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.</p> <p>b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</p> <p>b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning</p> <p>b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed</p> <p>b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling</p> <p>b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences</p> <p>b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures</p> <p>b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs</p> <p>b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis</p> <p>b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context</p> <p>b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences</p> <p>b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis</p>

		b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
		b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices
		b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
		b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
		b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)
		b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
		b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
		b.18.A. Students are expected to use conventions of capitalization
		b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
		b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
		b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
		b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 3	Outside Experience and Group Formation	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
		b.6. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event
		b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
		b.8. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose
		b.9.A. Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion

	b.9.B. Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text
	b.9.C. Students are expected to make subtle inferences and draw complex conclusions about the ideas in text and their <u>organizational patterns</u>
	b.9.D. Students are expected to synthesize and make logical connections between ideas and details in several texts selected to <u>reflect a range of viewpoints on the same topic and support those findings with textual evidence</u>
	b.10.A. Students are expected to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument <u>for a specific audience</u>
	b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, <u>interviews</u>), and <u>developing a thesis or controlling idea</u>
	b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to <u>convey meaning</u>
	b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
	b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
	b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for <u>appropriate audiences</u>
	b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding <u>paragraphs and a variety of sentence structures</u>
	b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions <u>between paragraphs</u>
	b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
	b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to <u>purpose, audience, and context</u>
	b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid <u>inferences</u>
	b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that <u>extends beyond a summary and literal analysis</u>
	b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
	b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that <u>analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices</u>
	b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
	b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, <u>writing, and speaking restrictive and nonrestrictive relative clauses</u>
	b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, <u>writing, and speaking reciprocal pronouns (e.g., each other, one another)</u>
	b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
	b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
	b.18.A. Students are expected to use conventions of capitalization
	b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony

		b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
		b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
		b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 4	Opening Questions	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
		b.5.A. Students are expected to analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development
		b.5.B. Students are expected to analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils
		b.5.C. Students are expected to analyze the way in which a work of fiction is shaped by the narrator's point of view
		b.5.D. Students are expected to demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature
		b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
		b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
		b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
		b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
		b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
		b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
		b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
		b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs

		b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
		b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to <u>purpose, audience, and context</u>
		b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences
		b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that <u>extends beyond a summary and literal analysis</u>
		b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
		b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that <u>analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices</u>
		b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
		b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
		b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)
		b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
		b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
		b.18.A. Students are expected to use conventions of capitalization
		b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
		b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
		b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
		b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to <u>evaluate the effectiveness of a speaker's main and supporting ideas</u>
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 5	Opening Questions and Class Responsibility	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to <u>produce analogies that describe a function of an object or its description</u>
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting

	b.6. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event
	b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
	b.8. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose
	b.9.A. Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
	b.9.B. Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text
	b.9.C. Students are expected to make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
	b.9.D. Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence
	b.10.A. Students are expected to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience
	b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
	b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
	b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
	b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
	b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
	b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
	b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs
	b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
	b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context
	b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences
	b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis
	b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
	b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices
	b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
	b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
	b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)

		b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
		b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
		b.18.A. Students are expected to use conventions of capitalization
		b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
		b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
		b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
		b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 6	Starting to Talk about the Text	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
		b.6. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event
		b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
		b.8. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose
		b.9.A. Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
		b.9.B. Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text
		b.9.C. Students are expected to make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
		b.9.D. Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence
		b.10.A. Students are expected to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience
		b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea

	b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
	b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
	b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
	b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
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	b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs
	b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
	b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context
	b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences
	b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis
	b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
	b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices
	b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
	b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
	b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)
	b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
	b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
	b.18.A. Students are expected to use conventions of capitalization
	b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
	b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
	b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
	b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
	b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
	b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
	b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making

Lesson 7	Conclusion of the First Stage	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
		b.6. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event
		b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
		b.8. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose
		b.9.A. Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
		b.9.B. Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text
		b.9.C. Students are expected to make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
		b.9.D. Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence
		b.10.A. Students are expected to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience
		b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
		b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
		b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
		b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
		b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
		b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
		b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs
		b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
		b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context
		b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences

		b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis
		b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
		b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices
		b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
		b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
		b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)
		b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
		b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
		b.18.A. Students are expected to use conventions of capitalization
		b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
		b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
		b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
		b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 8	Judging Classroom Activity	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
		b.6. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event
		b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
		b.8. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose

		b.9.A. Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
		b.9.B. Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text
		b.9.C. Students are expected to make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
		b.9.D. Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence
		b.10.A. Students are expected to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience
		b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
		b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
		b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
		b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
		b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
		b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
		b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs
		b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
		b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context
		b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences
		b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis
		b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
		b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices
		b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
		b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
		b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)
		b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
		b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
		b.18.A. Students are expected to use conventions of capitalization

		b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
		b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
		b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
		b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 9	Judging a Text	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
		b.6. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event
		b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
		b.8. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose
		b.9.A. Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
		b.9.B. Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text
		b.9.C. Students are expected to make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
		b.9.D. Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence
		b.10.A. Students are expected to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience
		b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
		b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
		b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed

		b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
		b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
		b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
		b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs
		b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
		b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context
		b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences
		b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis
		b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
		b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices
		b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
		b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
		b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)
		b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
		b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
		b.18.A. Students are expected to use conventions of capitalization
		b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
		b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
		b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
		b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 10	Observers and Participants	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words

	b.1.C. Students are expected to produce analogies that describe a function of an object or its description
	b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
	b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
	b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
	b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
	b.6. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event
	b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
	b.8. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose
	b.9.A. Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
	b.9.B. Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text
	b.9.C. Students are expected to make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
	b.9.D. Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence
	b.10.A. Students are expected to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience
	b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
	b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
	b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
	b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
	b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
	b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
	b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs
	b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
	b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context
	b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences
	b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis
	b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
	b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices

		b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
		b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
		b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)
		b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
		b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
		b.18.A. Students are expected to use conventions of capitalization
		b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
		b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
		b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
		b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 11	Looking at Yourself	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
		b.6. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event
		b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
		b.8. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose
		b.9.A. Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
		b.9.B. Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text
		b.9.C. Students are expected to make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
		b.9.D. Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence

	b.10.A. Students are expected to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience
	b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
	b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
	b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
	b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
	b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
	b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
	b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs
	b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
	b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context
	b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences
	b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis
	b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
	b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices
	b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
	b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
	b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)
	b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
	b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
	b.18.A. Students are expected to use conventions of capitalization
	b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
	b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
	b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
	b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings

		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 12	Poles of Activity: Who Speaks to Whom	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
		b.6. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event
		b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
		b.8. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose
		b.9.A. Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
		b.9.B. Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text
		b.9.C. Students are expected to make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
		b.9.D. Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence
		b.10.A. Students are expected to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience
		b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
		b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
		b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
		b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
		b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
		b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
		b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs

		b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
		b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to <u>purpose, audience, and context</u>
		b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences
		b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that <u>extends beyond a summary and literal analysis</u>
		b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
		b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that <u>analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices</u>
		b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
		b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
		b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)
		b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
		b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
		b.18.A. Students are expected to use conventions of capitalization
		b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
		b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
		b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
		b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to <u>evaluate the effectiveness of a speaker's main and supporting ideas</u>
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 13	Texts that Cause Factions	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting

	b.6. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event
	b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
	b.8. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose
	b.9.A. Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
	b.9.B. Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text
	b.9.C. Students are expected to make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
	b.9.D. Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence
	b.10.A. Students are expected to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience
	b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
	b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
	b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
	b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
	b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
	b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
	b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs
	b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
	b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context
	b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences
	b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis
	b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
	b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices
	b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
	b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
	b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)

		b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
		b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
		b.18.A. Students are expected to use conventions of capitalization
		b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
		b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
		b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
		b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 14	Facing One Another	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
		b.6. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event
		b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
		b.8. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose
		b.9.A. Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
		b.9.B. Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text
		b.9.C. Students are expected to make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
		b.9.D. Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence
		b.10.A. Students are expected to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience
		b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea

		b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
		b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
		b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
		b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
		b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
		b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs
		b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
		b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context
		b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences
		b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis
		b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
		b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices
		b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
		b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
		b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)
		b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
		b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
		b.18.A. Students are expected to use conventions of capitalization
		b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
		b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
		b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
		b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making

Lesson 15	Two Voices Saying the Same Thing	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
		b.6. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event
		b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
		b.8. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose
		b.9.A. Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
		b.9.B. Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text
		b.9.C. Students are expected to make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
		b.9.D. Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence
		b.10.A. Students are expected to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience
		b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
		b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
		b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
		b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
		b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
		b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
		b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs
		b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
		b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context
		b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences

		b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis
		b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
		b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices
		b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
		b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
		b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)
		b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
		b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
		b.18.A. Students are expected to use conventions of capitalization
		b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
		b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
		b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
		b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 16	Listening and Repeating	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
		b.5.A. Students are expected to analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development
		b.5.B. Students are expected to analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils
		b.5.C. Students are expected to analyze the way in which a work of fiction is shaped by the narrator's point of view

	b.5.D. Students are expected to demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature
	b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
	b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
	b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
	b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
	b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
	b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
	b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
	b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs
	b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
	b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context
	b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences
	b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis
	b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
	b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices
	b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
	b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
	b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)
	b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
	b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
	b.18.A. Students are expected to use conventions of capitalization
	b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
	b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
	b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
	b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings

		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 17	An Exercise in Listening	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
		b.6. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event
		b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
		b.8. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose
		b.9.A. Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
		b.9.B. Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text
		b.9.C. Students are expected to make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
		b.9.D. Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence
		b.10.A. Students are expected to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience
		b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
		b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
		b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
		b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
		b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
		b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
		b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs

		b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
		b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to <u>purpose, audience, and context</u>
		b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences
		b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that <u>extends beyond a summary and literal analysis</u>
		b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
		b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that <u>analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices</u>
		b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
		b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
		b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)
		b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
		b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
		b.18.A. Students are expected to use conventions of capitalization
		b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
		b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
		b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
		b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to <u>evaluate the effectiveness of a speaker's main and supporting ideas</u>
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 18	Proofs and Arguments	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting

	b.6. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event
	b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
	b.8. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose
	b.9.A. Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
	b.9.B. Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text
	b.9.C. Students are expected to make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
	b.9.D. Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence
	b.10.A. Students are expected to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience
	b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
	b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
	b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
	b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
	b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
	b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
	b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs
	b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
	b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context
	b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences
	b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis
	b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
	b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices
	b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
	b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
	b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)

		b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
		b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
		b.18.A. Students are expected to use conventions of capitalization
		b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
		b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
		b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
		b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 19	Listening for Differences	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
		b.5.A. Students are expected to analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development
		b.5.B. Students are expected to analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils
		b.5.C. Students are expected to analyze the way in which a work of fiction is shaped by the narrator's point of view
		b.5.D. Students are expected to demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature
		b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
		b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
		b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
		b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
		b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling

		b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
		b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
		b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs
		b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
		b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context
		b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences
		b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis
		b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
		b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices
		b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
		b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
		b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)
		b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
		b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
		b.18.A. Students are expected to use conventions of capitalization
		b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
		b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
		b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
		b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 20	Asking Questions	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description

	b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
	b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
	b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
	b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
	b.6. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event
	b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
	b.8. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose
	b.9.A. Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
	b.9.B. Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text
	b.9.C. Students are expected to make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
	b.9.D. Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence
	b.10.A. Students are expected to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience
	b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
	b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
	b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
	b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
	b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
	b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
	b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs
	b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
	b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context
	b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences
	b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis
	b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
	b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices

		b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
		b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
		b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)
		b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
		b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
		b.18.A. Students are expected to use conventions of capitalization
		b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
		b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
		b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
		b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 21	Taking the First Step	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
		b.6. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event
		b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
		b.8. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose
		b.9.A. Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
		b.9.B. Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text
		b.9.C. Students are expected to make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
		b.9.D. Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence

	b.10.A. Students are expected to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience
	b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
	b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
	b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
	b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
	b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
	b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
	b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs
	b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
	b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context
	b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences
	b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis
	b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
	b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices
	b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
	b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
	b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)
	b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
	b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
	b.18.A. Students are expected to use conventions of capitalization
	b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
	b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
	b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
	b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings

		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 22	Making Room for Others	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
		b.5.A. Students are expected to analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development
		b.5.B. Students are expected to analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils
		b.5.C. Students are expected to analyze the way in which a work of fiction is shaped by the narrator's point of view
		b.5.D. Students are expected to demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature
		b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
		b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
		b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
		b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
		b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
		b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
		b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
		b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs
		b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
		b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context
		b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences

		b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis
		b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
		b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices
		b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
		b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
		b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)
		b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
		b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
		b.18.A. Students are expected to use conventions of capitalization
		b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
		b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
		b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
		b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 23	Introduction to Leadership Roles	Lesson is not appropriate for alignment.
Lesson 24	First Student-Led Discussion	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
		b.6. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event
		b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.

		b.8. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose
		b.9.A. Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
		b.9.B. Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text
		b.9.C. Students are expected to make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
		b.9.D. Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence
		b.10.A. Students are expected to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience
		b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
		b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
		b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
		b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
		b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
		b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
		b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs
		b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
		b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context
		b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences
		b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis
		b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
		b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices
		b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
		b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
		b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)
		b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
		b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)

		b.18.A. Students are expected to use conventions of capitalization
		b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
		b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
		b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
		b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 25	Second Student-Led Discussion	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
		b.6. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event
		b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
		b.8. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose
		b.9.A. Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
		b.9.B. Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text
		b.9.C. Students are expected to make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
		b.9.D. Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence
		b.10.A. Students are expected to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience
		b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
		b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning

		b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
		<u>b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling</u>
		b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for <u>appropriate audiences</u>
		b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding <u>paragraphs and a variety of sentence structures</u>
		b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions <u>between paragraphs</u>
		b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
		b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to <u>purpose, audience, and context</u>
		b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid <u>inferences</u>
		b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that <u>extends beyond a summary and literal analysis</u>
		b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
		b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that <u>analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices</u>
		b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
		b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, <u>writing, and speaking restrictive and nonrestrictive relative clauses</u>
		b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, <u>writing, and speaking reciprocal pronouns (e.g., each other, one another)</u>
		<u>b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities</u>
		b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
		b.18.A. Students are expected to use conventions of capitalization
		b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
		b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, <u>and contrasting expressions:</u>
		b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
		b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		<u>b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas</u>
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making

Lesson 26	Third Student-Led Discussion	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
		b.5.A. Students are expected to analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development
		b.5.B. Students are expected to analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils
		b.5.C. Students are expected to analyze the way in which a work of fiction is shaped by the narrator's point of view
		b.5.D. Students are expected to demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature
		b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
		b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
		b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
		b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
		b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
		b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
		b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
		b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs
		b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
		b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context
		b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences
		b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis
		b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
		b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices

		b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
		b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
		b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)
		b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
		b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
		b.18.A. Students are expected to use conventions of capitalization
		b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
		b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
		b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
		b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 27	Fourth Student-Led Discussion	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
		b.6. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event
		b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
		b.8. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose
		b.9.A. Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
		b.9.B. Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text
		b.9.C. Students are expected to make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
		b.9.D. Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence

	b.10.A. Students are expected to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience
	b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
	b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
	b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
	b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
	b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
	b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
	b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs
	b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
	b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context
	b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences
	b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis
	b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
	b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices
	b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
	b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
	b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)
	b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
	b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
	b.18.A. Students are expected to use conventions of capitalization
	b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
	b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
	b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
	b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings

		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 28	Fifth Student-Led Discussion	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
		b.6. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event
		b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
		b.8. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose
		b.9.A. Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
		b.9.B. Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text
		b.9.C. Students are expected to make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
		b.9.D. Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence
		b.10.A. Students are expected to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience
		b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
		b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
		b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
		b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
		b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
		b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
		b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs

		b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
		b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to <u>purpose, audience, and context</u>
		b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences
		b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that <u>extends beyond a summary and literal analysis</u>
		b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
		b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that <u>analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices</u>
		b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
		b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
		b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)
		b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
		b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
		b.18.A. Students are expected to use conventions of capitalization
		b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
		b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
		b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
		b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to <u>evaluate the effectiveness of a speaker's main and supporting ideas</u>
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 29	Reflecting on Touchstones Discussions	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to <u>produce analogies that describe a function of an object or its description</u>
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting

	b.6. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event
	b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
	b.8. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose
	b.9.A. Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
	b.9.B. Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text
	b.9.C. Students are expected to make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
	b.9.D. Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence
	b.10.A. Students are expected to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience
	b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
	b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
	b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
	b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
	b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
	b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
	b.15.A.ii. Students are expected to write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs
	b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
	b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context
	b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences
	b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis
	b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
	b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices
	b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
	b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
	b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)

		b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
		b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
		b.18.A. Students are expected to use conventions of capitalization
		b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
		b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
		b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
		b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
		b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
		b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
		b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Lesson 30	The Last Class of the Year	b.1.A. Students are expected to determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes
		b.1.B. Students are expected to analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
		b.1.C. Students are expected to produce analogies that describe a function of an object or its description
		b.1.D. Students are expected to describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)
		b.2.A. Students are expected to analyze how the genre of texts with similar themes shapes meaning
		b.2.B. Students are expected to analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature
		b.2.C. Students are expected to relate the figurative language of a literary work to its historical and cultural setting
		b.6. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event
		b.7. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
		b.8. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose
		b.9.A. Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
		b.9.B. Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text
		b.9.C. Students are expected to make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
		b.9.D. Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence
		b.10.A. Students are expected to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience
		b.13.A. Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea

	b.13.B. Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
	b.13.C. Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
	b.13.D. Students are expected to edit drafts for grammar, mechanics, and spelling
	b.13.E. Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
	b.15.A.i. Students are expected to write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures
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	b.15.A.iii. Students are expected to write an analytical essay of sufficient length that includes a controlling idea or thesis
	b.15.A.iv. Students are expected to write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context
	b.15.A.v. Students are expected to write an analytical essay of sufficient length that includes relevant information and valid inferences
	b.15.C.i. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis
	b.15.C.ii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
	b.15.C.iii. Students are expected to write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices
	b.17.A.i. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles)
	b.17.A.ii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses
	b.17.A.iii. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another)
	b.17.B. Students are expected to identify and use the subjunctive mood to express doubts, wishes, and possibilities
	b.17.C. Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
	b.18.A. Students are expected to use conventions of capitalization
	b.18.B.i. Students are expected to use correct punctuation marks including quotation marks to indicate sarcasm or irony
	b.18.B.ii. Students are expected to use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
	b.18.B.iii. Students are expected to use correct punctuation marks including dashes to emphasize parenthetical information
	b.19. Students are expected to spell correctly, including using various resources to determine and check correct spellings
	b.24.A. Students are expected to listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration
	b.24.C. Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas
	b.26. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making