

K	1	2	3	4	5	6	7	8	9	10	11	12
<b>EX (10)</b> Author’s Craft: Listening, Speaking, Reading and Writing using Multiple Texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:												
<b>TO (5)</b> Author’s <b>Purpose and Craft</b> : Listening, Speaking, Reading, Writing, and <b>Thinking</b> using Multiple Texts. The student uses critical inquiry to analyze the purpose of authors’ choices and how they influence and communicate meaning within a text. The student analyzes and applies author’s craft purposefully in order to develop their own products and performances. The student is expected to:												
<b>TO (A)</b> discuss, with adult assistance, author’s purpose for writing text;	(A) discuss author’s purpose for writing text;	(A) discuss author’s purpose for writing text;	(A) explain author’s purpose and message within a text;	(A) analyze author’s purpose and message within a text;	(A) analyze author’s purpose and message within a text;	(A) analyze author’s purpose and message within a text;	(A) analyze author’s purpose and message within a text;	(A) analyze author’s purpose and message within a text;	(A) analyze author’s purpose, audience, and message within a text;	(A) analyze author’s purpose, audience, and message within a text;	(A) analyze author’s purpose, audience, and message within a text;	(A) analyze author’s purpose, audience, and message within a text;
<b>TO (B)</b> discuss, with adult assistance, how use of text structure contributes to author’s purpose; and	(B) discuss how use of text structure contributes to author’s purpose; and	(B) discuss how use of text structure contributes to author’s purpose; and	(B) explain how use of text structure contributes to author’s purpose;	(B) analyze how use of text structure contributes to author’s purpose;	(B) analyze how use of text structure contributes to author’s purpose;	(B) analyze how use of text structure contributes to author’s purpose;	(B) analyze how use of text structure contributes to author’s purpose;	(B) analyze how use of text structure contributes to author’s purpose;	(B) analyze use of text structures to achieve author’s specific purposes;	(B) analyze use of text structures to achieve author’s specific purposes;	(B) evaluate use of specific text structure to achieve author’s intended purposes;	(B) evaluate author’s use of specific text structure to achieve author’s intended purposes;
<b>TO (C)</b> discuss, with adult assistance, author’s use of print and graphic features to achieve specific purposes.	(C) discuss, with adult assistance, author’s use of print and graphic features to achieve specific purposes.	(C) discuss author’s use of print and graphic features to achieve specific purposes.	(C) explain author’s use of print and graphic features to achieve specific purposes;	(C) analyze author’s use of print and graphic features to achieve specific purposes;	(C) analyze author’s use of print and graphic features to achieve specific purposes;	(C) analyze author’s use of print and graphic features to achieve specific purposes;	(C) analyze author’s use of print and graphic features to achieve specific purposes;	(C) analyze author’s use of print and graphic features to achieve specific purposes;	(C) evaluate author’s use of print and graphic features to achieve specific purposes;	(C) evaluate author’s use of print and graphic features to achieve specific purposes;	(C) justify author’s use of print and graphic features to achieve intended purposes;	(C) justify author’s use of print and graphic features to achieve intended purposes;
<b>EX (A)</b> listen to and experience the author’s use of repetition within literary texts; and	(A) listen to and experience the author’s use of repetition within literary texts; and	(A) identify the use of literal and figurative language; and	(A) identify sound devices such as rhyme and onomatopoeia; and literal and figurative language such as simile and metaphor; and	(A) describe the use of sound devices such as alliteration and assonance, and other forms of figurative language;	(A) describe the use of literal and figurative language such as personification and imagery;	(A) explain the purpose of figurative language including metaphor, simile, personification, and imagery;	(A) explain the purpose of figurative language including metaphor, simile, personification, and imagery;	(A) explain the purpose of figurative language including imagery and symbolism;	(A) identify and analyze the use of extended metaphor, paradox, irony and oxymoron;	(A) identify and analyze the use of allusions and motif;	(A) analyze the use of paradox, satire and allegory; and	(A) develop criteria to evaluate paradox, satire, and allegory;
<b>TO (D)</b> discuss how the author uses words that helps the reader visualize;	(D) discuss how the author uses words that helps the reader visualize;	(D) discuss how the author uses words that helps the reader visualize;	(D) describe how author’s use of repetition, sound devices, and literal and figurative	(D) describe how author’s use of repetition, sound devices, and literal and figurative	(D) describe how author’s use of repetition, sound devices, and literal and figurative	(D) explain how author’s use of sound devices, and literal and figurative language such	(D) explain how author’s use of sound devices, and literal and figurative language such	(D) explain author’s use of sound devices, and literal and figurative language such as imagery	(D) analyze how author’s use of sound devices and literal and figurative language such	(D) analyze how author’s use of sound devices and literal and figurative language	(D) evaluate how author’s use of sound devices and literal and figurative language	(D) evaluate how author’s use of sound devices and literal and figurative language

K	1	2	3	4	5	6	7	8	9	10	11	12
			language such as simile, and imagery achieves specific purposes;	language such as metaphor, simile, and imagery achieves specific purposes;	language such as metaphor, simile, and imagery achieves specific purposes;	as metaphor, simile, personification, and imagery achieves intended purposes;	as metaphor, simile, personification, and imagery achieves intended purposes;	and symbolism achieves intended purposes;	as extended metaphor, simile, personification, hyperbole, symbolism, and imagery achieves specific purposes;	achieves specific purposes;	informs and shapes the perception of readers;	informs and shapes the perception of readers;
EX						(C) identify and describe the mood created in a text; and	(C) identify and describe the mood created in a text; and	(C) identify how the author's language contributes to the mood and tone of a text; and	(C) identify and analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	(C) identify and analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	(C) analyze and interpret how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	(C) analyze and evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
TO			(E) examine how author's use of language contributes to voice; and	(E) discuss how author's use of language contributes to voice;	(E) discuss how author's use of language contributes to voice;	(E) analyze how author's use of language contributes to mood and voice;	(E) analyze how author's use of language contributes to mood, voice and tone;	(E) analyze how author's use of language contributes to mood, voice and tone;	(E) analyze how diction and syntax contribute to mood, voice, and tone;	(E) analyze how diction and syntax contributes to mood, voice, and tone;	(E) analyze how author's diction and syntax contributes to mood, voice, and tone;	(E) evaluate how author's diction and syntax contribute to mood, voice, and tone;
EX (B) listen to and experience first and third person text.	(B) listen to and experience first and third person text.	(B) identify the use of first or third person in a text.	(B) identify the use of literary devices including first or third person point of view.	(B) identify and understand the use of literary devices including first or third person point of view; and	(B) identify and understand the use of literary devices including first or third person point of view; and	(B) identify the use of literary devices including omniscient and limited point of view to achieve a specific purpose;	(B) identify the use of literary devices including subjective and objective point of view;	(B) identify and analyze the use of literary devices including multiple points of view and irony;				
TO (F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F) analyze the use of literary devices such as point of view, irony, oxymoron, pun, and idiom to achieve	(F) analyze the use of literary devices such as point of view, irony, sarcasm, oxymoron, and motif to achieve	(F) analyze the use of literary devices such as paradox, satire, and allegory to achieve specific purposes; and	(F) evaluate the use of literary devices such as paradox, satire, and allegory to achieve

K	1	2	3	4	5	6	7	8	9	10	11	12
									specific purposes; and	specific purposes; and		specific purposes; and
EX				(D) identify the use of hyperbole.	(D) identify and explain the purpose of hyperbole.	(D) identify and explain the differences between the use of hyperbole and sarcasm in texts.	(D) identify and explain loaded language, strawmen, and ad hominem arguments.	(D) identify and explain the use of rhetorical questions, bandwagon appeals, and sweeping generalizations.	(D) explain the difference between rhetorical devices and logical fallacies.	(D) identify and analyze the use of rhetorical devices including appeals, understatement, overstatement, parallelism, and shifts.	(D) identify and analyze the use of rhetorical devices including analogy, antithesis, and shifts.	(D) identify and analyze use of rhetorical devices including analogy, antithesis, and syllogism.
TO				(G) explain use of literary devices such as exaggeration when used rhetorically.	(G) explain use of rhetorical devices such as exaggeration and stereotyping.	(G) analyze use of rhetorical devices such as hyperbole.	(G) analyze use of rhetorical devices, such as loaded language.	(G) analyze use of rhetorical devices such as rhetorical questions and loaded language.	(G) analyze the use of rhetorical devices such as allusion, repetition, appeals, and rhetorical questions.	(G) such as allusion, appeals, understatement, overstatement, parallelism, and shifts.	(G) such as analogy, antithesis, and shifts.	(G) such as analogy, antithesis, and syllogism.