



C Teaching & Learning Standards

LITERATURE & COMPOSITION II

 Cherokee
County
School
District

English Language Arts

Literature & Composition II

English Language Arts

Teaching and Learning Standards Structure by Quarter

Domain Three domains structure the overall framework for Secondary English Language Arts Standards: Language, Texts, and Practices. Cherokee County School District has adapted the domains' associated Big Ideas to match the rigor and responsibility that define our literacy instruction.

Big Idea Each domain is organized into Big Ideas that serve as overarching goals for student learning across grade levels.

Standard: Standards represent specific knowledge and skills that students should learn or master across grade bands.

Expectation: Standards are broken down by grade level through expectations. **Grammar, Usage, and Mechanics expectations in bold should be mastered by the end of the grade level.**

Language Domain (K-2, 3-5, 6-8, 9-12) Students learn and apply the structures and conventions of standard English. Students analyze how grammar works in reading and writing. Students expand vocabularies and determine word meanings as they relate to reading and writing.

Grammar Conventions Cherokee County students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

Vocabulary Cherokee County students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases

Texts Domain (K-2, 3-5, 6-8, 9-12) Students think critically and creatively as they develop the knowledge and skills to actively engage with a variety of texts.

Context Cherokee County students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors.

Structures & Style Cherokee County students analyze and use organizational structures and styles to shape ideas and information. 2

Techniques Cherokee County students evaluate and apply various techniques to comprehend and shape meaning.

Research & Analysis Cherokee County students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.

Periods & Movements Cherokee County students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.

Practices Domain (K-12) Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Engagement & Intention for Comprehension & Composition (EICC) Cherokee County students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

Situating Texts (ST) Cherokee County students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.

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Author's Craft (AC) Cherokee County students apply knowledge of author's craft to enhance the interpretation and construction of texts.

Collaboration & Presentation (CP) Cherokee County students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.

Year-long English Language Arts Standards and Expectations:

Practices Domain

Engagement & Intention for Comprehension & Composition (EICC)

- K-12.P.EICC.1: Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.
- K-12.P.EICC.2: Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.
- K-12.P.EICC.3: Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.
- K-12.P.EICC.4: Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.

Situating Texts (ST)

- K-12.P.ST.1: Develop and apply knowledge of key components of context including background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
- K-12.P.ST.2: Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose

Author's Craft (AC)

- K-12.P.AC.1: Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.
- K-12.P.AC.2: Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.
- K-12.P.AC.3: Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.

Collaboration & Presentation (CP)

- K-12.P.CP.1: Collaborate with others to accomplish shared goals and projects.
- K-12.P.CP.2: Use presentation skills to tailor communication to target audiences for specific purposes.

Language Domain

Syntax

- 10.L.GC.2.a Apply understandings of syntax to comprehend, analyze, and evaluate a wide variety of texts, recognizing instances of parallel structure.

- 10.L.GC.2.b Compose texts with varied syntax, reshaping sentences for effect while maintaining consistency of verb tenses, aspects, and moods.
- 10.L.GC.2.c Maintain consistent use of active voice throughout a text to communicate clearly and concisely.
- 10.L.GC.2.d Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement.
- 10.L.GC.2.e Recognize and use parallel structure within a sentence to create symmetry and convey a congruence of ideas.

Vocabulary

- 9-12.L.V.1.a Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content.
- 9-12.L.V.1.b Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings.
- 9-12.L.V.2.a Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts.
- 9-12.L.V.2.b Determine the meanings of words and phrases in context by analyzing the function of parts of speech.
- 9-12.L.V.2.c Construct words based on Greek and Latin roots, root words, and/or affixes and use those words appropriately in context.
- 9-12.L.V.2.d Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts.
- 9-12.L.V.3.b Analyze relationships between words to determine connotative and denotative meanings for words and/or phrases across a variety of contexts.
- 9-12.L.V.3.c Analyze the nuances in connotative meaning of words that share a similar denotation.
- 9-12.L.V.3.d Use available print and/or digital resources, including reference materials, style guides, digital tools (e.g., online searches, embedded word processing features) to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases.
- 9-12.L.V.3.e Make strategic language decisions when writing or speaking by determining, clarifying, or verifying the nuanced meanings of closely related words or phrases using available print and/or digital resources.

Texts Domain

Context

- 10.T.C.2.c Explain how multiple contexts (including historical and disciplinary) influence perspectives across time and the associated implications on text creation.

Structures & Style

- 10.T.SS.1.b Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience.
- 10.T.SS.1.c Guide the audience through texts using varied transitions, including between paragraphs and text sections to enhance cohesion.
- 10.T.SS.1.d Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/ or events; and a memorable conclusion.
- 10.T.SS.2.a Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts.
- 10.T.SS.2.b Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to and intended purpose and target audience.

Techniques

- 10.T.T.1.a Evaluate how narrative techniques (including archetypes, multiple perspectives, story structures, and symbolism) interact, using textual evidence.
- 10.T.T.1.b Evaluate and critique how plot structure, conflict, narrative devices, word choice, and other craft techniques impact an author's purpose.
- 10.T.T.1.c Analyze and evaluate how a text's theme has social relevance and is developed across a text, comparing passages within and across texts, providing both reasoning and supportive textual evidence.
- 10.T.T.4.a Read, discuss, evaluate and critique a variety of poetic texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.

Periods & Movements

- 10.T.PM.1.b Identify and discuss major authors and works of two periods of English and American literary history, including key themes and stylistic features.

Quarter 1 Expectations in **bold** should be continued in all subsequent units.

Practices Domain

Address year-long practices.

Language Domain

Grammar, Usage, and Mechanics

GUM Use dashes appropriately.

Syntax

Address yearlong syntax expectations.

Vocabulary

Address yearlong vocabulary expectations.

Texts Domain

Context

- 10.T.C.1.a Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension.
- 10.T.C.2.c **Explain how multiple contexts (including historical and disciplinary) influence perspectives across time and the associated implications on text creation.**

Structures & Style

- 10.T.SS.1.a Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.
- 10.T.SS.1.b **Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience.**
- 10.T.SS.1.d **Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/ or events; and a memorable conclusion.**
- 10.T.SS.2.a Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts.
- 10.T.SS.2.b Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience.

Techniques

- 10.T.T.1.a** Evaluate how narrative techniques (including archetypes, multiple perspectives, story structure, and symbolism) interact, using textual evidence.
- 10.T.T.1.b** Evaluate and critique how plot structures, conflict, narrative devices, word choices, and other craft techniques impact an author's purpose.
- 10.T.T.1.c** Analyze and evaluate how a text's theme has social relevance and is developed across a text, comparing passages within and across texts, providing both reasoning and supportive textual evidence.
- 10.T.T.1.d** Analyze how literary works draw on themes, event patterns, or character types from different time periods.
- 10.T.T.1.e** Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop and idea or theme across the text using metaphors, achieve specific purposes, engage audiences, and enhance writing.
- 10.T.T.4.a** Read, discuss, evaluate, and critique a variety of poetic texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.
- 10.T.T.4.b** Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose.

Periods & Movements

- 10.T.PM.1.a** Explain how a modern author adapts an archetypal story, myth, event, or figure to new purposes and circumstances.
- 10.T.PM.1.b** Identify and discuss major authors and works of two periods of English and American literary history, including key themes and stylistic features.

Quarter 2

Expectations in **bold** should be continued in all subsequent units. Review bolded expectations from Q1 in addition to expectations listed in Quarter 2.

Technique Focus: Narrative and Poetic

Practices Domain

Address year-long practices.

Language Domain

Grammar, Usage, and Mechanics

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|-----|---|
| GUM | Use an appropriate style guide to address complex issues of grammar, usage, or mechanics. |
| GUM | Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. |
| GUM | Use colons to introduce quotations |

Syntax

Address yearlong syntax expectations.

Texts Domain

Context

- | | |
|------------|---|
| 10.T.C.1.a | Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension. |
| 10.T.C.1.b | Evaluate the impact of context and language on a text's reception by the audience. |
| 10.T.C.1.c | Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. |
| 10.T.C.2.d | Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest. |

Structures & Style

- | | |
|-------------|--|
| 10.T.SS.1.a | Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose. |
| 10.T.SS.1.c | Guide the audience through texts using varied transitions, including between paragraphs and text sections to enhance cohesion. |
| 10.T.SS.2.c | Use formal style when speaking or writing to establish credibility and tone. |

Techniques - Students should be able to flexibly employ techniques from previous quarters across writing exercises.

- 10.T.T.2.a Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information.
- 10.T.T.2.d **Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and adjusts tone for a variety of audiences and purposes.**

Research & Analysis

- 10.T.RA.1.a **Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation.**
- 10.T.RA.1.b Use analytical findings to support a research question or thesis, citing appropriately.
- 10.T.RA.1.C Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing the sources of ideas in Modern Language Association (MLA) format.
- 10.T.RA.2.a Navigate and use a variety of credible print and digital sources, including academic databases, to locate the relevant information about a central argument, topic or question.
- 10.T.RA.2.b Analyze information from a variety of sources by identifying misconceptions, conflicting information or perspectives; and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered.
- 10.T.RA.2.c Follow Modern Language Association (MLA) guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page.

Quarter 3

Expectations in **bold** should be continued in all subsequent units. Review bolded expectations from Q1/Q2 in addition to expectations listed in Quarter 3.

Technique Focus: Argumentative with Expository

Practices Domain

Address year-long practices.

Language Domain

Grammar, Usage, and Mechanics

GUM

Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence.

Syntax

Address yearlong syntax expectations.

Vocabulary

Address yearlong vocabulary expectations.

Texts Domain

Context

- 10.T.C.2.a Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perspectives or beliefs.
- 10.T.C.2.b Identify overtly commercial influences on texts in audiovisual and digital modes and platforms.

Structures & Style

- 10.T.SS.2.b Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience.**

Techniques: Students should be able to flexibly employ techniques from previous quarters across writing exercises.

- 10.T.T.2.b Analyze texts with conflicting information or opposing viewpoints and determine where the texts disagree on matters of fact or interpretations.
- 10.T.T.3.a Read, discuss, evaluate, and critique a variety of argumentative texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.

- 10.T.T.3.b Analyze the use of rhetorical appeals; identify fallacies in a text.
- 10.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences.
- 10.T.T.3.d Integrate multiple rhetorical devices or appeals strategically.

Research & Analysis

- 10.T.RA.1.c Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing the sources of ideas in Modern Language Association (MLA) format.
- 10.T.RA.2.b Analyze information from a variety of sources by identifying misconceptions; conflicting information or perspectives; and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered.
- 10.T.RA.2.c Follow Modern Language Association (MLA) guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page.

Periods & Movements

- 10.T.PM.1.a Explain how a modern author adapts an archetypal story, myth, event, or figure to new purposes and circumstances.

Quarter 4 *Technique Focus: Full Integration*

Practices Domain

Address year-long practices.

Language Domain

Grammar, Usage, and Mechanics

Review and apply all skills learned in Quarters 1, 2, and 3.

Syntax

Review and apply all skills learned in Quarters 1, 2, and 3.

Vocabulary

Address yearlong vocabulary expectations.

Texts Domain

Context

Reinforce expectations from Q1-Q3, especially those in bold.

Structures & Style

Reinforce expectations from Q1-Q3, especially those in bold.

Techniques: Students should be able to flexibly employ all techniques across writing exercises.

Reinforce expectations from Q1-Q3.

Research & Analysis

Reinforce expectations from Q1-Q3, especially those in bold.

Periods & Movements

Reinforce expectations from Q1-Q3, especially those in bold.