English 2 Standards

"I am not a teacher, but an awakener."
Robert Frost

Students entering English 2 are refining critical thinking skills, problem-solving skills, and creativity. English 2 students should be closely reading rich and challenging texts and should also be able to demonstrate the ability to analyze the structure of and techniques used within various types of print and multimedia texts. As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, English 2 students are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

As part of their close examination and analysis of texts, students in English 2 analyze how an author's choice to structure literary text create effects such as surprise. English 2 students also analyze how an author creates sarcasm and are introduced to verbal irony. While English 2 students continue to read a variety of informational texts, they pay particular attention to historical speeches and essays.

English 2 students read a variety of fiction, literary nonfiction, poetry, and drama from across cultures, places, and time periods. Literary text types should include historical fiction, contemporary fiction, myths, epics, monologues, short stories, novels, and graphic novels. English 2 students should also read expository, persuasive, and informational texts that can include, but are not limited to, research reports, political and social essays, historical speeches and essays, news articles, journals, reviews, persuasive brochures and advertisements, directions, and biographical and autobiographical sketches. Students should also examine documentaries, commercials, podcasts, visual performances, infographics, and other forms of multimedia texts.

Throughout the year, English 2 students refine their written and oral communication skills to communicate to a variety of audiences. Students write shorter and longer narratives, arguments, and informational texts. In narrative writing, English 2 students begin to incorporate the narrative mode within other modes of writing to introduce an idea and/or support a claim. English 2 students continue writing summary paragraphs, multi-paragraph essays, text-dependent writing, and creative pieces. As appropriate, students may also examine and practice other types of college and career-ready writing such as, but not limited to, applications, cover letters, resumes, personal statements, and other forms of academic material on various online platforms. Additionally, students may begin practicing speaking for professional settings and within college or career environments. Lastly, students in English 2 participate in academic discussions and communicate appropriately to a variety of audiences while considering new ideas and diverse perspectives of others.

*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B.

Overarching Expectations (OE)

ELA.E2.OE.1	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
ELA.E2.OE.2	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
ELA.E2.OE.3	Make inferences to support comprehension.
ELA.E2.OE.4	Collaborate with others and use active listening skills.
ELA.E2.OE.5	Cite evidence to explain and justify reasoning.
ELA.E2.OE.6	Create quality work by adhering to an accepted format.

Indicator Insight: The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

Foundations of Literacy (F)

There are no Foundations of Literacy standards or indicators at this grade level.

Applications of Reading (AOR)

ELA.AOR.1:	**Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.**
ELA.E2.AOR.1.1	Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.
ELA.E2.AOR.1.2	Analyze an author's use of figurative language in a text(s); explain an author's use of allegory.

Indicator Insights:
ELA.E2.AOR.1.1 *Key elements* can include: setting, character (development, relationships, actions, responses), plot structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue.

Within and across texts can refer to one or more texts.

ELA.AOR.2:	**Evaluate and critique the development of themes and central ideas within and across texts.**
ELA.E2.AOR.2.1	Analyze the development of universal themes across literary texts from different time periods, places, and/or cultures.
ELA.E2.AOR.2.2	Analyze how the author of a historical speech or essay uses supporting details to develop the central idea over the course of a text.

Indicator Insights:
ELA.E2.AOR.2.1 A *universal theme* is an idea that applies to anyone, anywhere, regardless of time period, place, or culture (e.g., the conflict between humans and technology, the impact of the past on the present). *Universal themes* connect ideas across time and place.

ELA.E2.AOR.2.2 Instruction is not limited to only historical speeches and essays; previous indicators allow room for different types of informational text.

ELA.AOR.3:	**Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.**
ELA.E2.AOR.3.1	Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).

Indicator Insight: none

ELA.AOR.4:	**Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.**
ELA.E2.AOR.4.1	Analyze an author's perspective or purpose, and evaluate the effectiveness of the author's rhetoric used to advance that perspective or purpose.

Indicator Insight:
ELA.E2.AOR.4.1 Refer to the *Rhetoric Support Document* for *rhetoric* support.

ELA.AOR.5:	**Evaluate and critique how an author uses words, phrases, and text structures to craft text.**

ELA.E2.AOR.5.1 Analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise.

ELA.E2.AOR.5.2 Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.

ELA.E2.AOR.5.3 Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness of each author's reasoning, rhetoric, and/or validity of claims.

Indicator Insights:
ELA.E2.AOR.5.3 Refer to the *Rhetoric Support Document* for support.

The *types of reasoning* are inductive, deductive, and causal.

ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding.

ELA.E2.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

Indicator Insight:
ELA.E2.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

ELA.AOR.7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

ELA.E2.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;
b. use background or prior knowledge to determine or clarify the meanings of words; and
c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.

Indicator Insight: none

ELA.AOR.8: Analyze word relationships and nuances in word meanings within literary and informational texts.

ELA.E2.AOR.8.1 Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:

a. interpret figures of speech (e.g., hyperbole) in context and analyze how they function within a text;
b. analyze nuances in the meanings of words with similar denotation; and

c. analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).

Indicator Insight:
ELA.E2.AOR.8.1 Refer to the glossary for more information including specific types of *figurative language* students are expected to know.

ELA.AOR.9: **Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.**

ELA.E2.AOR.9.1 Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.

Indicator Insight:
ELA.E2.AOR.9.1 Support for *etymology* can be found in the *Vocabulary Support Document.*

ELA.AOR.10: **Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.**

ELA.E2.AOR.10.1 Analyze the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.

Indicator Insight: none

Research(R)

ELA.R.1:	**Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.**
ELA.E2.R.1.1	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by: a. answering a self-generated question(s) about a topic(s) while using a variety of sources; and b. refining the scope of inquiry as relevant to the topic(s), purpose, and audience.
ELA.E2.R.1.2	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.
ELA.E2.R.1.3	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.
ELA.E2.R.1.4	Logically organize findings as relevant to the purpose and audience.
ELA.E2.R.1.5	Follow a standard academic style guide for citation to avoid plagiarism.

Indicator Insights:

ELA.E2.R.1.1 While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted.

A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources.

Refer to the *Research Support Document* for research support.

ELA.E2.R.1.5 Refer to OE.5 for more information about citing sources.

Written and Oral Communications (C)

ELA.C.1:	**Write arguments to support claims with clear reasons and relevant evidence.**
ELA.E2.C.1.1	Write arguments to support claims in an analysis of a topic or texts. When writing: a. introduce a precise claim(s) and use valid reasoning supported by relevant and sufficient evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts; b. acknowledge and refute counterclaims with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence; c. link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence; d. establish a tone and style appropriate to the purpose and audience; and e. provide a concluding statement or section that supports the argument presented.

Indicator Insight:
ELA.E2.C.1.1 Refer to ELA.E2.AOR.5.3 for insight into how and when students evaluate multiple arguments.

ELA.C.2:	**Write informative/expository texts to analyze and explain complex ideas and information.**
ELA.E2.C.2.1	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing: a. introduce a topic and organize complex ideas and concepts to make important connections and distinctions; b. develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience; c. use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts; d. use precise language and vocabulary appropriate to the complexity of the topic; e. establish and maintain a style and objective tone appropriate to the task and purpose; and f. provide a concluding statement or section that supports the information presented.

Indicator Insights:
ELA.E2.C.2.1 Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics.

Students are expected to continue to include *thoughtful elaboration* in writing as well as *vocabulary appropriate to the complexity of the topic.*

ELA.C.3: **Write narratives to develop real or imagined experiences using effective techniques.**

ELA.E2.C.3.1 Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
b. engage the reader by establishing a situation and/or setting up a problem or observation;
c. develop a clear progression of experiences or events;
d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
f. provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

Indicator Insight:
ELA.E2.C.3.1 *Narratives within other modes of writing* refers to the inclusion of a narrative excerpt or anecdote in other forms of writing (e.g., argument, informative, etc.).

ELA.C.4: **Demonstrate command of standard English grammar and conventions when writing.**

ELA.E2.C.4.1 Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

a. apply knowledge of rules for capitalization;
b. use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon or a conjunctive adverb to connect related independent clauses; use a dash to set off or expand upon information, or to emphasize information;
c. select and use verbs with appropriate mood and tone;
d. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
e. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication materials.

Indicator Insight:
ELA.E2.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

ELA.C.5:	**Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.**
ELA.E2.C.5.1	Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.

Indicator Insight: none

ELA.C.6:	**Write independently and legibly for a variety of tasks and purposes.**
ELA.E2.C.6.1	*This standard is not directly addressed after fifth grade.*

Indicator Insight: none

ELA.C.7:	**Organize and communicate ideas through a range of formats to engage a variety of audiences.**
ELA.E2.C.7.1	Present information, findings, and supporting evidence clearly and concisely with a logical organization, coherent focus, and style that are appropriate for a variety of tasks, purposes, and audiences. When presenting: a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing, intonation); b. convey a clear perspective with clear reasoning and credible evidence; c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and d. select and use appropriate online platforms to export multimedia texts for publication and to enhance communication and add interest.

Indicator Insight: none

ELA.C.8:	**Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.**
ELA.E2.C.8.1	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: a. ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.

Indicator Insight:
ELA.E2.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

ELA.C.9:	**Evaluate and critique ideas and concepts interactively through listening and speaking.**
ELA.E2.C.9.1	Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: a. analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; b. analyze the effectiveness and validity of the information and supporting evidence being presented; and c. analyze the speaker's motives while identifying any logical fallacies and biases that may be present.

Indicator Insight: none