

## English 4

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
1	The student understands and uses different skills and strategies to read.		
1.1	Use word recognition skills and strategies to read and comprehend text.		
0	Washington has no content for this expectation at this grade level.		
1.2	Use vocabulary (word meaning) strategies to comprehend text.	Utopia War and Peace	Section 2 Page 1-2 Section 3 Page 1-4
1.2.2	Apply strategies to comprehend words and ideas.	Utopia War and Peace	Section 2 Page 1-2 Section 3 Page 1-4
1.2.2.a	Use word origins to determine the meaning of unknown words.		
1.2.2.b	Use vocabulary strategies to understand new words and concepts in literary/narrative text and informational/expository text.	Utopia War and Peace	Section 2 Page 1-2 Section 3 Page 1-4
1.2.2.c	Use graphic features to clarify and extend meaning.		
1.3	Build vocabulary through wide reading.	Utopia Order and Chaos Loyalty and Betrayal	Section 4 Section 5 Section 5
1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.	Utopia Wealth and Poverty	Section 2 Page 5-7 Section 5 Page 5-6
1.3.2.a	Integrate new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities (e.g., salon as a historical reference to political gatherings as opposed to a beauty	Loyalty and Betrayal	Section 3 Page 1

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	salon), into written and oral communication.		
1.3.2.b	Explain the meaning of content-specific vocabulary words (e.g., regeneration, isolationism, emancipation, polarized).		
1.3.2.c	Select, from multiple choices, the meaning of a word identified in the text.	Utopia Loyalty and Betrayal	Section 2 Page 7 Section 3 Page 7
1.3.2.d	Transfer knowledge of vocabulary learned in content areas to comprehend other grade-level informational/expository text and literary/narrative text (e.g., the concept of parallel in mathematics to understand parallelism).		
1.4	Apply word recognition skills and strategies to read fluently.	Utopia Loyalty and Betrayal	Section 2 Page 1-4 Section 3 Page 5-6
0	Washington has no content for this expectation at this grade level.		
2	The student understands the meaning of what is read.		

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2.1	Demonstrate evidence of reading comprehension.	Utopia Wealth and Poverty	Section 6 Section 4 Page 7
2.1.3	Apply comprehension-monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text.	Utopia War and Peace	Section 4 Page 3 Section 2 Page 1
2.1.3.a	State both literal and/or inferred main ideas and provide supporting text-based details.	Time	Section 3 Page 6 Section 5 Page 1-6
2.1.3.b	State the theme/message and supporting details in culturally relevant literary/narrative text.	Time	Section 5 Page 1-6
2.1.3.c	Choose, from multiple choices, a title that best fits the selection and provide details from the text to support the choice.		
2.1.3.d	Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection.	Time	Section 6 Page 7
2.1.3.e	Organize theme, main idea and supporting details into a self-created graphic organizer to enhance text comprehension.		
2.1.4	Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: use prior knowledge.	Utopia Loyalty and Betrayal	Section 4 Page 4 Section 3 Page 1-4

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2.1.4.a	Use previous experience, knowledge of current issues, information previously learned to make connections, draw conclusions, and generalize about what is read (e.g., transfer knowledge of the concept of tragedy from one text to another).	Loyalty and Betrayal Time	Section 5 Page 6 Section 6 Page 6
2.1.5	Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences.	Order and Chaos	Section 5 Page 6-9
2.1.5.a	Make inferences based on implicit and explicit information drawn from prior knowledge and text; provide justification for inferences.	Life and Death	Section 9 Page 14
2.1.5.b	Make predictions and inferences about an author's beliefs and cite text-based evidence to support prediction/inference (e.g., find text passages that support an inference that the author advocates economic change).	Time	Section 5 Page 1-6
2.1.5.c	Read several accounts of the same event and make inferences about the impact each would have on the reader (e.g., discuss the emotional impact of a journal entry by a soldier's parent, a letter from a Union or Confederate soldier, and a newspaper article describing a Civil War battle).	War and Peace	Section 6 Page 13
2.1.5.d	Select, from multiple choices, a prediction, inference, or assumption that could be made from the text.	Utopia	Section 8 Page 10

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2.1.5.e	Organize information to support a prediction or inference in a self-created graphic organizer.		
2.1.6	Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor for meaning, create mental images, and generate and answer questions.	Utopia Loyalty and Betrayal	Section 4 Page 4 Section 5 Page 4
2.1.6.a	Monitor for meaning and use comprehension repair strategies to regain meaning independently.		
2.1.6.b	Develop questions before, during, and after reading and use knowledge of questioning strategies to locate answers.		
2.1.6.c	Use mental imagery while reading.		
2.1.6.d	Organize images and information into a self-created graphic organizer to enhance text comprehension.		
2.1.7	Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and	Order and Chaos	Section 5 Page 6-9

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	summarize the text.		
2.1.7.a	Create an informational summary that includes an introductory statement, main ideas, and supporting text-based details; makes connections among the key ideas from the entire text; uses own words in an objective voice; is accurate to the original text; avoids interpretation or judgment; and uses an organizational pattern that supports the author's intent.		
2.1.7.b	Create a literary summary that includes an introduction stating the theme and/or author's message supported by text-based evidence; use own words in an objective voice; is accurate to the original text.		
2.1.7.c	Select, from multiple choices, a sentence that best summarizes the text.		
2.1.7.d	Organize summary information for informational/expository text, technical materials, and complex narratives into a self-created graphic organizer to enhance text comprehension.	Utopia	Section 4 Page 3
2.2	Understand and apply knowledge of text components to comprehend text.		

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2.2.2	Apply understanding of complex organizational features of printed text and electronic sources.		
2.2.2.a	Use text features to verify, support, or clarify meaning.	Utopia Order and Chaos	Section 4 Page 6 Section 5 Page 11
2.2.2.b	Use the features of electronic information to communicate, gain information, or research a topic.	Utopia Order and Chaos	Section 4 Page 6 Section 5 Page 11
2.2.3	Analyze story elements.		
2.2.3.a	Interpret the interdependence and interaction of characters, theme, setting, conflict, and resolution (e.g., in a short story, novel, epic poem).	Utopia War and Peace	Section 4 Page 4 Section 2 Page 1
2.2.3.b	Compare/contrast how recurring themes are treated by diverse authors or in different genres.	War and Peace Wealth and Poverty	Section 2 Page 1 Section 2 Page 1-4
2.2.3.c	Select, from multiple choices, a word or sentence that best describes a specific story element (e.g., character, conflict, resolution).		
2.2.4	Apply understanding of text organizational structures.		
2.2.4.a	Recognize and use previously taught organizational structures (description, comparison and contrast, sequential order, chronological order, cause and	Order and Chaos	Section 3 Page 6

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	effect, order of importance, process/procedural, concept/definition, problem/solution, episodic, and generalization/principle) to aid comprehension.		
2.2.4.b	Independently apply understanding of text structure to the acquisition, organization, and application of information.	Utopia Life and Death	Section 3 Page 6 Section 8 Page 1-3
2.3	Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.	Utopia Life and Death Time	Section 6 Page 1-3 Section 7 Page 4-5 Section 2 Page 12
2.3.1	Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships.	Life and Death	Section 6 Page 3 Section 9 Page 14
2.3.1.a	Compare conclusions drawn from multiple sources to determine similarities and differences.		
2.3.1.b	Integrate information from multiple sources to draw conclusions that go beyond those found in individual sources.	Justice and Injustice Loyalty and Betrayal	Section 5 Page 5-7 Section 3 Page 4
2.3.1.c	Select, from multiple choices, a sentence that describes how a character's feelings compare to those of the author/poet about the same subject.		
2.3.1.d	Use literary themes within and across texts to interpret current issues, events, and/or how they relate to self.	Utopia Loyalty and Betrayal Life and Death	Section 8 Page 9 Section 2 Page 3 Section 2 Page 1-6

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2.3.1.e	Explain how an action leads to longlasting effects (e.g., environmental, economic, and/or political impact of off-shore drilling or strip mining; socioeconomic and psychological makeup of African-American individuals, families, and communities as a result of slavery).	Utopia Loyalty and Betrayal Justice and Injustice	Section 8 Page 9 Section 3 Page 4 Section 2 Page 4
2.3.2	Evaluate informational materials, including electronic sources, for effectiveness.	War and Peace	Section 6 Page 13
2.3.2.a	Judge the usefulness of information based on relevance to purpose, source, objectivity, copyright date, cultural and world perspective (e.g., editorials), and support the decision.	Time War and Peace	Section 5 Page 1-6 Section 7 Page 16
2.3.3	Evaluate the use of literary devices to enhance comprehension.		
2.3.3.a	Judge the effectiveness of the author's use of literary devices and explain how they are used to convey meaning.	Loyalty and Betrayal Time	Section 2 Page 7 Section 2 Page 11
2.3.3.b	Select, from multiple choices, a sentence from the story/poem/selection that is an example of a specific literary device.		
2.3.4	Synthesize information from a variety of sources.	Utopia Justice and Injustice	Section 8 Page 9 Section 2 Page 4
2.3.4.a	Integrate information from different sources to research and complete a project.	Justice and Injustice	Section 5 Page 5-7

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2.3.4.b	Integrate information from different sources to form conclusions about author's assumptions, biases, credibility, cultural and social perspectives, or world views.	Loyalty and Betrayal	Section 3 Page 4
2.4	Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.	War and Peace Wealth and Poverty	Section 6 Page 4-13 Section 4 Page 5
2.4.1	Analyze informational/expository text and literary/narrative text to draw conclusions and develop insights.	Time Life and Death	Section 5 Page 1-6 Section 6 Page 3
2.4.1.a	Draw conclusions from grade-level text (e.g., the most important idea the author is trying to make in the story/poem/selection, what inspiration might be drawn from the story/poem/selection, who might benefit from reading the story/poem/selection).	Utopia Life and Death Time	Section 6 Page 1-3 Section 7 Page 4-5 Section 5 Page 1-6
2.4.1.b	Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection.		
2.4.2	Analyze author's purpose and evaluate an author's style of writing to influence different audiences.	Time Loyalty and Betrayal	Section 5 Page 1-6 Section 3 Page 4
2.4.2.a	Compare and contrast selected authors' styles of writing to achieve a similar purpose.		
2.4.2.b	Draw conclusions about style, tone, mood, meaning of prose, poetry, and/or drama based on the author's word choice and use of figurative language.	Life and Death Time	Section 9 Page 14 Section 2 Page 11

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2.4.2.c	Explain why an author uses particular language to create an intended effect (e.g., foreign words, dialect, connotative words, irony, rhetorical devices, simile, and metaphor), citing text-based evidence.		
2.4.2.d	Select, from multiple choices, a sentence that explains why an author includes a specific technique.		
2.4.2.e	Examine the author's use of language registry (e.g., frozen, formal, consultative, casual, intimate) and how this influences meaning and different audiences.		
2.4.2.f	Judge the effectiveness of the author's use of language to create an intended effect.	Time	Section 2 Page 11
2.4.3	Analyze and evaluate text for validity and accuracy.		
2.4.3.a	Compare and contrast the logic (assumptions and beliefs) and use of evidence (existing and missing information; primary sources and secondary sources) used by two authors presenting similar or opposing arguments (e.g., articles by two political columnists that address the same issue).	Utopia Life and Death	Section 8 Page 9 Section 6 Page 3
2.4.3.b	Judge the accuracy of the information in a text, citing text-based evidence, author's use of expert authority, author's credibility to defend the evaluation.	Loyalty and Betrayal	Section 3 Page 4
2.4.4	Analyze and evaluate the effectiveness of the author's use of persuasive devices to influence an audience.	War and Peace	Section 6 Page 13

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2.4.4.a	Identify the intended effects of persuasive vocabulary (e.g., loaded words, exaggeration, emotional words, euphemisms) that the author uses to influence readers' opinions or actions.	War and Peace	Section 6 Page 13
2.4.4.b	Select, from multiple choices, a sentence that explains why an author uses a specific persuasive device.		
2.4.4.c	Identify the intended effects of persuasive strategies the author uses to influence readers' perspectives (e.g., peer pressure, bandwagon, repetition, testimonial, transfer).		
2.4.5	Analyze text to generalize, express insight, or respond by connecting to other texts or situations.	Utopia War and Peace	Section 6 Page 1-3 Section 6 Pages 4-10
2.4.5.a	Generalize about universal themes, human nature, cultural or historical perspectives, etc., from reading multiple texts.	Utopia Time Wealth and Poverty	Section 8 Page 9 Section 2 Page 5 Section 2 Page 1-4
2.4.5.b	Select, from multiple choices, a sentence that represents a generalization that can be made from the story/poem/selection.		
2.4.5.c	Provide a response to text that expresses an insight (e.g., author's perspective, the nature of conflict) or use text-based information to solve a problem not identified in the text (e.g., use information from a variety of sources to write an editorial or make a presentation about world health issues).	Wealth and Poverty	Section 7 Page 6-7
2.4.6	Analyze and evaluate the presentation and development of ideas and concepts within, among, and beyond multiple texts.		

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2.4.6.a	Differentiate how a concept is presented and/or developed in and beyond texts (e.g., the role fear plays in war, prejudice, relationships, personal safety).	Justice and Injustice	Section 2 Page 3-7
2.4.6.b	Compare the development of an idea or concept in multiple texts; decide which is best presented and developed and support the decision with text-based evidence.	Life and Death	Section 6 Page 3
2.4.6.c	Select, from multiple choices, a sentence that describes the most important idea, concept, or conclusion that can be drawn from the selection.	Utopia	Section 8 Page 10
2.4.7	Analyze and evaluate the reasoning and ideas underlying author's beliefs and assumptions within multiple texts.		
2.4.7.a	Analyze literary/narrative text and informational/expository text to show how they reflect the heritage, traditions, and beliefs of the author.	Utopia Order and Chaos	Section 6 Page 1-3 Section 5 Page 5-10
2.4.7.b	Compare and contrast readings on the same topics by explaining how the authors reach the same or different conclusions based on differences and similarities in evidence, reasoning, assumptions, purposes, beliefs, and biases.	Life and Death	Section 6 Page 3
2.4.7.c	Select, from multiple choices, a sentence that describes the reasoning of a character or an author, both faulty and logical.		
2.4.7.d	Make judgments about how effectively an author has supported his/her belief and/or assumptions, citing text-based evidence.	War and Peace	Section 6 Page 13

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3	The student reads different materials for a variety of purposes.		
3.1	Read to learn new information.		
3.1.1	Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.	Justice and Injustice	Section 3
3.1.1.a	Examine materials to determine appropriate primary sources and secondary sources to use for investigating a question, topic, or issue (e.g., encyclopedia and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letters to an editor, oral records, research summaries, scientific and trade journals).	Justice and Injustice	Section 3
3.2	Read to perform a task.		
3.2.2	Apply understanding of complex information, including functional documents, to perform a task.	War and Peace	Section 6 Page 13
3.2.2.a	Read instructions, credit card or job applications, legal documents such as contracts, policies, and timetables, to perform everyday life functions (e.g., find employment, research colleges or trade schools, purchase goods and services, take vacations, locate people and places).		

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3.3:	Read for career applications.		
3.3.1	Apply appropriate reading strategies for interpreting technical and nontechnical documents used in job-related settings.		
3.3.1.a	Select, use, monitor, and adjust appropriate strategies for different reading purposes (e.g., skim/scan for big ideas, close reading for details, inferring information from graphs and charts).		
3.3.1.b	Read professional-level materials, including electronic information, that match career or academic interests and demonstrate understanding of the content.		
3.3.1.c	Select and use appropriate skills for reading a variety of documents (e.g., tables, blueprints, electronic technology manuals, bills of lading, medical charts, mechanical manuals).		
3.4	Read for literary/narrative experience in a variety of genres.		
3.4.2	Evaluate traditional and contemporary literature written in a variety of genres.	Utopia Life and Death Time	Section 4 Section 4 Section 2
3.4.2.a	Critique author's choice of literary genres to convey a message.		

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3.4.2.b	Explain how meaning is enhanced through various features of poetry, including sound (rhythm, repetition, alliteration), structure (meter, rhyme scheme), and graphic elements (line length, punctuation, word placement).	Time Order and Chaos	Section 2 Page 12 Section 4 Page 9
3.4.3	Analyze recurring themes in literature.		
3.4.3.a	Compare motivations and reactions of literary characters from different historical/cultural backgrounds when confronting similar conflicts.	Utopia Life and Death	Section 4 Page 4 Section 6 Page 3
3.4.3.b	Characterize the presentation of a similar theme or topic across genres and explain how the selection of genre shapes the theme or topic.	Order and Chaos	Section 2 Page 3 Section 3 Page 1-3 Section 4 Page 4
3.4.4	Analyze and evaluate the great literary works from a variety of cultures to determine their contribution to the understanding of self, others, and the world.	Utopia Wealth and Poverty	Section 4 Section 6 Page 1-3
3.4.4.a	Examine the ways in which works of literature are related to the issues and themes of their historical periods (e.g., the Gold Rush, civil rights movement, post-World War II Europe).	Utopia Wealth and Poverty	Section 4, 6 Section 8 Page 1-3
3.4.4.b	Critique the contribution to society made by traditional, classic, and/or contemporary works of literature that deal with similar topics and problems (e.g., individual needs vs. needs of society, community maintenance, civil disobedience, humanity's relationship with nature).	Utopia	Section 4, 6

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4	The student sets goals and evaluates progress to improve reading.		
4.1	Assess reading strengths and need for improvement.		
4.1.2	Evaluate reading progress and apply goal setting strategies and monitor progress toward meeting reading goals.		
4.1.2.a	Set goals for reading and develop a reading improvement plan.		
4.1.2.b	Track reading progress through the use of such tools as portfolios, reflection journals, self-scoring rubrics.		
4.2	Develop interests and share reading experiences.	Utopia	Section 8 Page 1-4
4.2.1	Evaluate books and authors to share reading experiences with others.		
4.2.1.a	Discuss responses to literary experiences and/or ideas gleaned from informational/expository text with others.	Order and Chaos Wealth and Poverty	Section 2 Page 4 Section 4 Page 11

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1	The student understands and uses a writing process.		
1.1	Prewrites to generate ideas and plan writing.	Utopia War and Peace Life and Death	Section 6 Page 1-3 Section 7 Page 6-7 Section 8 Page 1-4
1.1.1	Analyzes and selects effective strategies for generating ideas and planning writing.	Utopia	Section 6 Page 1-3
1.1.1.a	Gathers, analyzes, synthesizes, and organizes information from a variety of sources (e.g., interviews, websites, books, field notes).	Utopia War and Peace Life and Death	Section 6 Page 1-3 Section 7 Page 6-7 Section 8 Page 1-4
1.1.1.b	Maintains a log or journal (electronic or handwritten) to collect and explore ideas; records observations, dialogues, and/or descriptions for later use as a basis for informational, persuasive, or literary writing.		
1.1.1.c	Uses prewriting stage to generate ideas, determine purpose, analyze audience, select form, research background information, formulate a thesis, and organize text.	Utopia War and Peace Life and Death	Section 6 Page 1-3 Section 7 Page 6-7 Section 8 Page 1-4
1.2	Produces draft(s).		
1.2.1	Analyzes task and composes multiple drafts when appropriate.	Utopia War and Peace Life and Death	Section 6 Page 1-3 Section 7 Page 8 Section 8 Page 6-10

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1.2.1.a	Refers to prewriting plan.		
1.2.1.b	Drafts according to audience, purpose, and time.	Utopia War and Peace Life and Death	Section 6 Page 1-3 Section 7 Page 8 Section 8 Page 6-10
1.2.1.c	Drafts by hand and/or electronically.	Utopia War and Peace Life and Death	Section 6 Page 1-3 Section 7 Page 8 Section 8 Page 6-10
1.2.1.d	Assesses draft and/or feedback, decides if multiple drafts are necessary, and justifies decision.	Utopia War and Peace Life and Death	Section 6 Page 1-3 Section 7 Page 8 Section 8 Page 6-10
1.3	Revises to improve text.		
1.3.1	Revises text, including changing words, sentences, paragraphs, and ideas.	Justice and Injustice	Section 5 Page 5-7
1.3.1.a	Selects and uses effective revision tools or strategies based on project (e.g., sentence analysis form, revision criteria checklist, "find-and-replace" or "track changes" functions of word processing program).		
1.3.1.b	Rereads work several times and has a different focus for each reading (e.g., first reading - looking for the strength or effectiveness of an argument and organizational structure; second reading - considering appropriateness for audience and purpose; third reading - looking for clarity of	Justice and Injustice	Section 5 Page 5-7

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	persuasive language).		
1.3.1.c	Decides if revision is warranted.		
1.3.1.d	Seeks and considers feedback from a variety of sources (e.g., teachers, peers, community members, editors).	Utopia Justice and Injustice	Section 6 Page 1-3 Section 5 Page 5-7
1.3.1.e	Records feedback using writing group procedure (e.g., partner revision).	Utopia Justice and Injustice	Section 6 Page 1-3 Section 5 Page 5-7
1.3.1.f	Evaluates and justifies the choice to use feedback in revisions or not (e.g., "I didn't change my second example because...").		
1.3.1.g	Revises typographical devices (e.g., bullets, numbered lists) to clarify text and to meet requirements of technical and content-area writing forms (e.g., résumé, business letter).		
1.3.1.h	Uses multiple resources to improve text (e.g., writing guide, assignment criteria, Internet grammar guide, peer, thesaurus, dictionary).		
1.4	Edits text.		

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1.4.1	Edits for conventions (see 3.3).	Utopia Justice and Injustice	Section 6 Page 1-3 Section 5 Page 5-7
1.4.1.a	Identifies and corrects errors in conventions.	Utopia Justice and Injustice	Section 6 Page 1-3 Section 5 Page 5-7
1.4.1.b	Uses appropriate references and resources (e.g., dictionary, writing/style guide, electronic spelling and grammar check, adult, peer).		
1.4.1.c	Edits with a critical eye, often using a self-initiated checklist or editing guide (e.g., editing symbols, paper submission guidelines).		
1.4.1.d	Proofreads final draft for errors.	Utopia Justice and Injustice	Section 6 Page 1-3 Section 5 Page 5-7
1.5	Publishes text to share with audience.		
1.5.1	Publishes in formats that are appropriate for specific audiences and purposes.	Wealth and Poverty Loyalty and Betrayal	Section 7 Section 5 Page 6
1.5.1.a	Selects from a variety of publishing options keeping in mind audience and purpose (e.g., website, literary magazine, blog, local newspaper).		

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1.5.1.b	Publishes using a range of graphics and illustrative material (e.g., time lines, flow charts, political cartoons, diagrams).	Loyalty and Betrayal Wealth and Poverty	Section 5 Page 6 Section 7
1.5.1.c	Publishes material in appropriate form (e.g., films, multimedia demonstrations, culminating projects) and format (e.g., credits in film, font size, section breaks in longer document).	Loyalty and Betrayal Wealth and Poverty	Section 5 Page 6 Section 7
1.5.1.d	Publishes using visual and dramatic presentations (e.g., debate, mock election, monologue).	Loyalty and Betrayal Wealth and Poverty	Section 5 Page 6 Section 7
1.5.1.e	Uses a variety of available technological resources (e.g., charts, overheads, word processor, photo software, presentation software) to produce, design, and publish a professional-looking final product.	Loyalty and Betrayal Wealth and Poverty	Section 5 Page 6 Section 7
1.6	Adjusts writing process as necessary.		
1.6.1	Applies understanding of the recursive nature of writing process.	Utopia War and Peace	Section 6 Page 1-3 Section 7
1.6.1.a	Revises at any stage of process.		
1.6.1.b	Edits as needed at any stage.		

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1.6.2	Uses collaborative skills to adapt writing process.		
1.6.2.a	Delegates parts of process to team members (e.g., in prewriting, one team member interviews and one team member brainstorms possible sections).		
1.6.2.b	Collaborates on drafting, revising, and editing.	War and Peace	Section 7 Page 9, 13, 16
1.6.2.c	Collaborates on final layout and publishing/presenting (e.g., yearbook, literary magazine).		
1.6.3	Uses knowledge of time constraints to adjust writing process.		
1.6.3.a	Adapts time allotted for data gathering and number of drafts for shorter projects.		
1.6.3.b	Writes to meet a deadline.		
1.6.3.c	Creates a management timeline/flow chart for written projects (e.g., Thirteenth-Year Plan, exit project, oral histories).		

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1.6.3.d	Decreases time for prewriting, drafting, revising, and editing when working on in-class, on-demand pieces (e.g., essay exams).	War and Peace Wealth and Poverty	Section 7 Page 17 Section 8 Page 4
1.6.3.e	Increases time for prewriting, drafting, revising, and editing when working on longer written projects (e.g., literary analysis, research paper).		
2	The student writes in a variety of forms for different audiences and purposes.		
2.1	Adapts writing for a variety of audiences.		
2.1.1	Applies understanding of multiple and varied audiences to write effectively.	Loyalty and Betrayal Wealth and Poverty	Section 5 Page 6 Section 7
2.1.1.a	Identifies an intended audience.		
2.1.1.b	Analyzes the audience to meet its needs (e.g., uses tone appropriate to culture, age, and gender of audience).		
2.1.1.c	Respects the cultural backgrounds of potential audiences (e.g., topic, word choice, perspective).		

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2.1.1.d	Describes how a particular audience may interpret a text (e.g., eliminating biased language that might be offensive to the audience).		
2.1.1.e	Anticipates and addresses readers' questions or arguments.		
2.2	Writes for different purposes.		
2.2.1	Demonstrates understanding of different purposes for writing.	Loyalty and Betrayal Wealth and Poverty	Section 5 Page 6 Section 7
2.2.1.a	Writes to pursue a personal interest, to explain, to persuade, to inform, and to entertain a specified audience (e.g., applies for a job, communicates research findings, conveys technical information).	Justice and Injustice Semester Conclusion	Section 2 Page 4 Section 2
2.2.1.b	Writes for self expression.	Utopia Semester Conclusion	Section 8 Page 9 Section 2
2.2.1.c	Writes to analyze informational and literary texts.	Order and Chaos Wealth and Poverty	Section 4 Page 11 Section 8 Page 3
2.2.1.d	Writes to learn (e.g., double-entry journal in math, science; portfolio selection defense).		

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2.2.1.e	Writes to examine a variety of perspectives (e.g., argumentative paper on opposing viewpoints concerning medical research and animal testing).	Utopia Life and Death	Section 8 Page 9 Section 6 Page 3
2.2.1.f	Writes for more than one purpose using the same form (e.g., a memoir that persuades, entertains, and/or informs).		
2.2.1.g	Includes more than one mode within a piece to address purpose (e.g., narrative anecdote to support a position in an expository research paper).		
2.3	Writes in a variety of forms/genres.		
2.3.1	Uses a variety of forms/genres.	Loyalty and Betrayal Wealth and Poverty Utopia	Section 5 Page 6 Section 7 Section 6 Page 1-3
2.3.1.a	Integrates more than one form/genre in a single piece (e.g., a persuasive essay written using a first-person anecdote, a poem, a journal entry, research notes, a classroom discussion, and a letter).		
2.3.1.b	Maintains a log or portfolio to track variety of forms/genres used.		
2.3.1.c	Produces a variety of new forms/genres.		

## English 4

2.3.1.d	Examples:		
2.3.1.d.1	research papers	Justice and Injustice	Section 5
2.3.1.d.2	memoirs		
2.3.1.d.3	mysteries		
2.3.1.d.4	parodies	Wealth and Poverty	Section 4 Page 8
2.3.1.d.5	monologues		
2.3.1.d.6	documentaries		
2.3.1.d.7	cover letters		

## English 4

2.3.1.d.8	satires	Utopia Wealth and Poverty	Section 6 Page 1-3 Section 4 Page 8
2.3.1.d.9	essays (e.g., extended literary analyses)	Utopia Life and Death	Section 8 Page 9 Section 6 Page 3
2.3.1.d.10	editorials	Wealth and Poverty	Section 7 Page 6
2.3.1.d.11	proposals		
2.3.1.d.12	résumés		
2.3.1.d.13	blogs		
2.4	Writes for career applications.		
2.4.1	Produces documents used in a career setting.	Loyalty and Betrayal Wealth and Poverty	Section 5 Page 6 Section 7

## English 4

2.4.1.a	Collaborates with peers on long-term team writing projects (e.g., research paper for an exit project).		
2.4.1.b	Writes technical and nontechnical documents for career audiences (e.g., proposal, résumé, abstract), taking into consideration technical formats (e.g., bullets, numbering, subheadings, blank space).		
2.4.1.c	Selects and synthesizes information from technical and career documents for inclusion in writing (e.g., High School and Beyond Plan that includes information summarized from on-line vocational source or other informational text).		
2.4.1.d	Understands the importance of using a standard reference style consistently when writing reports or technical documents (e.g., MLA, APA, Turabian).	Justice and Injustice	Section 5
3	The student writes clearly and effectively.		
3.1	Develops ideas and organizes writing.		
3.1.1	Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.	Loyalty and Betrayal Wealth and Poverty	Section 5 Page 6 Section 7
3.1.1.a	Presents a manageable thesis while maintaining a consistent focus in an individualized and purposeful manner (e.g., "Obtaining a driver's license should not be tied to grades in school.>").	Utopia War and Peace	Section 8 Page 9 Section 7 Page 16

## English 4

3.1.1.b	Selects specific details relevant to the topic to extend ideas or develop elaboration (e.g., quotations, data, reasons, multiple examples that build on each other).	Utopia War and Peace	Section 8 Page 9 Section 7 Page 16
3.1.1.c	Uses personal experiences, observations, and/or research from a variety of sources to support opinions and ideas (e.g., relevant data to support conclusions in math, science, social studies; appropriate researched information to explain or persuade; contrasting points of view to support a hypothesis or argument).	Utopia Justice and Injustice	Section 8 Page 9 Section 5
3.1.1.d	Integrates the elements of character, setting, and plot to create a convincing fictional world.	Time	Section 6 Page 6
3.1.2	Analyzes and selects effective organizational structures.		
3.1.2.a	Writes unified, cohesive paragraphs (e.g., repetition of key terms; parallel structure).	Time Justice and Injustice	Section 3 Page 6 Section 5
3.1.2.b	Selects from a variety of opening strategies and composes an engaging introduction (e.g., vivid, detailed description; historical/cultural background; contrasting situation).		
3.1.2.c	Selects from a variety of ending/ conclusion strategies and composes an effective conclusion that is more than a repetition of the introduction (e.g., prediction, anecdote, question).		

## English 4

3.1.2.d	Uses transitional words and phrases between paragraphs to signal emphasis or show logical relationships among ideas (e.g., in fact ..., consequently ..., as a result ..., on the other hand ...).		
3.1.2.e	Determines effective sequence between and within paragraphs by using transitions to emphasize points in an argument or show logical connections (e.g., inasmuch as ..., possibly ..., therefore ...).		
3.1.2.f	Selects and uses effective organizational patterns as determined by purpose:		
3.1.2.f.1	varied placement of thesis for effect		
3.1.2.f.2	persuasion using comparisons (e.g., all similarities grouped together and all differences grouped together)	Introduction	Section 2
3.1.2.f.3	explanations (e.g., scientific report pattern: introduction with hypothesis, materials and methods, data, conclusions)		
3.1.2.f.4	narrative (e.g., story within a story)	Utopia Time	Section 6 Page 1-3 Section 6 Page 6
3.1.2.g	Emphasizes key ideas through appropriate use of text features (e.g., headings, diagrams, graphs, bullets, blank space).		

## English 4

3.2	Uses appropriate style.		
3.2.1	Analyzes audience and purposes and uses appropriate voice.	Introduction Justice and Injustice	Section 2 Section 5 Page 5-7
3.2.1.a	Writes with a clearly defined voice appropriate to audience.	Loyalty and Betrayal Wealth and Poverty	Section 5 Page 6 Section 7
3.2.1.b	Writes in an individual, knowledgeable, and consistent voice in expository, technical, and persuasive writing.	Introduction Utopia	Section 2 Section 8 Page 9
3.2.1.c	Selects appropriate point of view for technical writing and/or specific content areas (e.g., third-person point of view for science lab write-ups, first person for field journals, second person for how-to technical manuals).	Utopia	Section 3 Page 4
3.2.2	Analyzes and selects language appropriate for specific audiences and purposes.	Loyalty and Betrayal Wealth and Poverty	Section 5 Page 6 Section 7
3.2.2.a	Selects and uses precise language to persuade or inform.	Introduction	Section 2
3.2.2.b	Selects and uses precise language in poetic and narrative writing.	Time	Section 6 Page 6

## English 4

3.2.2.c	Uses the vernacular appropriately.		
3.2.2.d	Selects and uses specialized vocabulary relevant to a specific content area (e.g., plate tectonics, mitosis, photosynthesis).		
3.2.2.e	Selects and uses literary devices deliberately (e.g., extended metaphor, symbols, analogies).	Loyalty and Betrayal	Section 2
3.2.2.f	Selects and uses sound devices deliberately in prose and poetry (e.g., assonance, consonance).	Time	Section 2 Page 12
3.2.2.g	Considers connotation and denotation, including cultural connotation, when selecting words (police officer vs. cop, bias vs. prejudice).		
3.2.3	Uses a variety of sentences consistent with audience, purpose, and form.	Utopia Loyalty and Betrayal	Section 5 Section 4
3.2.3.a	Writes a variety of sentence structures and lengths to create a cadence appropriate for diverse audiences, purposes, and forms.	Utopia	Section 5
3.2.3.b	Writes a variety of sentence structures (e.g., absolutes to add detail and elaborate: "Fingers gripping the table, the student waited for the results.").	Utopia Loyalty and Betrayal	Section 5 Section 4

## English 4

3.2.3.c	Writes short sentences and phrases in technical writing.		
3.2.3.d	Uses a variety of sentence structures (e.g., line breaks, stanzas, pattern, repetition) to purposefully shape a poem.		
3.3	Knows and applies appropriate grade level writing conventions.		
3.3.1	Uses legible handwriting.		
3.3.1.a	Produces readable printing or cursive handwriting (e.g., size, spacing, formation, uppercase and lowercase).		
3.3.2	Spells accurately in final draft.	Utopia Justice and Injustice	Section 6 Page 3 Section 5 Page 5-7
3.3.2.a	Uses spelling rules and patterns from previous grades.		
3.3.2.b	Uses multiple strategies to spell.		

## English 4

3.3.2.c	Examples:		
3.3.2.c.1	homophones (e.g., council and counsel, stationary and stationery)		
3.3.2.c.2	affixes (e.g., -cian, -ness)		
3.3.2.c.3	roots (e.g., anthropology, philosophy)		
3.3.2.c.4	foreign spellings (e.g., alumna/alumnae/alumnus, medium/media, datum/data)		
3.3.2.c.5	words from other languages (e.g., bourgeois, kindergarten, espresso, boutique, coyote)		
3.3.2.c.6	frequently misspelled words (e.g., perceive, congratulations, success)		
3.3.2.d	Uses resources to correct own spelling.		

## English 4

3.3.3	Applies capitalization rules.		
3.3.3.a	Uses capitalization rules from previous grades.		
3.3.3.b	Uses resources to check capitalization.		
3.3.4	Applies punctuation rules.		
3.3.4.a	Uses punctuation rules from previous grades.		
3.3.4.b	Uses commas to set off nonrestrictive clauses (e.g., The gym, which was built last year, is used every day.).		
3.3.4.c	Uses brackets around an editorial correction or to set off added words.		
3.3.4.d	Uses the em dash (-) to indicate emphasis or a sudden break, to set off an introductory series, or to show interrupted speech.		

## English 4

3.3.4.e	Use appropriate punctuation when writing in other languages (e.g., René).		
3.3.4.f	Uses resources to check punctuation.		
3.3.5	Applies usage rules.		
3.3.5.a	Applies usage rules from previous grades.		
3.3.5.b	Avoids dangling modifiers (e.g., "After I stood in line for hours, I discovered the tickets were sold out." Incorrect: "After standing in line for hours, the tickets were sold out." The second sentence makes it appear that the tickets were in line.).		
3.3.5.c	Uses who vs. whom correctly.		
3.3.5.d	Uses that vs. which and that vs. who correctly.		
3.3.5.e	Uses either ... or and neither ... nor correctly.		

## English 4

3.3.5.f	Uses many commonly confused words correctly (e.g., accept vs. except or can vs. may).		
3.3.5.g	Uses active voice except when passive voice is appropriate (e.g., active voice: "They saw it." vs. passive voice: "It was seen by them.").		
3.3.5.h	Uses parallel construction in clauses.		
3.3.5.h.1	parallel: The coach told the players they should get plenty of sleep, they should eat well, and they should do some warm-up exercises.	Time	Section 2 Page 4
3.3.5.h.2	not parallel: The coach told the players they should get plenty of sleep, that they should eat well, and to do some warm up exercises.		
3.3.5.i	Uses resources to check usage.		
3.3.6	Uses complete sentences in writing.		
3.3.6.a	May use fragments in dialogue as appropriate.		

## English 4

3.3.7	Applies paragraph conventions.		
3.3.7.a	Uses paragraph conventions (e.g., designated by indentation or block format, skipping lines between paragraphs).	Utopia Justice and Injustice	Section 6 Page 3 Section 5 Page 5-7
3.3.7.b	Uses textual markers (e.g., page numbers, footnotes, space for pictures).		
3.3.8	Applies conventional forms for citations.	Justice and Injustice	Section 4
3.3.8.a	Cites sources according to prescribed format (e.g., MLA, APA, Turabian).	Justice and Injustice	Section 4
4	The student analyzes and evaluates the effectiveness of written work.		
4.1	Analyzes and evaluates others' and own writing.		
4.1.1	Analyzes and evaluates writing using established criteria.	Justice and Injustice	Section 5

## English 4

4.1.1.a	Critiques writing, independently and in groups, according to detailed scoring guide, sometimes developed collaboratively (e.g., checklist, rubric, continuum).	Justice and Injustice	Section 5
4.1.1.b	Identifies persuasive elements in a peer's writing and critiques the effectiveness (e.g., preponderance of evidence, citing experts, compromise solutions).		
4.1.1.c	Explains accuracy of content and vocabulary for specific curricular areas (e.g., accurate scientific terms regarding the effectiveness of the solution to the problem).		
4.1.2	Analyzes and evaluates own writing using established criteria.		
4.1.2.a	Explains strengths and weaknesses of own writing using criteria (e.g., content or performance standards, WASL or 6-trait rubrics).	Utopia	Section 6 Page 3 per rubric
4.1.2.b	Rereads own work for the craft of writing (e.g., character development, irony, tone) as well as the content (e.g., quotations to support contentions).		
4.1.2.c	Uses criteria to choose and defend choices for a writing portfolio.		
4.1.2.d	Provides evidence that goals have been met (e.g., selects pieces for culminating exhibition).		

## English 4

4.2	Sets goals for improvement.		
4.2.1	Evaluates and adjusts writing goals using criteria.		
4.2.1.a	Monitors progress toward goals over time (e.g., "I need to try free verse next quarter.").		
4.2.1.b	Analyzes progress (e.g., "My free verse needs better imagery.").		
4.2.1.c	Evaluates goals (e.g., "I need to allow time for substantive revisions.").		
4.2.1.d	Adjusts goals (e.g., "I will write a ballad next quarter.").		
4.2.1.e	Maintains a written log of long-term goals (e.g., "I will try other genres, vary points of view, elaborate on evidence, and seek publication.") and a portfolio of work.		