Reading - English II

Students read grade-level text with fluency and comprehension. Students are expected to:

1. Determine the meaning of grade-level technical academic English vocabulary
2. Determine the meaning of grade-level technical academic English words in multiple content areas derived from Latin, Greek, or other linguistic roots and affixes.
3. Analyze textual context to distinguish between the denotative and connotative meaning of words
4. Use a dictionary (print or electronic) to determine or confirm meanings of words

Students understand, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

5. Compare and contrast differences in similar themes expressed in different time periods
6. Relate the figurative language of a literary work to its historical and cultural setting

Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from the text to support their understanding. Students are expected to:

7. Analyze the structure of prosody (e.g. meter, rhyme scheme, etc.) in poetry

Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from the text to support their understanding. Students are expected to:

8. Analyze the themes and characteristics in different periods of American drama

Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding. Students are expected to:

9. Analyze isolated scenes and their contribution to the success of the plot as whole in a variety of works of fiction
10. Analyze differences in the characters’ moral dilemmas in works of fiction
11. Evaluate the connection between the forms of narration (e.g. unreliable, omniscient,) and tone in works of fiction

Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and respond providing evidence from the text to support their understanding. Students are expected to:

12. Evaluate the role of syntax and diction and the effect of voice, tone, and imagery in literary works
13. Explain the function of symbolism, allegory, and allusions in literary works

Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

14. Analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details
Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

15. Summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique
16. Distinguish among different kinds of evidence (e.g. logical, empirical, anecdotal) used to support conclusions and arguments in texts
17. Make subtle inferences and draw complex conclusions about the ideas in the text and their organizational patterns
18. 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

Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:

19. Explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments
20. Analyze debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals, and personal attacks

Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

21. Analyze how messages in media are conveyed through visual and sound techniques
22. Examine how individual perceptions or bias in coverage of the same event influences the audience
Writing - English II

Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

1. Plan a first draft for conveying intended meaning to multiple audiences determining appropriate topics through a range of strategies (e.g. discussion, background reading, personal interests, etc.) and developing a thesis or controlling idea

2. Structure ideas in a sustained and persuasive way (e.g. outlines, note taking, graphic organizers, etc.) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning

3. 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

4. Revise a final draft in response to feedback from peers and teachers

Students write expository texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

5. Write an analytical essay of sufficient length that includes:
   5.1. Effective introductory and concluding paragraphs and a variety of sentence structures
   5.2. A controlling idea or thesis
   5.3. An organizing structure appropriate to purpose, audience, and context
   5.4. Rhetorical devices and transitions between paragraphs
   5.5. Relevant information and well-chosen details
   5.6. Distinctions about the relative value of specific data, facts, and ideas that support the thesis statement

6. Write an interpretive response to an expository or a literary text that:
   6.1. Extends beyond a summary of literary analysis
   6.2. Addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
   6.3. Analyzes the aesthetic effects of an author’s use of stylistic or rhetorical devices

7. Produce a multimedia presentation with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience

Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues; students are expected to write an argumentative essay that includes:

8. A clear thesis or position based on logical reasons supported by precise and relevant evidence
   8.1. Consideration of the whole range of information and views on the topic and accurate and honest representations of these views (i.e. in the author’s own words and not out of context)
   8.2. Counter-argument based on evidence to anticipate and address objections
   8.3. An organizing structure appropriate to the purpose, audience, and context
   8.4. An analysis of relative value of specific data, facts, and ideas
8.5. A range of appropriate appeals (e.g. descriptions, anecdotes, case studies, analogies, illustrations)

8.6. Students are expected to write essays that include an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone
Research - English II

Students ask open-ended research questions and develop a plan for answering them.

Students are expected to:

1. Brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic
2. Formulate a plan for engaging in research on a complex, multi-faceted topic

Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

3. Follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry
4. Organize information gathered from multiple sources to create a variety of graphics and forms (e.g. notecards, reading logs, etc.)
5. Paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (MLA)

Students clarify research questions and evaluate and synthesize collected information.

Students are expected to:

6. Modify the major research question as necessary to refocus the research plan
7. Evaluate the relevance of information to the topic to determine the reliability, validity, and accuracy of sources by examining their authority and objectivity

Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or oral presentation that:

8. Marshals evidence in support of a clear thesis statement and related claims
9. Provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view
10. Uses a style manual (MLA) to document sources and format written materials
Oral and Written Conventions - English II

Students understand the function and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

1. Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
   1.1. More complex active and passive tenses and verbals (gerunds, infinitives, participles)
   1.2. Restrictive and nonrestrictive relative clauses
   1.3. Reciprocal pronouns
2. Identify and use the subjunctive mood to express wishes, doubts, and possibilities
3. Use a variety of correctly structured sentences (e.g. compound, complex, compound-complex)
4. Use conventions of capitalization
5. Use correct punctuation marks including:
   5.1. Comma placement in nonrestrictive phrases, clauses, and contrasting expressions
   5.2. Quotation marks to indicate sarcasm or irony
   5.3. Dashes to emphasize parenthetical information
6. Spell correctly, including using various resources to determine and check correct spellings
Listening and Speaking - English II

Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

1. 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
2. Follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes
3. Evaluate how the style and structure of a speech support or undermine its purpose and meaning

Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:

4. Advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively

Students work productively with others in team. Students will continue to apply earlier standards with greater complexity. Students are expected to:

5. 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