

READINESS STANDARDS - English II

(1) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to

(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words

Connotative, Denotative

(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology

Etymology, Connotative, Denotative

(5) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to

(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction

Plot, Isolated scene

(8) **Reading/Comprehension of Informational Text/Culture and History.** 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

(A) 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

Controlling idea, Purpose, Textual elements

(9) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to

(A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique

Summary, Critique, Nonessential, Substantiated, Unsubstantiated, Opinion

(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

Subtle, Conclusion, Organizational pattern, Organizational structure

(13) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(B) 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 rhetorical devices used to convey meaning

Draft, Rhetorical device

READINESS STANDARDS - English II

(13) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(C) 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

Revise, Style, Subtle, Figurative language

(D) edit drafts for grammar, mechanics, and spelling

Edit, Draft, Grammar, Mechanics

(15) **Writing/Expository [and Procedural] Texts.** Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to

(A) write an [analytical] essay of sufficient length

Expository essay, Analytical essay

(16) **Writing/Persuasive Texts.** 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 to the appropriate audience that includes

(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence

Thesis, Position, Evidence

(D) an organizing structure appropriate to the purpose, audience, and context

Structure, Audience

(E) an analysis of the relative value of specific data, facts, and ideas

Relative value, Credible

(17) **[Oral and] Written Conventions/Conventions.** Students understand the function of 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

(A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]

Parts of speech

(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)

Simple sentence, Compound sentence, Complex sentence, Compound-complex

(18) **[Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(A) use conventions of capitalization

Capitalization

(B) use correct punctuation marks

Punctuation mark

(19) **[Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to

(A) spell correctly, including using various resources to determine and check correct spellings

Resource

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. The student is expected to

(B) make complex inferences about text and use textual evidence to support understanding

Inference, Textual evidence, Prediction, Draw conclusion

SUPPORTING STANDARDS - English II

(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to

(A) 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	Technical, Academic, Affix, Base word, Prefix, Root, Suffix
(C) infer word meaning through the identification and analysis of analogies and other word relationships	Analogy
(D) show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., glasnost, avant-garde, coup d'état)	Origin, Foreign

(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, 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

(A) compare and contrast differences in similar themes expressed in different time periods	Theme
(B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature	Archetype
(C) relate the figurative language of a literary work to its historical and cultural setting	Figurative language, Historical, Cultural, Setting

(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to

(A) analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry	Prosody, Meter, Rhyme scheme
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(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to

(A) analyze how archetypes and motifs in drama affect the plot of plays	Archetype, Motif, Plot
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(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to

(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures	Moral dilemma
(C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction	Tone, Narration, Unreliable, Omniscient, Limited, First person, Subjective, Objective

SUPPORTING STANDARDS - English II

(6) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to

(A) evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction

Syntax, Diction, Voice, Tone, Imagery

(7) **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to

(A) explain the function of symbolism, allegory, and allusions in literary works

Symbolism, Allegory, Allusion

(9) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to

(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts

Logical, Empirical, Anecdotal

(D) 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

Synthesize, Viewpoint

(10) **Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to

(A) 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

Perspective, Viewpoint

(11) **Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to

(A) evaluate text for the clarity of its graphics and its visual appeal

Graphic, Visual appeal

(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics)

Factual, Quantitative, Technical

(12) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students are expected to

(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts

Social view, Cultural view, Traditional text

(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes

Formality, Tone, Audience, Purpose

SUPPORTING STANDARDS - English II

(15) **Writing/Expository [and Procedural] Texts.** Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to

(A) write an [analytical] essay of sufficient length that includes (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a thesis or controlling idea; (iv) an organizing structure appropriate to purpose, audience, and context; (v) relevant evidence and well-chosen details; (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement

Expository essay, Analytical essay, Rhetorical device, Thesis, Relevant, Valid, Inference, Purpose, Audience, Context, Sentence structure, Introductory, Concluding, Transition

(16) **Writing/Persuasive Texts.** 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 to the appropriate audience that includes

(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence

Thesis, Position, Precise, Relevant

(D) an organizing structure appropriate to the purpose, audience, and context

Organizational structure, Purpose, Audience, Context

(E) an analysis of the relative value of specific data, facts, and ideas

Analyze, Value

(17) **[Oral and] Written Conventions/Conventions.** Students understand the function of 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

(A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]: (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); (ii) restrictive and nonrestrictive relative clauses; (iii) reciprocal pronouns (e.g., each other, one another)

Active verb tense, Passive verb tense, Verbal, Gerund, Participle, Infinitive, Restrictive relative clause, Nonrestrictive relative clause, Reciprocal pronoun

(18) **[Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(B) use correct punctuation marks including: (i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; (ii) quotation marks to indicate sarcasm or irony

Quotation mark, Sarcasm, Irony, Nonrestrictive phrase, Restrictive phrase

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. The student is expected to

(B) make complex inferences about text and use textual evidence to support understanding

Inference, Textual evidence