

### English I Priority Standards

Priority Standard	
1B	analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;
2A	analyze how the genre of texts with similar themes shapes meaning;
5A	analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;
5B	analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils
8A	explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.
9A	summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;
9B	Differentiate between opinions that are substantiated and unsubstantiated in the text;
9C	make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns;
10A	analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience;
12A	compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;
Fig19B	make complex inferences about text and use textual evidence to support understanding.
13A	plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
13B	structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;
13C	revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;
13D	edit drafts for grammar, mechanics, and spelling;
13E	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
15A	write an analytical essay of sufficient length that includes: <ol style="list-style-type: none"> <li>i. effective introductory and concluding paragraphs and a variety of sentence structures;</li> <li>ii. a controlling idea or thesis</li> <li>iii. an organizing structure appropriate to purpose, audience, and context;</li> <li>iv. rhetorical devices, and transitions between paragraphs;</li> <li>v. relevant information and valid inferences</li> </ol>
16	Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.
24A	listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;
26A	participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making;

