

English Language Arts (Listening and Speaking, Reading, Writing, View and Representing) – Grade 8 and High School Courses Vertical Alignment Matrix

Strand	Grade 8	English I	English II	English III	English IV
	Strand 1: Writing (Purposes - The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.)				
	<p>Ⓟ ELA.8.15A Write to express, discover record, develop, reflect on ideas, and to problem solve.</p> <p>Ⓟ ELA.8.15B Write to influence such as to persuade, argue, and request.</p> <p>Ⓟ ELA.8.15C Write to inform such as to explain, describe, report, and narrate.</p>	<p>Ⓟ ELA.9.1A Write in a variety of forms using effective word choice, structure, and sentence forms with emphasis on organizing logical arguments with clearly related definitions, theses, and evidence; write persuasively; create reports based upon gathered facts and information write to report and describe; and use literary elements and techniques to create poetry, poems, plays, and short stories;.</p>	<p>Ⓟ ELA.10.1A Write in a variety of forms with an emphasis on persuasive forms using real-world writing such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories.</p>	<p>ELA.11.1A Write in various forms with particular emphasis on business forms such as a report, memo, letter, narrative or procedure, summary/abstract, persuasive appeals and résumés.</p>	<p>Ⓟ ELA.12.1A Write in a variety of forms using effective word choice, structure, and sentence forms with an emphasis on business forms such as a report, memo, narrative, or procedure, summary/abstract, and resume.</p>
	<p>ELA.8.15D Write to entertain such as to compose humorous poems or short stories.</p> <p>ELA.8.15F Write in personal (autobiography, personal narrative), creative (poetry), and academic (literary annotation/response, open-ended response, comparison/contrast, essay of opinion, research picture book) forms to address specific audiences.</p>				<p>Ⓟ ELA.12.1B Recognize the distinguishing characteristics of written forms such as essays, scientific reports, speeches, and memoranda and review examples or models to write effectively in each form;</p>
	<p>Ⓟ ELA.8.15E Write compositions in which he/she consistently engages the reader with a natural and distinctive voice by employing controlled use of compositional risk elements active voice, and stylistic elements to develop unique or individual perspectives.</p>	<p>ELA.9.1B Use stylistic devices and elements of voice, appropriate to form and audience to communicate unique or individual perspectives and insight write in a voice and style appropriate to audience and purpose.</p>	<p>ELA.10.1B Use stylistic devices and elements of voice, appropriate to form and audience to communicate unique or individual perspectives and insight.</p>	<p>Ⓟ ELA.11.1B Use stylistic devices and elements of voice, appropriate to form and audience to communicate unique or individual perspectives and insights.</p>	<p>Ⓟ ELA.12.1C Use stylistic devices and elements of voice, appropriate to form, purpose, and audience to communicate unique or individual perspectives and insights.</p>
	<p>Ⓟ ELA.8.15H Produce well-organized, cohesive written forms with attention to engaging leads, logically linked and extended ideas, meaningful transitions to make smooth and logical connection between ideas/concepts, precise use of language, varied sentence structure, and relevant conclusions to address the needs of the audience and purpose.</p>	<p>Ⓟ ELA.9.1C Use multiple drafts to organize ideas in writing to ensure coherence, logical progression, and support for ideas.</p>	<p>Ⓟ ELA.10.1C Use multiple drafts to organize ideas in writing to ensure coherence, logical progression, and support for ideas.</p>	<p>ELA.11.1C Develop and organize ideas in writing to ensure coherence, logical progression, and support for ideas (leads, thesis statements, bodies of support reflecting logical progression and coherence through narration, description, argument, analysis, and/or reflection, and conclusions).</p>	<p>ELA.12.1F Organize ideas in writing to ensure coherence, logical progression, and support for ideas.</p>
					<p>ELA.12.1D Employ literary devices including flashback, foreshadowing, personification, hyperbole, analogy and metaphor to enhance style and voice.</p>



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					<p>Ⓟ ELA.12.1E Employ precise language, considering formal versus informal usage and vague versus explicit language, to communicate ideas clearly and concisely.</p>
	Strand 1: Writing (Processes – The student uses recursive writing processes when appropriate.)				
	<p>Ⓟ ELA.8.18A Plan initial drafts (generate ideas, select topic, determine purpose, consider audience, seek necessary information, organize ideas) using prewriting strategies (brainstorming, graphic organizers, notes, and logs).</p> <p>Ⓟ ELA.8.18B Use varied prewriting strategies, including reference to style manuals and other resources such as a writer’s notebook, to plan content, style/voice, and organizational structure.</p>	<p>Ⓟ ELA.9.2A Use prewriting strategies including outlining, webbing, a t-chart, brainstorming, listing, looping and memory logs to generate ideas, develop voice, and plan.</p>	<p>Ⓟ ELA.10.2A Use varied prewriting strategies, such as creating outlines, webs, t-charts, brainstorming, looping, memory logs, free writing and reference to style manuals and other resources such as a writer’s notebook, to plan content, approach (style/voice), and organizational structure.</p>	<p>Ⓟ ELA.11.2A Choose appropriate use prewriting strategies (i.e., outlines, webs, t-charts, mapping, brainstorming, listing, free writing, looping, logs, and summary charts) to generate quality ideas, collect information and ideas, develop distinctive voice, and organize a plan for drafting..</p>	<p>Ⓟ ELA.12.2A Select and use a variety of prewriting strategies skillfully to select topic, collect information and support, plan approach, and organize initial ideas and information.</p>
		<p>Ⓟ ELA.9.2B Develop drafts, alone and use self questioning strategies regarding word choice, sentence types, need for additional information and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, to fit the appropriate audience, and purpose.</p>	<p>Ⓟ ELA.10.2B Use multiple drafts to develop leads, thesis statements, content (bodies of support) through narration, description, argument, analysis, and/or reflection, logical progression/coherence, and conclusions and to refine style and experiment with transitions and sentence patterns to suit the occasion, audience, and purpose, alone and collaboratively.</p>	<p>Ⓟ ELA.11.2B Develop and revise multiple drafts, both alone and collaboratively, with attention to refining style (experiment with word choice, transitions, and sentence patterns), including additional ideas and/or information, organizing and reorganizing content to suit occasion, audience, and purpose.</p>	<p>Ⓟ ELA.12.2B Use multiple drafts to capture, narrow, develop and/or refine topics and themes, content, and organization, and to experiment with voice and style to achieve desired effects in messages and to fit the appropriate occasion, audience, and purpose.</p>
					<p>Ⓟ ELA.12.2C Use vocabulary, organization, and rhetorical devices appropriate to audience and purpose.</p>
					<p>Ⓟ ELA.12.2D Write effectively to achieve desired purposes and effects with a full range of sentence structures and combine, extend, or expand sentences with relative pronouns, semi-colons with conjunctive adverbs, correlative conjunctions, appositives, and complex clauses.</p>



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					<p>Ⓢ ELA.12.2E Use revision techniques, including peer review, to critically evaluate and refine the focus, organization, structural elements, content, diction, and use of stylistic elements/voice in composition to better accomplish the task.</p>
					<p>ELA.12.2F Use effective sequences and transitions to achieve coherence and meaning.</p>
	<p>Ⓢ ELA.8.18E Edit drafts for spelling, usage, clarity, organization, and sentence fluency and parallel structures independently and as part of a peer review process.</p> <p>Ⓢ ELA.8.18C Critically examine own writing and others' and revise for meaning and content, and to ensure narrow focus, effective openings and closings, eliminate redundant/extraneous information, and develop ideas with effective transitions, word choice, and consistent voice.</p> <p>Ⓢ ELA.8.18D Revise drafts for coherence, progression, and logical support of ideas.</p>	<p>Ⓢ ELA.9.2C Revise, edit, and proofread writing for appropriateness of organization, content, style, and conventions including spelling, capitalization, punctuation, and agreement.</p>	<p>Ⓢ ELA.10.2C Edit and proofread writing for appropriateness of organization such as deleting sentences, moving sentences or switching the order of existing sentences, content, style, and conventions (spelling, capitalization, punctuation) agreement and word choice independently and as part of a peer review process.</p>	<p>Ⓢ ELA.11.2C Edit and proofread revised composition for organization, content, sentence variety, fluency, and parallel structure, and errors in usage, capitalization, punctuation, and spelling independently and as part of a peer review process.</p>	<p>Ⓢ ELA.12.2H Refine selected pieces frequently to publish for general and specific audiences by editing revised composition for sentence variety, fluency, and parallel structure, and errors in usage, capitalization, punctuation, and spelling independently and as part of a peer review process and proofreading final drafts against edited copy to ensure completed corrections, standard formatting and appropriate documentation.</p>
	<p>ELA.8.18F Refine and publish selected work in accepted formats for general and student audiences using traditional and technological methods.</p> <p>Ⓢ ELA.8.18H Proofread work intended for publishing to ensure appropriate use of mechanics, conventions, and formatting using reference materials and technology, as needed.</p>	<p>ELA.9.2D Refine selected pieces frequently to publish for general and specific audiences in forms such as a literary magazine or class anthology for parents or the adult public.</p>	<p>ELA.10.2D Refine selected pieces frequently to publish using traditional and technological methods in standard and alternative formats for general and specific audiences such as parents or the adult public.</p>	<p>ELA.11.2D Frequently refine selected pieces to publish for general and specific audiences in a variety of ways such as posting in class, reading before an audience, including in a class anthology, or printing in a literary magazine.</p>	
	<p>ELA.8.18G Refine selected work to publish for general and specific audiences using traditional and technological methods (i.e., prepare legible corrected copy, add graphics/visuals, use font, color, white space, and visual elements to enhance product).</p> <p>ELA.8.18I Use grade-appropriate print and electronic reference materials (dictionaries, thesauruses, style manuals) and technology applications to aid in the writing process.</p>	<p>Ⓢ ELA.9.2E Use technology including word processors, thesauruses, spell checker, grammar checker and desktop publishing programs, throughout the writing process for aspects of creating, revising, editing, and publishing.</p>	<p>ELA.10.2E Use technology including word processors, thesauruses, spell checker, grammar checker and desktop publishing programs, throughout the writing process for aspects of creating, revising, editing, and publishing.</p>	<p>ELA.11.2E Select and use technology, applications skillfully, including word processing, graphic, and desktop publishing programs, throughout the writing process to achieve desired results and to meet predetermined publishing criteria.</p>	<p>Ⓢ ELA.12.2G Use technology including word processors, thesauruses, spell checker, grammar checker and desktop publishing programs throughout the writing process for aspects of creating, revising, editing, and publishing texts.</p>



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	Strand 1: Writing (Grammar/Usage/Conventions/Spelling – The student relies increasingly on the conventions and mechanics of written English, including the rules of grammar and usage, to write clearly and effectively.				
	<p>ELA.8.16A Write legibly by selecting cursive or manuscript as appropriate.</p> <p>Ⓟ ELA.8.16B Write with accurate capitalization (races, ethnicities, regions, specific subjects in school, historical events, periods in time, and documents), and punctuate correctly to clarify and enhance meaning (commas to set of long phrases/clauses; semicolons between independent clauses, after business salutations, to introduce a list or lengthy quotation).</p> <p>ELA.8.16C Spell derivatives correctly by applying the spellings of bases and affixes. (7-8)</p> <p>ELA.8.16D Use knowledge of syllable construction patterns; derivatives; inflections to change tense, number, and to compare; frequently misspelled words including common homonyms.</p> <p>Ⓟ ELA.8.17A Review and write with varied sentence structures with attention to parallel construction to express clarity and achieve desired effect.</p> <p>ELA.8.17B Use conjunctions to connect ideas meaningfully.</p> <p>ELA.8.17C Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.</p> <p>ELA.8.17D Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise.</p> <p>ELA.8.17E Use prepositional phrases to elaborate written ideas.</p>	<p>Ⓟ ELA.9.3A Produce legible work that shows mastery of accurate spelling, the correct use punctuation conventions (ellipses; commas- to separate long modifying phrases from independent clauses, to establish clarity or emphasis; semicolons to connect independent clauses with conjunctive adverb; hyphens to join capital letter to noun or participle; quotations to cite print media not capitalized, to indicate words used as slang or in an unusual way) and capitalization.</p> <p>Ⓟ ELA.9.3B Demonstrate control over grammatical elements in composition using prerequisite skills and grade-appropriate skills including subject-verb agreement, pronoun-antecedent agreement, verb forms (indicative, imperative, subjunctive, transitive/intransitive verbs), nominative, possessive, objective case nouns, and nominative, objective, and possessive case pronouns.</p>	<p>Ⓟ ELA.10.3A Produce legible work that shows accurate spelling of similar sounding words (words with -er, -or, -ar endings) past tense verb forms and comparative adjective and adverbial forms, and correct use of the conventions such as, punctuation (including use of semicolons, commas in compound and complex sentences, use of underlining and italics based on print conventions for pamphlets, newspapers, programming, and music compositions and performances, use of italics for scientific names or foreign words, and use of parenthesis to enclose explanatory or supplementary material) and capitalization.</p> <p>Ⓟ ELA.10.3B Write with varied sentence structure to demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.</p>	<p>Ⓟ ELA.11.3A Produce legible work that shows accurate spelling and correct use of the conventions of capitalization, and punctuation conventions including use of ellipses, underlining and italics based on print conventions for pamphlets, newspapers, programming, and music compositions and performances, use of italics for scientific names or foreign words, and use of parenthesis to enclose explanatory or supplementary material.</p> <p>Ⓟ ELA.11.3B Demonstrate control over prerequisite grammatical elements in written composition (including use of nominative, possessive, objective case nouns; indicative, imperative, subjunctive, transitive/intransitive verbs; nominative, objective, and possessive case pronouns, subject-verb agreement, pronoun-antecedent agreement, and parallelism).</p>	<p>Ⓟ ELA.12.3A Produce legible work that shows mastery of accurate spelling and correct use of the conventions of end punctuation, commas in compound and complex sentences and capitalization such as titles of books and poems, school subjects, titles and names, letter closings and proper adjectives and nouns, italics and ellipses.</p> <p>Ⓟ ELA.12.3B Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.</p>



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	<p>ELA.8.17F Use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive.</p> <p>ELA.8.17G Write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Texas's.</p>				
		<p>Ⓟ ELA.9.3C Compose varied and increasingly complex sentence structures with attention to parallel construction, including compound-complex and those with verbals (gerunds, infinitives, participles) to express clarity and achieve desired effect.</p>	<p>Ⓟ ELA.10.3C Compose with varied sentence structure in which he/she avoids (or identifies and corrects) incomplete or unclear comparisons, ambiguous wording, indefinite/unclear pronoun referents, comma splices, misplaced/dangling modifiers, nonstandard language, shift, and/or non-parallel construction, and uses verbals (gerunds, infinitives, participles) to express clarity and achieve desired effect.</p>	<p>Ⓟ ELA.11.3C Write effectively to achieve desired purpose(s) with varied and complex sentence structures, including those containing verbals (gerunds, participles, and infinitives), in which he/she avoids incomplete or unclear comparisons, ambiguous wording, indefinite/unclear pronoun referents, comma splices, misplaced/dangling modifiers, nonstandard language, shift, and/or non-parallel construction.</p>	<p>Ⓟ ELA.12.3C Write effectively to achieve desired purpose(s) with a full range of sentence structures and combine, extend, or expand sentences with relative pronouns, semi-colons with conjunctive adverbs, correlative conjunctions, appositives, verbals (gerunds, participles, and infinitives), and complex clauses.</p>
	<p>ELA.8.16E Use a variety of resources to ensure correct spelling, including commonly misused words and derivatives, to produce error-free final drafts.</p>	<p>ELA.9.3D Use a variety of resources to ensure correct spelling, including commonly misused words and derivatives, to produce error-free final drafts.</p>	<p>Ⓟ ELA.10.3D Use a traditional and electronic resources, including style handbooks and manuals such as the Modern Language Association (MLA), American Psychological Association, and The Chicago Manual of Style (CMS), to ensure correct spelling, including commonly misused words and derivatives, and to produce error-free final drafts</p>	<p>ELA.11.3D Use a variety of sources, including computer checks, proofreading multiple times, and multiple peer edits, to produce error-free writing in the final draft</p>	<p>ELA.12.3D Use a variety of resources to ensure correct spelling, including commonly misused words and derivatives, to produce error-free final drafts.</p>
				<p>Ⓟ ELA.11.3E Use a manual of style such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS) to create bibliographies, list sources, or to document research in reports and projects.</p>	<p>Ⓟ ELA.12.3E Choose an appropriate use a manual of style such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS) to create bibliographies, list sources, or to document research in reports and projects.</p>
Strand 1: Writing (Research – The student uses writing as a tool for learning.).					
	<p>ELA.8.20A Ask and respond to probing questions to inform and direct research.</p>	<p>ELA.9.4A Use writing to formulate a set of questions, refine topics, and clarify ideas.</p>	<p>ELA.10.4A Use varied writing such as logs, journals, or graphic organizers to formulate questions, refine topics, and clarify ideas.</p>	<p>ELA.11.4A Use writing to generate and refine narrow interpretive and/or evaluative questions based on a self-generated thesis for a specific topic and clarifies ideas.</p>	<p>Ⓟ ELA.12.4A Use writing to generate and refine narrow interpretive and/or evaluative questions based on a self-generated thesis for a specific topic and clarify ideas inquiry formulate questions, refine topics, and clarify ideas.</p>



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	ELA.8.20B Organize prior knowledge about topic in a variety of ways such as by producing a graphic organizer.	ELA.9.4B Use writing strategies, such as K-W-L, concept squares, webbing, outlining, or question/answer organizers, to discover, organize prior and newly-acquired knowledge, and support what is known and what needs to be learned about a topic.	ELA.10.4B Use writing strategies such as K-W-L, Q and A, concept squares, webbing, or outlining to discover, organize, and support what is known and what needs to be learned about a topic.	ELA.11.4B Use a variety of writing strategies (e.g., K-W-L, Q and A, concept squares, webbing, logs, journals and outlining) to discover, organize, and support what is known and what needs to be learned about a topic.	ELA.12.4C Use a variety of writing strategies (e.g., K-W-L, Q and A, concept squares, webbing, logs, journals and outlining) to discover, organize, and support what is known and what needs to be learned about a topic.
	ELA.8.20C Takes notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches.	ELA.9.4C Compile information from primary sources including speeches, letters, interviews, photographs, governmental documents and secondary sources such as on-line databases, reference books, fictionalized biographies, literature, and history books in systematic ways using available technology.	ELA.10.4C Compile information from primary include speeches, letters, interviews, photographs, government documents include and secondary sources include reference materials, history books and literature in systematic ways using available technology.	ELA.11.4C Compile information in a systematic and organized manner from primary sources (e.g., speeches, letters, interviews, photographs, government documents) and secondary sources (e.g., reference materials, history books and literature) to use in systematic ways using available technology.	ELA.12.4D Compile information using a variety of systematic note taking strategies from primary sources (speeches, letters, interviews, photographs, government documents) and secondary sources (reference materials, history books and literature) using available technology.
	ELA.8.20D Summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines.				
	ELA.8.20E Present information in various forms using available technology.	ELA.9.4D Represent information in a variety of ways (such as fishbone maps, flow charts, webs, Venn diagrams, and other graphic organizers such as graphics, conceptual maps, and learning logs) to organize and communicate information.	ELA.10.4D Create appropriate visuals to represent information in a variety of ways such as graphics, conceptual maps, matrix flow charts, pictures, cartoons and learning logs.	ELA.11.4D Create appropriate visuals to represent information in a variety of ways such as graphics, conceptual maps, and learning logs.	ELA.12.4E Synthesize notes from multiple sources in useful and informative ways such as graphics, conceptual maps, and learning logs.
					ELA.12.4F Link related information and ideas from a variety of sources.
		ELA.9.4E Use writing as a study tool, including note-taking strategies such as learning logs, two-column notes, and response journals to prioritize, clarify and remember information.	ELA.10.4E Use writing as a study tool includes note-taking strategies such as learning logs, two-column notes, and response journals to prioritize, clarify and remember information.	ELA.11.4E Uses writing as a study tool (e.g., note-taking, two-column notes, response journals, learning logs) to prioritize, clarify and remember information.	ELA.12.4B Use writing to discover, record, review, and learn.
	ELA.8.20G Write a research paper (500-600 words) with an introduction including a thesis statement, a body with paragraphs pertaining to each subtopic supported with relevant details, a conclusion offering insights gained from research/commentary, and a works cited page in an accepted format.	ELA.9.4F Write a research paper (750+ words) with a title page, topic outline, recognizable text structure, narrow scope, thesis statement, pertinent supporting paragraphs with facts, examples, or explanations from authoritative sources with parenthetical documentation, logical conclusion, and a works cited page (minimum six sources) using MLA or APA formats.	ELA.10.4F Write a research paper (950+words) with a title page, topic outline, recognizable text structure, narrow scope, thesis statement, pertinent supporting paragraphs with facts, examples, or explanations from authoritative sources with parenthetical documentation, logical conclusion, and a works cited page using MLA or APA formats.	ELA.11.4F Using multiple sources to draw conclusions based on research and compile written ideas and representations into a research paper (950+words with a title page, topic outline, recognizable text structure, narrow scope, thesis statement, pertinent supporting paragraphs with facts, examples, or explanations from authoritative sources with parenthetical documentation, logical conclusion, and a works cited page using MLA or APA formats), outlines, storyboards, summaries, or other formats.	ELA.12.4G Compile written ideas and representations into reports (1250+words with a title page, topic outline, recognizable text structure, narrow scope, thesis statement, pertinent supporting paragraphs with facts, examples, or explanations from authoritative sources with parenthetical documentation, logical conclusion, and a works cited page using MLA or APA formats), summaries, or other formats and draw conclusions.



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	ELA.8.19D Analyze published examples as models for writing.	Ⓢ ELA.9.4G Analyze sentence composition and stylistic strategies writers in different fields use to compose a variety of forms to communicate information (such as business letters, newspapers, literary selections, journal articles, lab reports, and textbooks).	ELA.10.4G Use models from published texts to analyze strategies that writers in different fields use to compose include business letters, newspaper articles, literary texts, journal articles, lab reports, and expository texts and as the basis of sentence and stylistic imitation to refine writing skills.	ELA.11.4G Analyze strategies that writers in different fields use to compose including writings of novelists, scientists, news reporters, and business people. as the basis of sentence and stylistic imitation to refine writing skills.	
					ELA.12.4H Use writing as a tool for reflection, exploration, problem solving, and to enhance learning personal growth.
Strand 1: Writing (Analysis – The student communicates with writers inside and outside the classroom, including writers who represent diverse cultures.)					
					Ⓢ ELA.12.5A Analyze strategies including examples of stylistic techniques and modes from published texts (prose, poetry, everyday/practical texts) that writers, including novelists, scientists, news reporters, and business people use to compose for appreciation, imitation (not plagiarizing), and/or reference during writing.
					ELA.12.5B Apply appropriate formats to correspond with other writers electronically including email, telephone and in conventional letters.
					ELA.12.5C Collaborate with other writers in peer review, dialogues, and to create products such as group projects, web sites and newsletters.
					ELA.12.5D Recognize how writers represent and reveal their cultures including biases, values and traditions in texts.
Strand 1: Writing (Evaluation – The student evaluates his/her own writing and the writings of others.)					
	ELA.8.19A Use understandings gained from extensive reading of published (including TAKS Open-ended Response and Writing rubrics), teacher-developed and student-generated models of criterion- and quality-based rubrics to apply to his/her own writing in process and to critically evaluate his/her completed compositions and those of others.	Ⓢ ELA.9.5A Use understandings gained from extensive review and discussion of published, teacher-developed, and student-generated models of criterion- and quality-based rubrics, including the TEA rubrics, to apply to his/her own writing in process and to critically evaluate his/her completed compositions and those of others.	Ⓢ ELA.10.5.A Use published, teacher-developed, and student-generated models of criterion- and quality-based rubrics, including the TEA rubrics, to apply to his/her own writing in process and to critically evaluate his/her completed compositions and those of others for mechanics, content, organization, and style.	Ⓢ ELA.11.5A Use knowledge of grammar and usage and understandings gained from extensive review and discussion of published, teacher-developed, and student-generated models of criterion- and quality-based rubrics, including the TEA rubrics, to critically evaluate his/her completed compositions and those of others for mechanics and content.	ELA.12.6A Use a rubric to evaluate how well writing achieves its purposes and engage in conversations with peers and the teacher about aspects of his/her own writing and the writings of others.



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		ELA.9.5B Retain ownership of writing and productively articulate his/her final decisions on revision decisions based on critical commentary offered in peer conferences.	ELA.10.5.B Retain ownership of writing and productively articulate his/her final decisions on revision decisions based on critical commentary offered in peer conferences.	ELA.11.5B Retain ownership of writing and articulate his/her final decisions on revision decisions based on critical commentary offered in peer conferences using productive interaction skills.	ELA.12.6B Analyze and discuss published pieces as writing models and apply criteria developed by self and others to evaluate writing.
					ELA.12.6C Maintain a portfolio to accumulate and review his/her own written work to determine its strengths and weaknesses and to continuously set his/her own goals as a writer.
Strand 2: Reading (Word Identification/Vocabulary Development – The student acquires an extensive vocabulary through reading and systematic word study.)					
	ELA.8.6A Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.	ELA.9.6A Expand vocabulary analyzing multi-syllabic words, words originating from languages other than English, and content vocabulary through wide reading, listening, and discussing using a variety of strategies to facilitate comprehension and retention.	Ⓟ ELA.10.6A Expand vocabulary through wide reading with an emphasis on analyzing multi-syllabic words, words from origins other than English, and content vocabulary, and participating in academic discourse to facilitate comprehension and retention.	Ⓟ ELA.11.6A Expand vocabulary through wide reading, listening, and discussing to facilitate comprehension and retention.	ELA.12.7A Expand vocabulary through wide reading, studying multi-syllabic content words with different origins, listening, and discussing.
		Ⓟ ELA.9.6B Select from a full range of context clues, including indirect clues, to determine meanings of unfamiliar words and phrases in figurative language (including similes, metaphors, hyperbole, and personification) idioms, technical vocabulary, and multiple meaning words.	Ⓟ ELA.10.6B Select from a full range of context clues, including indirect clues, to determine meanings of unfamiliar words, technical vocabulary, and literary or figurative language (e.g., similes, metaphors, idioms, hyperbole, personification) and multiple meaning words.	Ⓟ ELA.11.6B Select from a full range of rely on context clues to determine meanings of words and phrases such as figurative language (alliteration, assonance, metaphor and onomatopoeia), connotation and denotation of words, analogies, idioms, and variations of content area or specific technical vocabulary.	Ⓟ ELA.12.7B Select from a full range of context to determine meanings of words and phrases such as figurative language (alliteration, assonance, metaphor and onomatopoeia), connotation and denotation of words, analogies, idioms, and recognizing variations of content area or specific technical vocabulary.
	Ⓟ ELA.8.6B Use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes.	Ⓟ ELA.9.6C Apply meanings of prefixes, roots, and suffixes in order to comprehend unfamiliar words.	ELA.10.6C Apply meanings of prefixes, roots, and suffixes in order to comprehend unfamiliar words.	ELA.11.6C Analyze/apply meanings of prefixes, roots, and suffixes in order to comprehend unfamiliar words.	ELA.12.7C Analyze meanings of prefixes, roots, and suffixes in order to comprehend unfamiliar words.
	Ⓟ ELA.8.6C Use self-monitoring and self-correcting strategies, morphemes (meaningful parts of words), and pronunciation symbols in dictionaries and glossaries to decode, determine meaning, and to pronounce unfamiliar words.	ELA.9.6D Research word origins, including Anglo-Saxon, Latin, and Greek words in order to develop vocabulary.	ELA.10.6D Research Anglo-Saxon, Latin, and Greek word origins as an aid to understanding meanings of unfamiliar words, derivations, spelling and influence on the English language.	ELA.11.6D Research Anglo-Saxon, Latin, and Greek word origins, to develop vocabulary and aid in the comprehension of unfamiliar words and phrases research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language.	ELA.12.7D Research Anglo-Saxon, Latin, and Greek word origins, to develop vocabulary and aid in the comprehension of unfamiliar words, phrases, and spellings as well as influences on the English language.



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		ELA.9.6E Use traditional and electronic reference material such as including explanatory notes in collegiate level dictionaries, glossaries, dictionary, thesauruses, and available technology to determine precise and differentiated meanings and usage..	ELA.10.6E Use traditional and electronic reference material such as including explanatory notes in collegiate level dictionaries, glossaries, dictionary, thesauruses, and available technology to determine precise and differentiated meanings and usage.	ELA.11.6E Use reference material with mastery such as glossary, dictionary, thesaurus, and available technology to determine precise meanings of meanings and usage.	ELA.12.7E Exhibit mastery use of reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning of multiple meaning words and usage.
		ELA.9.6F Construct and identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation, and discuss how analogies are used in literature with teacher provided examples.	ELA.10.6F Discriminate between connotative and denotative meanings and interpret the connotative power of words and/or figurative language and their influence on tone, style, and an author’s message in fiction, nonfiction, and media texts, with targeted citations.	ELA.11.6F Show increasing sophistication and ability to determine precise and differentiated meaning between connotative and denotative usage and interpret the connotative power of words.	ELA.12.7F Show increasing sophistication and ability to determine precise and differentiation between connotative and denotative meanings and interpret the connotative power of words.
			ELA.10.6G Read and understand analogies in literature with teacher provided examples.	ELA.11.6G Read, understand and compare how authors use analogies in literature	ELA.12.7G Read, understand and compare how authors use analogies in literature.
	Strand 2: Reading (Comprehension – The student comprehends selections using a variety of strategies.)				
	ELA.8.10B Establish and adjust purposes for reading (such as reading to find out, to understand, to interpret, to enjoy, and to solve problems).	ELA.9.7A Establish his/her own purpose for reading such as to discover, interpret, and enjoy and analyze an author’s purpose(s) for writing using the author’s choice of form (drama, fiction, nonfiction, verse), mode (descriptive, expository, narrative, persuasive), and use of stylistic elements as evidence, recording in reading logs or similar formats.	ELA.10.7A Establish a purpose for reading such as to discover, interpret, enjoy, and maintain a reading log and speculate on an author’s purpose(s) for writing and use evidence from the text (form, mode, stylistic elements) to evaluate the degree to which he/she achieves the purpose.	ELA.11.7A Identify, establish and adjust purposes for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems.	ELA.12.8A Establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems.
	ELA.8.10A Use his/her own knowledge and experience to comprehend.	ELA.9.7B Draw upon his/her own background, using strategies such as discussing and listing what is known about a subject, to provide connection to texts.	ELA.10.7B Draw upon his/her own background such as discussing, listing, what they know about a subject to provide connection to texts.	ELA.11.7B Draw upon his/her own backgrounds using a variety of strategies (e.g., discussing or listing what he/she knows about a subject) to provide connection to texts.	ELA.12.8B Draw upon his/her own background such as by discussing or listing what he/she knows about a subject and searching out additional information about a topic or subject to extend his/her own background to provide connection to texts.
	ELA.8.10C Use a variety of strategies before and during reading and make modifications (refocus, stop to clarify, adjust rate, read ahead, develop questions and search for answers, question author) when understanding breaks down to enhance comprehension.	ELA.9.7C Incorporate and modify the use of a variety of strategies before and during reading to monitor comprehension and adjust when understanding breaks down (e.g., rereading, using resources, highlighting, and asking questions).	ELA.10.7C Incorporate a variety of strategies (rereading, using resources, highlighting, and questioning) before and during reading to monitor his/her own reading and modify or adjust when comprehension and understanding breaks down.	ELA.11.7C Incorporate a variety of strategies (e.g., rereading, using resources, highlighting, and questioning) before and during reading and modify them when comprehension understanding breaks down.	ELA.12.8C Incorporate a variety of strategies such as rereading, using resources, highlighting, and asking questioning before and during reading to monitor reading strategies and modify them when comprehension understanding breaks down.



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	<p>Ⓟ ELA.8.10L Construct visual representations such as tables, Frayer models, timelines, webs, Venn diagrams, outlines, fishbone maps, and flow charts, to demonstrate comprehension.</p>	<p>ELA.9.7D Construct images such as graphic organizers based on text descriptions and text structures (including informational, narrative, and compare/ contrast).</p>	<p>ELA.10.7D Construct images such as graphic organizers based on text descriptions and text structures (cause-effect, comparison, classification, chronology and narrative).</p>	<p>ELA.11.7D Construct images such as graphic organizers based on text descriptions in fiction and nonfiction and text structures, including narrative, chronological, cause/effect, and compare/contrast.</p>	<p>ELA.12.8D Construct images such as graphic organizers based on text descriptions and text structures such as expository, informational, narrative, and compare/ contrast text.</p>
		<p>Ⓟ ELA.9.7E Analyze the organizational and structural patterns in expository texts (chronology, cause-effect, comparison, classification, and process) to determine and note essential information.</p>	<p>Ⓟ ELA.10.7E Analyze the organizational and structural patterns in expository texts (cause-effect, comparison, and classification, chronology) to determine how they influence understanding and to extract and note essential information.</p>	<p>Ⓟ ELA.11.7E Analyze text structures such as compare and contrast to determine similarities and differences for two concepts or characters, cause and effect using content specific expository text where causes are given that result in an event or events and narrative texts to determine plot and characterization implications, and chronological ordering.</p>	<p>Ⓟ ELA.12.8E Analyze text structures such as compare and contrast to determine similarities and differences for two concepts or characters, cause and effect using content specific expository text where causes are given that result in an event or events, and chronological ordering.</p>
	<p>Ⓟ ELA.8.10F Determine a text's main (or major) ideas and how those ideas are supported with details.</p>	<p>Ⓟ ELA.9.7F Identify and/or paraphrase explicit and implicit main ideas and significant details from narrative, expository, and persuasive texts.</p>	<p>ELA.10.7F Select and/or produce relevant paraphrased statements and concise summaries of main ideas and significant details from text selections to communicate the gist of a selection or passage and/or to support analysis of fiction and non-fiction.</p>	<p>Ⓟ ELA.11.7F Select and/or construct concise summaries, with and without reference aids, of literary and informational texts (e.g., novels, single passages chapters) by identifying and including explicit and implicit main ideas and significant details.</p>	<p>Ⓟ ELA.12.8F Produce and select summaries of texts, single passages or a section of a chapter with and without reference aids by identifying and recognizing main ideas and their supporting details.</p>
	<p>Ⓟ ELA.8.11C Support responses by citing relevant text evidence and identifying "ideas" from a story which support another given idea.</p>				
	<p>Ⓟ ELA.8.10G Select and/or construct paraphrased statements and brief summaries to support restatement, graphic representation, and/or analysis of fiction and non-fiction.</p>	<p>ELA.9.7G Construct and/or select relevant paraphrased statements and concise summaries of major ideas from text selections.</p>			
	<p>Ⓟ ELA.8.10H Draw inferences (conclusions or generalizations) from a set of facts or character actions and support them with text evidence.</p>	<p>Ⓟ ELA.9.7H Synthesize prior knowledge and information from single or multiple texts to draw reasonable, logical inferences such as predictions, conclusions, and generalizations and support those inferences with text evidence.</p>	<p>Ⓟ ELA.10.7G Draw reasonable, logical inferences such as conclusions, generalizations, and predictions based on a fiction or nonfiction passage and support them with text evidence and experience.</p>	<p>Ⓟ ELA.11.7G Synthesize prior knowledge and information from single or multiple texts to draw reasonable, logical inferences (conclusions, generalizations, predictions) and support them with text evidence.</p>	<p>Ⓟ ELA.12.G Draw inferences such as conclusions, generalizations by considering events and facts and predicting what will occur next, and support them with text evidence and experience.</p>
	<p>ELA.8.10M Use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record.</p>	<p>ELA.9.7I Identify and apply a wide range of study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand and retain difficult content material in texts.</p>	<p>ELA.10.7H Select, vary, and adjust reading and study strategies (note taking, annotation, text coding, outlining, SQ3R, graphic representations aligned to varied text structures) purposefully based on the demands of the text(s) and purpose(s) for reading.</p>	<p>ELA.11.7H Identify and apply a variety of study strategies such as skimming and scanning, note taking, annotation, outlining, and using study-guide questions to understand and retain difficult content material and to better understand literary texts.</p>	<p>ELA.12.8H Identify and apply a variety of study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to understand and retain difficult content material better understand texts.</p>



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	ELA.8.7E Read silently with increasing ease for longer periods (235 - 270 wpm for at least 60 minutes daily).	ELA.9.7J Read grade-appropriate materials silently with comprehension at 270 wpm for at least 60 minutes daily, adjusting speed for purpose as appropriate.	ELA.10.7I Read grade-appropriate materials silently at 270 wpm minimally for at least 60 minutes daily with comprehension for a sustained period of time, adjusting speed for purpose.	ELA.11.7I Read grade-appropriate materials silently at 270 wpm minimally for at least 60 minutes daily, adjusting speed and strategies for purpose, as appropriate.	ELA.12.8I Read grade-appropriate materials silently at 270 wpm minimally for at least 60 minutes daily, adjusting speed and strategies for purpose, as appropriate.
Strand 2: Reading (Variety of texts - The student reads extensively and intensively for different purposes in varied sources, including world literature.)					
	<p>Ⓢ ELA.8.8A Read from a variety of narrative, expository, and media texts (textbooks, nonfiction/informational texts, autobiography, short stories, realistic fiction, drama, and poetry) to participate in independent and teacher-directed author and genre-specific studies.</p> <p>Ⓢ ELA.8.8C Read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing.</p> <p>ELA.8.8D Read to take action such as to complete forms, make informed recommendations, and write a response.</p>	<p>Ⓢ ELA.9.8A Read a wide variety of self-selected and assigned text to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing.</p>	ELA.10.8A Read self-selected and assigned material to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models, maintain a log to use in his/her own writing.	ELA.11.8A Read a wide variety of self-selected and assigned texts to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing.	ELA.12.9A Read a wide variety of self-selected and assigned texts to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing.
	Ⓢ ELA.8.8B Select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure.	ELA.9.8B Read extensively in multiple genres in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media. Including selections from classic and contemporary world literature.	Ⓢ ELA.10.8B Read varied genres and sources of nonfiction (diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media) to develop skills in interpretation and analysis.	ELA.11.8B Read extensively in multiple genres in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media.	ELA.12.9B Read extensively in multiple genres in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media.
		ELA.9.8C Read world literature, including classic and contemporary works which may include Romeo and Juliet, the Odyssey, Great Expectations, and House on Mango Street.	ELA.10.8C Read fiction (short stories, novels, drama, poetry including selections from classic and contemporary world literature, originally written in English or translated to English from Greek, European, African, Asian, and North and South American literature to develop skills in interpretation and analysis.	ELA.11.8C Read extensively in multiple genres, both literary and informative, with an emphasis on American literature from periods such as pre-colonial, colonial and revolutionary, romanticism and idealism, realism and naturalism, and 20 th century.	ELA.12.9C Read extensively in multiple genres, both literary and informative, with an emphasis on British literature from periods such as old English, medieval, English renaissance, 17 th century, 18 th century, romantic, Victorian, and modern and post-modern.



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	ELA.8.14C Articulate and compare the influence distinctive cultural mores, values, social conventions, and gender roles have on literary themes and messages using multicultural texts.	Ⓟ ELA.9.8D Analyze and interpret how an author's historical, cultural, or political perspectives, opinions, biases, and use of facts and/or propaganda contribute to the message and potential influence of a text on the audience, and the possible influences of the historical context on a literary work.	Ⓟ ELA.10.8D Analyze and interpret how an author's historical, cultural, or political perspectives, opinions, biases, and use of facts and/or propaganda contribute to the message and potential influence of a text on the audience.	Ⓟ ELA.11.8D Analyze and interpret how an author's historical, cultural, or political perspectives, opinions, biases, and use of facts and/or propaganda contribute to the message and potential influence the text and its audience.	ELA.12.9D Analyze and interpret how an author's historical, cultural, or political perspectives, opinions, biases, and use of facts and/or propaganda contribute to the message and potential influence the text and its audience.
Strand 2: Reading (The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures.)					
	ELA.8.14B Determine distinctive and common characteristics of cultures through wide reading.	ELA.9.9A Recognize and compare the influence of distinctive and shared cultural characteristics and mores across time and place in literature to his/her cultural norms and experiences through reading.	ELA.10.9A Recognize and compare the influence of distinctive and shared cultural characteristics, mores, and norms (e.g., impact of governments, ways of work, various religions, home values roles of men and women, traditions, celebrations, toys) to his/her cultural norms and experiences of cultures through reading.	ELA.11.9A Recognize and compare the influence of distinctive and shared cultural characteristics and norms, mores across time, and place in literature to his/her cultural norms and experiences.	ELA.12.10A Compare and evaluate cultural influences on past literary traditions and contemporary writing
	ELA.8.10A Use his/her own knowledge and experience to comprehend.	ELA.9.9B Compare text events to his/her own responses and interpretations with his/her own and other readers' experiences.	ELA.10.9B Compare text events to his/her own responses and interpretations with other readers' experiences.	ELA.11.9B Compare text events to his/her own responses and interpretations with his/her own and other readers' (e.g., peers') experiences.	ELA.12.10B Compare text events to his/her own responses and interpretations with his/her own and other readers'
					ELA.12.10C Recognize and discuss themes including honor, courage, perseverance, loyalty, and survival and connections that cross cultures.
Strand 2: Reading (Literary Response – The student expresses and supports responses to various types of texts.)					
	ELA.8.11A Offer observations, make connections, react, speculate, interpret, and raise questions in response to texts.	ELA.9.10A Analyze and respond in discussions, journals, oral interpretations, and dramatizations to informational and aesthetic elements such as evocative language, figurative language and word choice in literary and informational texts	ELA.10.10A Analyze and respond to informational and aesthetic elements such as flow, rhythm, evocative language, figurative language and beauty of word choice in texts such as discussions, journals, oral interpretations, and dramatizations.	ELA.11.10A Respond to informational and aesthetic elements in texts in a variety of ways, such as through discussions, journal entries, oral interpretations, enactments, and graphic displays.	ELA.12.11A Respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, evocative language, and beauty of language, rhythm and graphic displays.
		Ⓟ ELA.9.10B Use elements of text such as a direct quotation, a specific synopsis, or a paraphrased quotation to defend his/her own responses and interpretations.	Ⓟ ELA.10.10B Use text evidence (citing a direct quotation, stating a specific synopsis, or paraphrasing) to support to defend his/her own responses and interpretations.	ELA.11.10B Use elements of text such as a direct quotation, a specific synopsis, or a paraphrased quotation to defend, clarify, and negotiate responses and interpretations.	ELA.12.11B Use elements of text such as a direct quotation, a specific synopsis, or a paraphrased quotation to defend, clarify and negotiate his/her own responses and interpretations.



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	ELA.8.10I Find similarities and differences across texts such as in treatment, scope, or organization.	ELA.9.10C Compare reviews of literature, film, and performance with his/her own responses and interpretations.	ELA.10.10C Compare reviews of familiar literature, film, or performance with his/her own responses and interpretations.	ELA.11.10C Analyze written reviews of literature, film, and performance and compare with his/her own response and interpretations.	ELA.12.11C Compare and defend, with logical argument and evidence, his/her own response and reaction to published reviews of familiar literature, film, and performance.
					ELA.12.11D Evaluate text through critical analysis.
Strand 2: Reading (Literary Concepts – The student analyzes elements for their contributions to meaning in literary texts.)					
		Ⓢ ELA.9.11A Recognize theme (general observation about life or human nature) which may include betrayal, materialism, greed, war, loyalty, and survival within a text.	ELA.10.11A Compare and contrast uses of literary elements and techniques in prose and poetry and their influence on meanings and messages in the text (direct and indirect characterization, archetype; mood and tone/tone shift; multifaceted themes; symbolism; metaphor, extended metaphor; sarcasm; satire; allusion).	Ⓢ ELA.11.11A Compare and contrast the author's use of literary elements and techniques in prose and poetry and their influence on meanings and messages (direct and indirect characterization, archetype; plot line and specific conflict; tone shift; multifaceted themes; motif; symbolism; metaphor, extended metaphor; understatement; historical, literary, mythological allusion) both within and across texts.	Ⓢ ELA.12.12A Compare and contrast the more subtle aspects of texts such as tone, mood, and allusions, identify common literary themes such as overcoming a problem, survival, family relationships, perseverance, courage, and identify the classic text conflicts, including man vs. man, man vs. himself, man vs. nature and man vs. society both within and across texts.
					Ⓢ ELA.12.12B Propose and provide examples of themes that cross texts such as self-respect, ambition, eternity, prejudice, perseverance, and survival.
		Ⓢ ELA.9.11B Analyze the relevance of setting (which can be more than a place; it may include time period, era, weather, geography, mood, etc.) and time frame to text's meaning.	Ⓢ ELA.10.11B Analyze relevance of setting and time frame to text's meaning.	ELA.11.11B Recognize and analyze relevance of setting and time frame to text's meaning.	ELA.12.12C Analyze relevance of setting and understand it is both time and environment such as time period, era weather, and geography and recognize how it influences text's meaning.
	Ⓢ ELA.8.12F Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo. (4-8)	Ⓢ ELA.9.11.C Analyze characters, including their motives, traits, relationships and changes, and identify time and point of view.	Ⓢ ELA.10.11C Describe and analyze the development of plot including exposition, rising action, climax, falling action and resolution, and identify primary and secondary conflicts and how they are addressed and resolved.	Ⓢ ELA.11.11C Describe the development of plot including exposition, rising action, climax, resolution, and identify conflicts (primary and secondary) and how they are addressed and resolved.	ELA.12.12D Describe the development of plot including exposition, rising action, climax, resolution, and identify conflicts primary and secondary conflicts and how they are addressed and resolved.
Ⓢ ELA.8.12G Analyze character traits, relationships, changes they undergo, motivations, conflicts (man vs. man, man vs. nature, man vs. himself, man vs. society), and point of view.)					



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		<p>Ⓟ ELA.9.11D Identify basic conflicts found in literature, such as man vs. man, man vs. himself, man vs. nature and man vs. society.</p>	<p>ELA.10.11D Analyze the melodies of literary language including its use of evocative words and rhythms, focusing on idioms, metaphors, and personification.</p>	<p>ELA.11.11D Recognize and analyze the melodies of literary language (including personification, alliteration, assonance, consonance, onomatopoeia), including its use of evocative words and rhythms.</p>	<p>ELA.12.12E Recognize and analyze the melodies of literary language including personification, hyperbole, metaphor, alliteration, assonance, onomatopoeia, and its use of evocative words and rhythms.</p>
		<p>ELA.9.11.E Recognize and analyze the development of plot in narrative text including rising action, climax, falling action, and resolution.</p>	<p>ELA.10.11E Connect literature to historical contexts such as Ancient Greece, 17th and 18th Century Europe, ancient and modern Africa; ancient and modern South America, current events, and his/her own experiences.</p>	<p>ELA.11.11E Analyze the relationship of classic and contemporary American literature to historical contexts, current events, and to his/her own experiences.</p>	<p>ELA.12.12F Connect literature to historical contexts, analyze the interrelationship of events and eras from World History, such as Ancient Greece, 17th and 18th Century Europe, ancient and modern Africa, ancient and modern South America to classic literature such as Julius Caesar, Arthurian Legends and Antigone, current events, and his/her own experiences.</p>
	<p>Ⓟ ELA.8.12J Recognize and interpret literary devices such as flashback (interjection of events of earlier occurrence), foreshadowing (indicate beforehand an event to occur), and symbolism (invisible or intangible representation).</p>	<p>ELA.9.11F Recognize and interpret important symbols which might include meanings for colors, images for freedom, representations for death etc.</p>			
	<p>ELA.8.10D Explain how use of imagery enhances his/her own understanding of text.</p>	<p>ELA.9.11G Recognize and interpret poetic elements like metaphor, simile, personification, alliteration, onomatopoeia and the effect of sound on meaning.</p>	<p>ELA.10.11F Understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.</p>	<p>Ⓟ ELA.11.11F Recognize and understand all literary genres and their accompanying terminology literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.</p>	<p>ELA.12.12G Recognize and understand all literary genres and their accompanying terminology such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.</p>
	<p>ELA.8.12B Recognize the distinguishing features of genres, including drama, folktales, autobiography, historical fiction, biography, historical fiction, informational texts, and media.</p>	<p>ELA.9.11H Understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.</p>			



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Strand	Grade 8	English I	English II	English III	English IV
	Strand 2: Reading (Analysis/Evaluation – The student reads critically to evaluate texts and the authority of sources.)				
	<p>ELA.8.10E Use the text's structure (descriptive, cause/effect, concept/definition) and progression of ideas such as cause and effect or chronology to locate, record, and recall information.</p> <p>ELA.8.12I Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically.</p> <p>ELA.8.12H Describe how the author's perspective or point of view affects the text.</p>	<p>ELA.9.12A Analyze characteristics of narrative and expository text, including its structure, word choices, style, and intended audience.</p> <p>ELA.9.12B Evaluate the credibility of information sources and determine the writer's motives, biases, and/or hidden agendas that may influence the text meaning.</p> <p>ELA.9.12C Deconstruct and analyze texts to identify and evaluate the presence, type and possible effect on the reader of logical argument and to determine the mode of reasoning used such as induction and deduction.</p> <p>ELA.9.12D Analyze texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques.</p>	<p>ELA.10.12A Analyze characteristics of narrative and expository text, including its structure, word choices, style and intended audience.</p> <p>ELA.10.12B Evaluate the credibility of information sources and analyze and determine the writer's motives, biases and or hidden agendas that may influence the text meaning.</p> <p>ELA.10.12C Use critical questions to recognize and analyze logical, deceptive, and/or faulty modes of persuasion in texts.</p>	<p>ELA.11.12A Analyze characteristics of narrative and expository text; including its structure, word choices, style and intended audience.</p> <p>ELA.11.12B Evaluate, using evidence from the text and other sources, how an author's historical, cultural, or political perspectives, opinions, biases, and use of facts and/or propaganda contribute to the message and potential influence of a text on the audience.</p> <p>ELA.11.12C Recognize logical, deceptive, and/or faulty modes of persuasion and persuasive techniques in various texts such as print ads, web pages, email, brochures, editorial contributions, and solicitations.</p>	<p>ELA.12.13A Analyze characteristics of clear text such as conciseness, correctness, and completeness.</p> <p>ELA.12.13B Evaluate the credibility of information sources and determine the writer's motives, biases and or hidden agendas that may influence the text meaning.</p> <p>ELA.12.13C Recognize logical, deceptive, and/or faulty modes of persuasion in text. Recognize logical, deceptive, and/or faulty modes of persuasion and persuasive techniques in various texts such as print ads, web pages, email, brochures, editorials, contribution and solicitation.</p> <p>ELA.12.13D Apply modes of reasoning such as induction and deduction to think critically.</p> <p>ELA.12.13E Analyze how a writer's motivation, stance, or position may affect text credibility, structure, and tone.</p> <p>ELA.12.13F Analyze aspects of texts such as patterns of organization including compare/contrast, cause/effect, problem/solution, chronological, concept/definition, persuasion and choice of language such as formal, informal, descriptive, ornate, and ordinary for their effect on audiences.</p>



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	Strand 2: Reading (Inquiry/Research – The student reads in order to research self-selected and assigned topics.)				
	<p>ELA.8.13A Develop and revise thesis statements and relevant questions pertaining to a specific topic before, during, and after reading multiple print and non-print resources independently.</p>	<p>ELA.9.13A Generate and refine narrow, relevant, researchable interpretive and /or evaluative based on “information known” or “information commonly known” on topics such as characteristics of common illnesses, community problems, or political or social issues.</p>	<p>ELA.10.13A Generate and refine narrow interpretive and/or evaluative relevant, interesting, and researchable questions based on a self-generated thesis for a specific topic of inquiry.</p>	<p>ELA.11.13A Generate and refine narrow interpretive and/or evaluative questions based on a self-generated thesis for a specific topic of inquiry related to literary analysis before, during, and after reading multiple print and non-print resources independently.</p>	<p>ELA.12.14A Generate and refine narrow interpretive and /or evaluative questions relevant, interesting, and researchable questions .</p>
	<p>ELA.8.13B Use text organizers, including headings, graphic features, and tables of contents, to locate and organize information.</p>	<p>ELA.9.13B Locate appropriate print and non-print information using texts and technical resources, periodicals and book indexes, including databases and the Internet websites, on a narrow topic.</p>	<p>ELA.10.13B Locate appropriate print and non-print information using text and technical resources, including databases and the Internet.</p>	<p>ELA.11.13B Conduct and document an independent, sophisticated, ethical search in traditional and electronic sources (including databases and the Internet) for information to support a thesis, foster an argument, or advance a position in preparation for a formal paper/presentation.</p>	<p>ELA.12.14B Locate appropriate print and non-print information using texts and technical resources, periodicals and book indexes, including databases and the Internet websites, on a narrow topic.</p>
<p>ELA.8.13C Use multiple sources, including electronic texts, print resources, and field experts, to locate information relevant to research questions.</p>					
<p>ELA.8.13D Interpret and use graphic sources (K-W-L charts, concept squares, semantic maps, herringbone charts, timelines, webs, graphs, timelines, and tables) to address research questions.</p>					
	<p>ELA.8.13F Produce research projects and reports in effective formats for various audiences.</p>	<p>ELA.9.13C Organize, convert, and ethically record information acquired through research into different forms such as charts, graphs, note cards, logs and drawings.</p>	<p>Ⓟ ELA.10.13C Use text organizers such as overviews, headings, and graphic features to locate, recall and categorize information.</p>	<p>ELA.11.13C Organize, convert, and ethically record information into different forms such as charts, graphs, note cards, logs and drawings. Use text organizers such as overviews, headings, and graphic features to locate and categorize information.</p>	<p>Ⓟ ELA.12.14E Organize and record new information in systematic ways such as notes, graphs, note cards, logs, drawings, charts, and graphic organizers.</p>



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		ELA.9.13D Adapt researched material for presentation to different audiences and for different purposes, citing sources completely and accurately showing an understanding of what plagiarism is.	ELA.10.13D Produce reports and research projects in varying forms including PowerPoint, Hyper studio, Inspiration, and video for varying audiences such as parents, students, and teachers	ELA.11.13D Adapt researched material for presentation in reports or projects to different audiences and for different purposes, without plagiarizing, and citing sources completely and accurately.	Ⓢ ELA.12.14F Produce research projects and reports (a research paper w/1250+words with a title page, topic outline, recognizable text structure, narrow scope, thesis statement, pertinent supporting paragraphs with facts, examples, or explanations from authoritative sources with parenthetical documentation, logical conclusion, and a works cited page using MLA or APA formats). in varying forms including multimedia projects such as PowerPoint, hyper studio, and inspiration for audiences.
	ELA.8.13G Draw conclusions from information gathered from multiple sources. ELA.8.13E Summarize and organize information from multiple sources (two primaries and four secondary) by taking notes (note cards), outlining ideas, and making charts.	ELA.9.13E Draw conclusions from information gathered during the research process using a minimum of 6-8 primary and secondary sources.	ELA.10.13E Draw conclusions from information gathered using a minimum of 6-8 primary and secondary sources.	ELA.11.13E Draw conclusions from information gathered through primary and secondary sources.	
					ELA.12.14G Produce relevant questions for further study from the research findings or conclusions.
Strand 3: Listening/Speaking (Critical Listening – The student listens attentively for a variety of purposes.)					
	ELA.8.1A Determine purposes for listening (active, academic, critical, appreciative, and emphatic). ELA.8.1B Eliminate barriers to effective listening (inattention, attitude, interruption). ELA.8.4B Compare language origins and oral traditions across a variety of geographic regions, cultures, and historical periods in the United States. ELA.8.4C Identify how language uses such labels and saying reflects regions and cultures.	Ⓢ ELA.9.14A Focus attention on the speaker's message by listening, maintaining eye contact, taking notes, and eliminating distractions.	Ⓢ ELA.10.14A Focus attention, interpret, respond, and evaluate speaker's message.	ELA.11.14A Demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding.	ELA.12.15A Demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding.
		ELA.9.14B Use knowledge of language to develop vocabulary, and to reflect on and accurately interpret the speaker's message.	ELA.10.14B Distinguish between emphatic, appreciative, critical, and reflective listening and use appropriate strategies to ensure productive listening and response.	ELA.11.14B Use effective strategies for listening such as preparing for listening, identifying the types of listening, and adopting appropriate strategies to listen so as to respond and interact effectively.	ELA.12.15B Use effective strategies for listening such as preparing for listening, identifying the types of listening, and adopting appropriate strategies.



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	<p>ELA.8.2D Monitor his/her own understanding of the spoken message and seek clarification as needed.</p>	<p>ELA.9.14C Monitor speaker's message for clarity and understanding by such as asking relevant questions, use note-taking or an evaluative rubric to clarify understanding.</p>		<p>Ⓟ ELA.11.14C Demonstrate proficiency in critical, empathic, appreciative, and reflective listening.</p>	<p>Ⓟ ELA.12.15C Demonstrate proficiency in critical, empathic, appreciative, and reflective listening.</p>
		<p>ELA.9.14D Formulate and provide effective verbal and nonverbal feedback (interpret cues to adjust responses, negotiate roles, use consensus to ensure task completion, invite and respond to divergent thinking, use content-specific/higher-level discourse) in academic settings.</p>		<p>Ⓟ ELA.11.14D Use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.</p>	<p>Ⓟ ELA.12.15D Use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with those of others, and researching points of interest or contention.</p>
				<p>Ⓟ ELA.11.14E Use effective listening to provide appropriate feedback in a variety of situations such as in conversations and discussions and during informative, persuasive, or artistic presentations.</p>	<p>Ⓟ ELA.12.15E Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.</p>
Strand 3: Listening/Speaking (Evaluation – The student listens to analyze, appreciate, and evaluate oral performances and presentations.)					
	<p>Ⓟ ELA.8.3A Listen to proficient, fluent models of oral reading, including classic, contemporary, fiction, nonfiction, and multicultural literature.</p>	<p>Ⓟ ELA.9.15A Listen and respond with constructive criticism appropriately to presentations and performances of peers or published works such as original essays or narratives</p>	<p>Ⓟ ELA.10.15A Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, or individual or group performances of scripts.</p>	<p>Ⓟ ELA.11.16A Apply valid criteria to analyze, evaluate, and critique informative and persuasive messages.</p>	<p>Ⓟ ELA.12.16A Use conventions of oral language effectively, including word choice, grammar, and diction.</p>
	<p>ELA.8.3B Analyze oral interpretations of literature for effects on the listener.</p>	<p>ELA.9.15B Identify and analyze the effect of artistic elements such as character development, rhyme, imagery, and language within literary texts, including selections from classic, contemporary, fiction, non-fiction, and multicultural literature.</p>	<p>ELA.10.15B Listen to analyze and evaluate the effect of artistic elements such as character development, rhyme, imagery, and language in literary texts, including selections from classic, contemporary, fiction, non-fiction, and multicultural literature.</p>	<p>ELA.11.16B Apply valid criteria to analyze, evaluate, and critique literary works including selections from classic, contemporary, fiction, non-fiction, and multicultural literature.</p>	<p>Ⓟ ELA.12.16B Use informal, standard, and technical English to meet demands of occasion, audience, and task.</p>
	<p>ELA.8.3C Analyze the use of aesthetic language (imagery, rhyme, rhythm, assonance, consonance) for its effects.</p>				
	<p>Ⓟ ELA.8.1C Differentiate main and supporting ideas and evidence in spoken messages.</p>	<p>Ⓟ ELA.9.15C Evaluate informative and persuasive presentations to peers, public figures, and media presentations.</p>	<p>ELA.10.15C Use specific, predetermined criteria to evaluate how his/her own and others' use of language, techniques of persuasion and/or propaganda, tone, and non-verbal cues affect the speaker's efficacy and credibility and the listener's understandings.</p>	<p>ELA.11.16C Use specific, predetermined criteria to evaluate, critique, and improve his/her own and others' use of language, rhetorical techniques, and non-verbal cues during communication.</p>	<p>ELA.12.16C Respond appropriately to the opinions and views of others.</p>
	<p>Ⓟ ELA.8.1D Use appropriate strategies (self-initiated and structured note taking, questioning to elicit literal, interpretive, and evaluative responses) to learn while listening.</p>				



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	<p>Ⓢ ELA.8.2B Identify and analyze a speaker's use of verbal persuasive techniques, bias, and propaganda (the spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person) to determine message and credibility.</p> <p>Ⓢ ELA.8.2C Distinguish between the speaker's opinion and verifiable fact.</p> <p>ELA.8.2F Evaluate a spoken message in terms of its content, credibility, and delivery.</p>				
		<p>ELA.9.15D Evaluate artistic performances of peers, public figures, and media presentations.</p>	<p>ELA.10.15D Evaluate artistic performances of peers, public figures, and media presentations.</p>	<p>Ⓢ ELA.11.16D Identify and analyze the effect of aesthetic elements within literary texts such as character development, rhyme, imagery, and language.</p>	<p>ELA.12.16D Adopt verbal and nonverbal strategies (recognize and negotiate potential controversy, use inclusive language, redirect to maintain focus on content-specific, higher-level discourse, respond quickly to diversions/interruptions) to accommodate needs of the listener and occasion.</p>
					<p>Ⓢ ELA.12.18B Apply valid criteria to analyze, evaluate, and critique literary performances.</p>
	<p>ELA.8.5D Use pre-determined criteria to evaluate the quality (scope, depth, and veracity) and appropriateness of verbal and non-verbal delivery, clarity of purpose, evidence of fact, opinion, and bias, use of visual aids, and content and organization of his/her own oral communication and that of others.</p>	<p>Ⓢ ELA.9.15E Use audience feedback to evaluate his/her own effectiveness and set goals for future presentations.</p>	<p>Ⓢ ELA.10.15E Use feedback to evaluate his/her own effectiveness and set goals for future presentations</p>		<p>ELA.12.16E Ask clear questions for a variety of purposes and respond appropriately to the questions of others.</p>
					<p>ELA.12.18C Use specific, predetermined criteria and the praise and suggestions of others to evaluate and critique his/her own and others' use of language, rhetorical techniques, and non-verbal cues and their impact or influence on communication so as to improve.</p>
					<p>ELA.12.16F Make relevant contributions in conversations and discussions.</p>



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					<p>Ⓟ ELA.12.16G Express and defend a point of view using precise language and appropriate detail.</p>
					<p>ELA.12.16H Speak responsibly to present accurate, truthful, and ethical messages.</p>
	Strand 3: Listening/Speaking (Purposes – The student speaks clearly and effectively for a variety of purposes and audiences.)				
	<p>Ⓟ ELA.8.5A Choose and adapt spoken language (use language to create interest/impact/mood, anticipate listeners' needs and provide advance organizers, respond constructively to listeners' needs during presentation) and non-verbal language to engage the audience and meet the purpose of oral communication.</p>	<p>ELA.9.16A Use the conventions of oral language effectively (use language to create interest/impact/mood, anticipate listeners' needs and provide advance organizers, respond constructively to listeners' needs) during discussions, conversations, and presentations.</p>	<p>ELA.10.16A Use the conventions (interpret cues to adjust responses, negotiate roles, use consensus to ensure task completion, invite and respond to divergent thinking, use content-specific/higher-level discourse) of oral language effectively.</p>	<p>ELA.11.15A Use the conventions of oral language effectively.</p>	
		<p>ELA.9.16B Use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.</p>	<p>ELA.10.16B Use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task</p>	<p>Ⓟ ELA.11.15B Use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.</p>	
		<p>Ⓟ ELA.9.16C Prepare, organize, and present a variety of informative messages effectively.</p>	<p>ELA.10.16C Prepare, organize, and present a variety of informative messages effectively with emphasis on persuasion.</p>		
	<p>Ⓟ ELA.8.5B Demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information.</p>	<p>ELA.9.16D Use effective verbal and nonverbal strategies in presenting oral messages.</p>	<p>ELA.10.16D Use effective verbal and nonverbal strategies in presenting oral messages</p>	<p>ELA.11.15C Communicate effectively in conversations and group discussions (interpret cues to adjust responses, negotiate roles, use consensus to ensure task completion, invite and respond to divergent thinking) while problem solving and planning.</p>	
	<p>ELA.8.5E Use effective rate, volume, pitch, and tone for the audience and setting.</p>				



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	ELA.8.2D Monitor his/her own understanding of the spoken message and seek clarification as needed.	ELA.9.16E Ask clear questions for a variety of purposes and respond appropriately to the questions of others.	Ⓟ ELA.10.16E Ask clear questions for a variety of purposes and respond appropriately to the questions of others.	ELA.11.15E Ask clear questions for a variety of purposes and respond appropriately to the questions of others.	
		ELA.9.16F Present and advance a clear thesis and support the major thesis with logical points or arguments.	Ⓟ ELA.10.16F Make relevant contributions and consider the diversity of experiences, ideas, and opinions of others, including peers, to restructure or modify his/her own beliefs/opinions/ ideas in conversations and discussions.	ELA.11.15F Make relevant contributions in conversations and discussions (critically examine own reactions and contributions use language without aggressive, disrespectful, patronizing, or condescending tones, assume responsibility for focused, content-specific discussion and exchange).	
Strand 3: Listening/speaking (Presentations – The student prepares, organizes, and presents information and persuasive oral messages.					
		Ⓟ ELA.9.17A Present an informative presentation and advance a clear thesis and support the major thesis with logical and verifiable points or arguments.	Ⓟ ELA.10.17A Present and advance a clear thesis and logical points, claims, or arguments to support messages.	Ⓟ ELA.11.17A Prepare and deliver a presentation in which he/she offers a clear, substantiated thesis with logical proofs, claims, or arguments and effective appeals using language and rhetorical devices skillfully to influence, persuade or modify the opinion of an audience.	ELA.12.17E Prepare and deliver a speech or debate in which he/she offers a clear, substantiated thesis with logical proofs and effective appeals using language and rhetorical devices skillfully.
					Ⓟ ELA.12.17A Present clear thesis statements and claims.
					Ⓟ ELA.12.17B Support major thesis with logical points or arguments.
	ELA.8.5F Clarify and support spoken ideas with evidence, elaborations, and examples.	ELA.9.17B Choose valid evidence, proofs, or examples to support claims.	ELA.10.17B Choose valid proofs from reliable sources to support claims.	Ⓟ ELA.11.17B Choose valid proofs from reliable sources to support claims.	Ⓟ ELA.12.17C Choose valid evidence or proofs to support claims.
		ELA.9.17C Use appropriate and effective appeals to support points or claims.	ELA.10.17C Use appropriate appeals to support claims and arguments.	Ⓟ ELA.11.17C Use appropriate appeals to support claims and arguments.	ELA.12.17D Use effective appeals to support points, claims, or arguments.



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		ELA.9.17D Use effective verbal and nonverbal strategies (use of appropriate pitch and tone of voice, posture, and eye contact, monitoring and adjusting for audience needs, using language and structures precisely, responding to questions/comments) during oral presentations.	ELA.10.17D Use language and rhetorical strategies skillfully in informative and persuasive messages.	Ⓟ ELA.11.17D Use language and rhetorical strategies skillfully in informative and persuasive messages.	Ⓟ ELA.12.17E Prepare and deliver a speech or debate in which he/she offers a clear, substantiated thesis with logical proofs and effective appeals using language and rhetorical devices skillfully.
			ELA.10.17E Use effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.	ELA.11.17E Make effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact. and	Ⓟ ELA.12.17F Analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies for presenting messages and performances.
			ELA.10.17F Make informed, accurate, truthful, and ethical presentations.	ELA.11.17F Incorporate accurate, ethical, and truthful considerations consciously in his/her formal and informal communications (verbal and non-verbal) with diverse audiences for a variety of purposes.	
					ELA.12.17H Use feedback to judge effectiveness in communicating and setting goals for future presentations.
Strand 3: Listening/Speaking (Literary Interpretation – The student prepares, organizes, and presents literary interpretations.)					
	ELA.8.5C Present dramatic interpretations of experiences, stories, poems, or plays to communicate.	ELA.9.18A Prepare and present an oral Interpret ion of a poem or a scene or passage from a literary work.	ELA.10.18A Make valid interpretations of a variety of literary skills.	ELA.11.18A Make valid interpretations of a variety of literary texts.	
		Ⓟ ELA.9.18B Analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.	ELA.10.18B Justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text.	ELA.11.18B Justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text.	
			Ⓟ ELA.10.18C Present interpretations by telling stories, performing original works, and interpreting poems and stories for a variety of audiences.	ELA.11.18C Present interpretations such as telling stories, performing original works, and interpreting poems and stories for a variety of audiences.	



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Strand 4: Viewing (Interpretation – The student understands and interprets visual representations.)					
	<p>ELA.8.22A Describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings.</p> <p>ELA.8.23A Interpret and evaluate how visual image makers (illustrators, artists, photographers) use color, images, layout, and symbols to convey messages to complement or extend written messages.</p>	<p>ELA.9.19A Describe how meanings are communicated through elements of design, including shape, line, color, and texture.</p>	<p>ELA.10.19A Describe how meanings are communicated through elements of design, including shape, line, color, and texture and discuss the potential impact on a viewer of the producer's/artist's choices of design elements.</p>	<p>ELA.11.19A Describe how meanings are communicated through elements of design, including shape, line, color, and texture.</p>	<p>ELA.12.19A Describe how meanings are communicated through elements of design, including shape, line, color, and texture.</p>
	<p>Ⓢ ELA.8.22B Interpret important events and ideas gathered from maps, charts, graphics, video segments, and technology presentations.</p>	<p>ELA.9.19B Analyze relationships, ideas, and cultures as represented in various media.</p>	<p>ELA.10.19B Analyze relationships, ideas, and cultures as represented in various media.</p>	<p>ELA.11.19B Analyze relationships, ideas, and cultures as represented in various media.</p>	<p>ELA.12.19B Analyze the relationships, ideas, and cultures as represented in various media and the effects media have on construction of reality in society and the implications for societal mores and norms.</p>
	<p>ELA.8.22C Identify and compare themes and value messages in similar genres across electronic media, such as in a series of film clips, to discuss the social implications for the viewer.</p>	<p>ELA.9.19C Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.</p>	<p>ELA.10.19C Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements</p>	<p>ELA.11.19C Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.</p>	<p>ELA.12.19C Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.</p>
Strand 4: Viewing (Analysis – The student analyzes and critiques the significance of visual representations.					
		<p>ELA.9.20A Investigate the sources of information and entertainment media (who created and/or produced the media product) to speculate on underlying commercial and/or ideological messages and motives.</p>	<p>ELA.10.20A Investigate the sources of information and entertainment media to speculate on underlying commercial and/or ideological messages and motives.</p>	<p>ELA.11.20A Investigate the sources of information and entertainment media to determine commercial and/or ideological messages and motives.</p>	<p>ELA.12.20A Investigate the source of a media presentation or production such as who made it and why it was made.</p>
		<p>ELA.9.20B Deconstruct media such as illustrations, video, computer, technology, graphs or graphics etc. to get the main idea of the message's content.</p>	<p>ELA.10.20B Deconstruct media to get the main idea of the message's content.</p>	<p>ELA.11.20B Deconstruct media to get the main idea of the message's content.</p>	<p>ELA.12.20B Deconstruct media to get the main idea of the message's content.</p>
	<p>ELA.8.23A Interpret and evaluate how visual image makers (illustrators, artists, photographers) use color, images, layout, and symbols to convey messages to complement or extend written messages.</p>	<p>ELA.9.20C Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.</p>	<p>ELA.10.20C Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.</p>	<p>ELA.11.20C Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.</p>	<p>ELA.12.20C Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.</p>



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Strand	Grade 8	English I	English II	English III	English IV
	ELA.8.23C Evaluate and analyze the use of production techniques in film and other mass electronic media (design, graphics, animation, editing, audio, camera angle, and use of subject) and discuss how deliberate use of these techniques conveys manufactured or value messages for the viewer.	ELA.9.20D Recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music.	ELA.10.20D Recognize how visual and sound techniques (such as special effects, editing, camera angles, reaction shots, sequencing, and music) or design elements target a specific audience and contribute to a specific or an intended message, and explain how alternate choices would alter the outcomes.	ELA.11.20D Recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music.	ELA.12.20D Recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music.
		ELA.9.20E Recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each.	ELA.10.20E Recognize genres such as nightly news, newsmagazines, and documentaries and identify and discuss the criteria used by editors, producers, and publishers in the selection process of news (proximity, relevance, immediacy, timelines, interest, drama, and entertainment) and the influence of the gatekeeper in determining programming content and/or layout.	ELA.11.20E Discuss the criteria used by editors, producers, and publishers in the selection process of news (proximity, relevance, immediacy, timelines, interest, drama, and entertainment) and the influence of the gatekeeper in determining programming content and/or layout.	ELA.12.20E Recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each.
		ELA.9.20F Compare, contrast, and critique various media coverage of the same event such as newspapers, television, and on the Internet.	ELA.10.20F Compare, contrast, and critique various media coverage of the same event such as newspapers, television, and on the Internet.	ELA.11.20F Compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.	ELA.12.20F Compare, contrast, and critique various media coverage of the same news event or issue (e.g., television, newspaper, Internet) and speculate as to the motivations and messages underlying differences in coverage.
Strand 4: Viewing (Production – The student produces visual representations that communicate with others.)					
		ELA.9.21A Examine his/her level of involvement with media and the role media have in his/her perceptions, beliefs, attitudes, and actions.	ELA.10.21A Critically examine the effects media have on his/her own construction of reality and the implications for personal behaviors and choices.	ELA.11.21A Critically examine the effects media have on his/her own construction of reality and the implications for personal behaviors and choices.	ELA.12.21A Examine the effect of media on constructing his/her own perception of reality.
	Ⓢ ELA.8.24A Select, organize, or produce visuals to complement and extend meanings.	ELA.9.21B Use a variety of forms and techniques such as videos, photographs, and web pages to communicate specific messages.	ELA.10.21B Use a variety of forms and techniques such as videos, photographs, and web pages to communicate specific messages.	ELA.11.21B Use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages.	ELA.12.21B Use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages.



What is it we want all students to learn?



Denotes Proposed Power Objective

**English Language Arts (Listening and Speaking, Reading, Writing, View and Representing) – Grade 8 and High School Courses
Vertical Alignment Matrix**

Strand	Grade 8	English I	English II	English III	English IV
	ELA.8.24C Assess how language, medium, and presentation contribute to the message.	ELA.9.21C Use a range of techniques to plan and create a media text and reflect on how his/her choices in design and production techniques target a specific audience and contribute to an intended message.	ELA.10.21C Use a range of techniques to plan and create a media text and evaluate the degree to which his/her choices in design and production techniques target a specific audience and contribute to an intended message.	ELA.11.21C Use a range of techniques to plan and create a media text and reflect critically to evaluate the degree to which his/her choices in design and production techniques successfully targeted a specific audience and contributed to an intended message.	ELA.12.21C Use a range of techniques to plan and create a media text and reflect critically on the work produced.
	ELA.8.24B Produce communications using technology or Create a multimedia or video report on a clearly focused topic with film clips or scenes relevant to the topic.	ELA.9.21D Create media products to include a billboard, cereal box, short editorial, and a three-minute documentary or print ad to engage specific audiences.		ELA.11.21D Create media products to include a seven- to ten-minute documentary, ad campaigns, political campaigns, or video adaptations of literary texts to engage specific audiences.	ELA.12.21D Create media products to include a ten- to fifteen-minute investigative documentary, ad campaigns, political campaigns, or parodies to engage specific audiences.
		ELA.9.21E Create, present, test and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.		ELA.11.21E Create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.	ELA.12.21E Create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.



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