DIGITAL THEATRE⁺

Texas Essential Knowledge and Skills ELA

Our instructional resources are aligned to your standards to help you meet your teaching objectives. Below is an overview of how our resources are aligned to the Texas Essential Knowledge and Skills ELA.

GRADE 6

KNOWLEDGE AND SKILLS

Standards	Example Content Correlation
6.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
6.1.A listen actively to interpret a message, ask clarifying questions, and respond appropriately;	**Unlocked: Speaking and Listening,** notably videos entitled "Unlocking Collaboration" eg. **Unlocking Collaboration: Democratic Discussions**
6.1.B follow and give oral instructions that include multiple action steps;	**Unlocked: Speaking and Listening**
6.1.C give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	**Unlocked: Speaking and Listening,** notably videos entitled "Unlocking Presentation" eg. **Unlocking Presentation: Presenting Information Effectively**
6.1.D participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.	**Unlocked: Speaking and Listening,** notably **Unlocking Collaboration: Group Discussions**
6.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
6.2.A use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	Every **print short story** includes a glossary at the end of the story. See **here** as an example. Unlocked Study Guides also include glossaries and an "example" section that encourages students to contextualise them. See **here**, p. 47
6.2.B use context such as definition, analogy, and examples to clarify the meaning of words; and	Every **print short story** includes a glossary at the end of the story. See **here** as an example. Unlocked Study Guides also include glossaries and an "example" section that encourages students to contextualise them. See **here**, p. 47
6.2.C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.	N/R
6.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.	**Short stories** and **poetry** give an opportunity to build reading comprehension by reading the text itself (ie. the short story or poem). **Unlocked** offers reading comprehension modules for commonly taught titles, helping students to better understand what they have read.
6.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	**Short stories** and **poetry** give an opportunity for students to undertake self-sustained reading.
6.5 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
6.5.A establish purpose for reading assigned and self-selected text;	N/R
6.5.B generate questions about text before, during, and after reading to deepen understanding and gain information;	Every **Unlocked** series has interactive questions to test and build this knowledge.
6.5.C make and correct or confirm predictions using text features, characteristics of genre, and structures;	**Unlocked: Genres**, every **Unlocked series** has a section on structure. **Spotlight On: Shakespeare's Comedies**, **Spotlight On: Shakespeare's Histories** and **Spotlight On: Shakespeare's Tragedies.**
6.5.D create mental images to deepen understanding;	N/R
6.5.E make connections to personal experiences, ideas in other texts, and society;	Poetry explores lots of different personal and societal experiences. For example: **Be The Best of Whatever You Are by Douglas Malloch**, **The Rose That Grew from Concrete by Tupac Shakur**, and **I Ask My Mother to Sing by Li-Young Lee**.
6.5.G evaluate details read to determine key ideas;	All **Unlocked** titles support students with this skill.
6.5.H synthesize information to create new understanding; and	All **Unlocked** titles support students with this skill.
6.5.I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	All **Unlocked** titles support students with this skill.
6.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
6.6.A describe personal connections to a variety of sources, including self-selected texts;	N/R
6.6.B write responses that demonstrate understanding of texts, including comparing sources within and across genres;	The Compare and Contrast series can build an understanding across texts, notably via **Comparing Theme**, **Comparing Mediums**, and **Comparing Design Choices.**
6.6.C use text evidence to support an appropriate response;	Almost all ELA assessments and quizzes on the platform require textual evidence from the students. For example: **Unlocked Study Guide: A Midsummer Nights Dream**, p. 18.
6.6.D paraphrase and summarize texts in ways that maintain meaning and logical order;	N/R
6.6.E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	N/R
6.6.F respond using newly acquired vocabulary as appropriate;	Every **print short story** includes a glossary at the end of the story. See **here** as an example. Unlocked Study Guides also include glossaries and an "example" section that encourages students to contextualise them. See **here**, p. 47
6.6.G discuss and write about the explicit or implicit meanings of text;	**Unlocking Community: Thinking Critically**
6.6.H respond orally or in writing with appropriate register, vocabulary, tone, and voice; and	N/R
6.6.I reflect on and adjust responses as new evidence is presented.	**Unlocking Community: Thinking Critically**

Standards	Example Content Correlation
6.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
6.7.A infer multiple themes within and across texts using text evidence;	Every **Unlocked** series includes at least one Theme analysis video and a section in the Unlocked Study Guide exploring theme. For example, **Unlocking Theme: Fate in Romeo and Juliet**. Also **Unlocked Study Guide: Macbeth**, p.45 onward. **Compare and Contrast: Themes**. **Short stories** also explores theme, eg. **Fish Cheeks by Amy Tan: The Theme of Identity.**
6.7.B analyze how the characters' internal and external responses develop the plot;	Every **Unlocked** series includes at least one Character analysis video and a section in the Unlocked Study Guide exploring all characters. For example, **Unlocking Character: Lady Macbeth**. Also **Unlocked Study Guide: Romeo and Juliet**, p.17 onward. *Beyond The Wild Wood* offers a great exploration of characters in The Wind and the Willows. **Short Stories** explores character analysis, eg. *The Tell-tale Heart by Edgar Allan Poe: The (Un)reliable Narrator.*
6.7.C analyze plot elements, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback; and	Every **Unlocked** series contains a Structure analysis video. For example: **Unlocking Structure in Oedipus Rex.**
6.7.D analyze how the setting, including historical and cultural settings, influences character and plot development.	Setting is explored for key literary works. See **The Canterville Ghost by Oscar Wilde: Setting**. **Spotlight On: Shakespeare** can provide key context into historical and cultural setting for Shakespearean works.
6.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
6.8.A demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;	N/R
6.8.B analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;	Poetry in Action's analysis videos can support with this. See the **following**, which are suitable for younger learners. **This** is the broader offering.
6.8.D analyze characteristics and structural elements of informational text, including:	N/R
6.8.D.i the controlling idea or thesis with supporting evidence;	N/R
6.8.D.ii features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and	N/R
6.8.D.iii organizational patterns such as definition, classification, advantage, and disadvantage;	N/R
6.8.E analyze characteristics and structures of argumentative text by:	N/R
6.8.E.i identifying the claim;	N/R
6.8.E.ii explaining how the author uses various types of evidence to support the argument; and	N/R
6.8.E.iii identifying the intended audience or reader; and	N/R
6.8.F analyze characteristics of multimodal and digital texts.	N/R
6.9 Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:	
6.9.A explain the author's purpose and message within a text;	**Poetry in Action analysis videos** support this skill, as do **Unlocked series** and **Short Stories**.
6.9.B analyze how the use of text structure contributes to the author's purpose;	Every **Unlocked** series contains a Structure analysis video. For example: **Unlocking Structure in Oedipus Rex.**
6.9.C analyze the author's use of print and graphic features to achieve specific purposes;	**Manga graphic novels** are a great way to analyze the the impact of print and graphic features.
6.9.D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	Every **Unlocked** series includes at least one Literary Devices/Language analysis video and a section in the Unlocked Study Guide exploring language. For example, **Unlocking Literary Devices in Macbeth**. Also **Unlocked Study Guide: The Tempest**, p.43 onward.
6.9.E identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;	Every **Unlocked** series includes at least one Literary Devices/Language analysis video and a section in the Unlocked Study Guide exploring language. For example, **Unlocking Literary Devices in Macbeth**. Also **Unlocked Study Guide: The Tempest**, p.43 onward.
6.9.F analyze how the author's use of language contributes to mood and voice; and	Every **Unlocked** series includes at least one Literary Devices/Language analysis video and a section in the Unlocked Study Guide exploring language. For example, **Unlocking Literary Devices in Macbeth**. Also **Unlocked Study Guide: The Tempest**, p.43 onward. **Spotlight On: Shakespeare's Words** and **Spotlight On: Shakespeare's Language.**
6.9.G explain the differences between rhetorical devices and logical fallacies.	**Unlocking Rhetoric: Rhetorical Devices** and **accompanying worksheet**

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Standards	Example Content Correlation
6.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
6.10.A plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
6.10.B develop drafts into a focused, structured, and coherent piece of writing by:	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
6.10.B.i organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
6.10.B.ii developing an engaging idea reflecting depth of thought with specific facts and details;	N/R
6.10.C revise drafts for clarity, development, organization, style, word choice, and sentence variety;	N/R
6.10.D edit drafts using standard English conventions, including:	N/R
6.10.D.i complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	N/R
6.10.D.ii consistent, appropriate use of verb tenses;	N/R
6.10.D.iii conjunctive adverbs;	N/R
6.10.D.iv prepositions and prepositional phrases and their influence on subject-verb agreement;	N/R
6.10.D.v pronouns, including relative;	N/R
6.10.D.vi subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;	N/R
6.10.D.vii capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;	N/R
6.10.D.viii punctuation marks, including commas in complex sentences, transitions, and introductory elements; and	N/R
6.10.D.ix correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	N/R
6.10.E publish written work for appropriate audiences.	N/R
6.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
6.11.A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	N/R
6.11.B compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;	N/R
6.11.C compose multi-paragraph argumentative texts using genre characteristics and craft; and	N/R
6.11.D compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	N/R
6.12 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
6.12.A generate student-selected and teacher-guided questions for formal and informal inquiry;	N/R
6.12.B develop and revise a plan;	N/R
6.12.C refine the major research question, if necessary, guided by the answers to a secondary set of questions;	N/R
6.12.D identify and gather relevant information from a variety of sources;	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.**
6.12.E differentiate between primary and secondary sources;	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.**
6.12.F synthesize information from a variety of sources;	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.**
6.12.G differentiate between paraphrasing and plagiarism when using source materials;	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.**
6.12.H examine sources for:	Examples included below.
6.12.H.i reliability, credibility, and bias; and	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.**
6.12.H.ii faulty reasoning such as hyperbole, emotional appeals, and stereotype;	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.**
6.12.I display academic citations and use source materials ethically; and	N/R
6.12.J use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	**Unlocking Presentation: Adapting Speech, Unlocking Presentation: Using Digital Media.**

GRADE 7

KNOWLEDGE AND SKILLS

Standards	Example Content Correlation
7.1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
7.1.A listen actively to interpret a message and ask clarifying questions that build on others' ideas;	**Unlocked: Speaking and Listening,** notably videos entitled "Unlocking Collaboration" eg. **Unlocking Collaboration: Democratic Discussions**
7.1.B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;	**Unlocked: Speaking and Listening**
7.1.C present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and	**Unlocked: Speaking and Listening,** notably videos entitled "Unlocking Presentation" eg. **Unlocking Presentation: Presenting Information Clearly**
7.1.D engage in meaningful discourse and provide and accept constructive feedback from others.	**Unlocked: Speaking and Listening, notably Unlocking Collaboration: Group Discussions**
7.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
7.2.A use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	Every **print short story** includes a glossary at the end of the story. See **here** as an example. Unlocked Study Guides also include glossaries and an "example" section that encourages students to contextualise them. See **here**, p. 47
7.2.B use context such as contrast or cause and effect to clarify the meaning of words; and	N/R
7.2.C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.	N/R
7.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.	**Short stories** and **poetry** give an opportunity to build reading comprehension by reading the text itself (ie. the short story or poem). **Unlocked** offers reading comprehension modules for commonly taught titles, helping students to better understand what they have read.
7.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	**Short stories** and **poetry** give an opportunity for students to undertake self-sustained reading.
7.5 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
7.5.A establish purpose for reading assigned and self-selected texts;	N/R
7.5.B generate questions about text before, during, and after reading to deepen understanding and gain information;	Every **Unlocked** series has interactive questions to test and build this knowledge.
7.5.C make and correct or confirm predictions using text features, characteristics of genre, and structures;	**Unlocked: Genres**, every **Unlocked series** has a section on structure. **Spotlight On: Shakespeare's Comedies**, **Spotlight On: Shakespeare's Histories** and **Spotlight On: Shakespeare's Tragedies.**
7.5.D create mental images to deepen understanding;	N/R
7.5.E make connections to personal experiences, ideas in other texts, and society;	Poetry explores lots of different personal and societal experiences. For example: **Be The Best of Whatever You Are by Douglas Malloch**, **The Rose That Grew from Concrete by Tupac Shakur**, and **I Ask My Mother to Sing by Li-Young Lee.**
7.5.F make inferences and use evidence to support understanding;	Unlocked Study Guides are filled with activities that require textual evidence and inference. For example: **Unlocked Study Guide: The Tempest**, p.14.
7.5.G evaluate details read to determine key ideas;	All **Unlocked** titles support students with this skill.
7.5.H synthesize information to create new understanding; and	All **Unlocked** titles support students with this skill.
7.5.I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	All **Unlocked** titles support students with this skill.
7.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
7.6.A describe personal connections to a variety of sources, including self-selected texts;	N/R
7.6.B write responses that demonstrate understanding of texts, including comparing sources within and across genres;	The Compare and Contrast series can build an understanding across texts, notably via **Comparing Theme**, **Comparing Mediums**, and **Comparing Design Choices.**
7.6.C use text evidence to support an appropriate response;	Almost all ELA assessments and quizzes on the platform require textual evidence from the students. For example: **Unlocked Study Guide: A Midsummer Nights Dream**, p. 18.
7.6.D paraphrase and summarize texts in ways that maintain meaning and logical order;	N/R
7.6.E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	N/R
7.6.F respond using newly acquired vocabulary as appropriate;	Every **print short story** includes a glossary at the end of the story. See **here** as an example. Unlocked Study Guides also include glossaries and an "example" section that encourages students to contextualise them. See **here**, p. 47
7.6.G discuss and write about the explicit or implicit meanings of text;	**Unlocking Community: Thinking Critically**
7.6.H respond orally or in writing with appropriate register, vocabulary, tone, and voice; and	**Unlocking Presentation: Presenting Information Clearly**
7.6.I reflect on and adjust responses as new evidence is presented.	**Unlocking Community: Thinking Critically**

Standards	Example Content Correlation
7.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
7.7.A infer multiple themes within and across texts using text evidence;	Every **Unlocked** series includes at least one Theme analysis video and a section in the Unlocked Study Guide exploring theme. For example, **Unlocking Theme: Fate in Romeo and Juliet**. Also **Unlocked Study Guide: Macbeth**, p.45 onward. **Compare and Contrast: Themes**. **Short stories** also explores theme, eg. **Fish Cheeks by Amy Tan: The Theme of Identity**.
7.7.B analyze how characters' qualities influence events and resolution of the conflict;	Every **Unlocked** series includes at least one Character analysis video and a section in the Unlocked Study Guide exploring all characters. For example, **Unlocking Character: Lady Macbeth**. Also **Unlocked Study Guide: Romeo and Juliet**, p.17 onward. *Beyond The Wild Wood* offers a great exploration of characters in The Wind and the Willows. **Short Stories** explores character analysis, eg. *The Tell-Tale Heart by Edgar Allan Poe: The (Un)reliable Narrator.*
7.7.C analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and	Every **Unlocked** series contains a Structure analysis video. For example: **Unlocking Structure in Oedipus Rex**. Short Story analysis videos look at suspense, foreshadowing, and other techniques: eg. **The Hand by Guy de Maupassant: The Frame Story**
7.7.D analyze how the setting influences character and plot development.	Setting is explored for key literary works. See **The Canterville Ghost by Oscar Wilde: Setting**. **Spotlight On: Shakespeare** can provide key context into historical and cultural setting for Shakespearean works.
7.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
7.8.A demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;	N/R
7.8.B analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;	Poetry in Action's analysis videos can support with this. See the **following**, which are suitable for younger learners. **This** is the broader offering.
7.8.C analyze how playwrights develop characters through dialogue and staging;	**Comparing Design Choices**. Every **Unlocked series** exploring a play includes at least one Character analysis video.
7.8.D analyze characteristics and structural elements of informational text, including:	N/R
7.8.D.i the controlling idea or thesis with supporting evidence;	N/R
7.8.D.ii features such as references or acknowledgements; and	N/R
7.8.D.iii organizational patterns that support multiple topics, categories, and subcategories;	N/R
7.8.E analyze characteristics and structures of argumentative text by:	N/R
7.8.E.i identifying the claim;	N/R
7.8.E.ii explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and	N/R
7.8.E.iii identifying the intended audience or reader; and	N/R
7.8.F analyze characteristics of multimodal and digital texts.	N/R
7.9 Author's purpose and craft: listening, speaking, reading, writing, and thinking 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	
7.9.A explain the author's purpose and message within a text;	**Poetry in Action analysis videos** support this skill, as do **Unlocked series** and **Short Stories**.
7.9.B analyze how the use of text structure contributes to the author's purpose;	Every **Unlocked** series contains a Structure analysis video. For example: **Unlocking Structure in Oedipus Rex.**
7.9.C analyze the author's use of print and graphic features to achieve specific purposes;	**Manga graphic novels** are a great way to analyze the the impact of print and graphic features.
7.9.D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	Every **Unlocked** series includes at least one Literary Devices/Language analysis video and a section in the Unlocked Study Guide exploring language. For example, **Unlocking Literary Devices in Macbeth**. Also **Unlocked Study Guide: The Tempest**, p.43 onward.
7.9.E identify the use of literary devices, including subjective and objective point of view;	Every **Unlocked** series includes at least one Literary Devices/Language analysis video and a section in the Unlocked Study Guide exploring language. For example, **Unlocking Literary Devices in Macbeth**. Also **Unlocked Study Guide: The Tempest**, p.43 onward.
7.9.F analyze how the author's use of language contributes to mood, voice, and tone; and	Every **Unlocked** series includes at least one Literary Devices/Language analysis video and a section in the Unlocked Study Guide exploring language. For example, **Unlocking Literary Devices in Macbeth**. Also **Unlocked Study Guide: The Tempest**, p.43 onward. **Spotlight On: Shakespeare's Words** and **Spotlight On: Shakespeare's Language.**
7.9.G explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.	**Unlocking Rhetoric: Rhetorical Devices**

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Standards	Example Content Correlation
7.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
7.10.A plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
7.10.B develop drafts into a focused, structured, and coherent piece of writing by:	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
7.10.B.i organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
7.10.B.ii developing an engaging idea reflecting depth of thought with specific facts, details, and examples;	N/R
7.10.C revise drafts for clarity, development, organization, style, word choice, and sentence variety;	N/R
7.10.D edit drafts using standard English conventions, including:	N/R
7.10.D.i complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	N/R
7.10.D.ii consistent, appropriate use of verb tenses;	N/R
7.10.D.iii conjunctive adverbs;	N/R
7.10.D.iv prepositions and prepositional phrases and their influence on subject-verb agreement;	N/R
7.10.D.v pronoun-antecedent agreement;	N/R
7.10.D.vi subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;	N/R
7.10.D.vii correct capitalization;	N/R
7.10.D.viii punctuation, including commas to set off words, phrases, and clauses, and semicolons; and	N/R
7.10.D.ix correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	N/R
7.10.E publish written work for appropriate audiences.	N/R
7.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
7.11.A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	N/R
7.11.B compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;	N/R
7.11.C compose multi-paragraph argumentative texts using genre characteristics and craft; and	N/R
7.11.D compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	N/R
7.12 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
7.12.A generate student-selected and teacher-guided questions for formal and informal inquiry;	N/R
7.12.B develop and revise a plan;	N/R
7.12.C refine the major research question, if necessary, guided by the answers to a secondary set of questions;	N/R
7.12.D identify and gather relevant information from a variety of sources;	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.**
7.12.E differentiate between primary and secondary sources;	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.**
7.12.F synthesize information from a variety of sources;	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.**
7.12.G differentiate between paraphrasing and plagiarism when using source materials;	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.**
7.12.H examine sources for:	Examples included below.
7.12.H.i reliability, credibility, and bias; and	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.**
7.12.H.ii faulty reasoning such as hyperbole, emotional appeals, and stereotype;	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.**
7.12.I display academic citations and use source materials ethically; and	N/R
7.12.J use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	**Unlocking Presentation: Adapting Speech, Unlocking Presentation: Using Digital Media.**

GRADE 8

KNOWLEDGE AND SKILLS

Standards	Example Content Correlation
8.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
8.1.A listen actively to interpret a message by summarizing, asking questions, or making comments;	**Unlocked: Speaking and Listening**, notably videos entitled "Unlocking Collaboration" eg. **Unlocking Collaboration: Democratic Discussions** and **accompanying worksheet**
8.1.B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;	**Unlocked: Speaking and Listening**
8.1.C advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and	**Unlocked: Speaking and Listening**, notably videos entitled "Unlocking Presentation" eg. **Unlocking Presentation: Presenting Information Clearly** and **accompanying worksheet**
8.1.D participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.	**Unlocked: Speaking and Listening**, notably **Unlocking Collaboration: Group Discussions** and **accompanying worksheet**
8.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
8.2.A use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	Every **print short story** includes a glossary at the end of the story. See **here** as an example. Unlocked Study Guides also include glossaries and an "example" section that encourages students to contextualise them. See **here**, p. 47
8.2.B use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and	Every **print short story** includes a glossary at the end of the story. See **here** as an example. Unlocked Study Guides also include glossaries and an "example" section that encourages students to contextualise them. See **here**, p. 47
8.2.C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.	N/R
8.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.	**Short stories** and **poetry** give an opportunity to build reading comprehension by reading the text itself (ie. the short story or poem). **Unlocked** offers reading comprehension modules for commonly taught titles, helping students to better understand what they have read.
8.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	**Short stories** and **poetry** give an opportunity for students to undertake self-sustained reading.
8.5 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
8.5.A establish purpose for reading assigned and self-selected texts;	N/R
8.5.B generate questions about text before, during, and after reading to deepen understanding and gain information;	Every **Unlocked** series has interactive questions to test and build this knowledge.
8.5.C make and correct or confirm predictions using text features, characteristics of genre, and structures;	**Unlocked: Genres**, every **Unlocked series** has a section on structure. **Spotlight On: Shakespeare's Comedies**, **Spotlight On: Shakespeare's Histories** and **Spotlight On: Shakespeare's Tragedies.**
8.5.D create mental images to deepen understanding;	N/R
8.5.E make connections to personal experiences, ideas in other texts, and society;	Poetry explores lots of different personal and societal experiences. For example: **Be The Best of Whatever You Are by Douglas Malloch**, **The Rose That Grew from Concrete by Tupac Shakur**, and **I Ask My Mother to Sing by Li-Young Lee**.
8.5.F make inferences and use evidence to support understanding;	Unlocked Study Guides are filled with activities that require textual evidence and inference. For example: **Unlocked Study Guide: The Tempest,** p.14.
8.5.G evaluate details read to determine key ideas;	All **Unlocked** titles support students with this skill.
8.5.H synthesize information to create new understanding; and	All **Unlocked** titles support students with this skill.
8.5.I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	All **Unlocked** titles support students with this skill.
8.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
8.6.A describe personal connections to a variety of sources, including self-selected texts;	N/R
8.6.B write responses that demonstrate understanding of texts, including comparing sources within and across genres;	The Compare and Contrast series can build an understanding across texts, notably via **Comparing Theme**, **Comparing Mediums**, and **Comparing Design Choices.**
8.6.C use text evidence to support an appropriate response;	Almost all ELA assessments and quizzes on the platform require textual evidence from the students. For example: **Unlocked Study Guide: A Midsummer Nights Dream**, p. 18.
8.6.D paraphrase and summarize texts in ways that maintain meaning and logical order;	N/R
8.6.E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	N/R
8.6.F respond using newly acquired vocabulary as appropriate;	Every **print short story** includes a glossary at the end of the story. See **here** as an example. Unlocked Study Guides also include glossaries and an "example" section that encourages students to contextualise them. See **here**, p. 47
8.6.G discuss and write about the explicit or implicit meanings of text;	**Unlocking Community: Thinking Critically**
8.6.H respond orally or in writing with appropriate register, vocabulary, tone, and voice;	**Unlocking Presentation: Presenting Information Clearly**
8.6.I reflect on and adjust responses as new evidence is presented; and	**Unlocking Community: Thinking Critically**
8.6.J defend or challenge the authors' claims using relevant text evidence.	**Unlocking Community: Thinking Critically**

Standards	Example Content Correlation
8.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
8.7.A analyze how themes are developed through the interaction of characters and events;	Every **Unlocked** series includes at least one Theme analysis video and a section in the Unlocked Study Guide exploring theme. For example, **Unlocking Theme: Fate in Romeo and Juliet**. Also **Unlocked Study Guide: Macbeth**, p.45 onward. **Compare and Contrast: Themes**. **Short stories** also explores theme, eg. **Fish Cheeks by Amy Tan: The Theme of Identity.**
8.7.B analyze how characters' motivations and behaviors influence events and resolution of the conflict;	Every **Unlocked** series includes at least one Character analysis video and a section in the Unlocked Study Guide exploring all characters. For example, **Unlocking Character: Lady Macbeth**. Also **Unlocked Study Guide: Romeo and Juliet**, p.17 onward. *Beyond The Wild Wood* offers a great exploration of characters in The Wind and the Willows. **Short Stories** explores character analysis, eg. **Violets by Alice Dunbar Nelson: The Main Character.**
8.7.C analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and	Every **Unlocked** series contains a Structure analysis video. For example: **Unlocking Structure in Oedipus Rex**. Short Story analysis videos look at suspense, foreshadowing, and other techniques: eg. **The Hand by Guy de Maupassant: The Frame Story**
8.7.D explain how the setting influences the values and beliefs of characters.	Setting is explored for key literary works. See **The Canterville Ghost by Oscar Wilde: Setting**. **Spotlight On: Shakespeare** can provide key context into historical and cultural setting for Shakespearean works.
8.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
8.8.A demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;	N/R
8.8.B analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;	Poetry in Action's analysis videos can support with this. See the **following**, which are suitable for younger learners. **This** is the broader offering. Note you can review by form on **this page.**
8.8.C analyze how playwrights develop dramatic action through the use of acts and scenes;	Every Unlocked Study Guide contains a plot breakdown that structures by act and scene. See **Unlocked Study Guide: Romeo and Juliet**, p.9 as an example. Every Unlocked series also has at least one Structure video breaking things down into their dramatic structure, eg. **Unlocking Structure in Romeo and Juliet.**
8.8.D analyze characteristics and structural elements of informational text, including:	N/R
8.8.D.i the controlling idea or thesis with supporting evidence;	N/R
8.8.D.ii features such as footnotes, endnotes, and citations; and	N/R
8.8.D.iii multiple organizational patterns within a text to develop the thesis;	N/R
8.8.E analyze characteristics and structures of argumentative text by:	N/R
8.8.E.i identifying the claim and analyzing the argument;	N/R
8.8.E.ii identifying and explaining the counter argument; and	N/R
8.8.E.iii identifying the intended audience or reader; and	N/R
8.8.F analyze characteristics of multimodal and digital texts.	N/R
8.9 Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:	
8.9.A explain the author's purpose and message within a text;	**Poetry in Action analysis videos** support this skill, as do **Unlocked series** and **Short Stories**.
8.9.B analyze how the use of text structure contributes to the author's purpose;	Every **Unlocked** series contains a Structure analysis video. For example: **Unlocking Structure in Oedipus Rex**.
8.9.C analyze the author's use of print and graphic features to achieve specific purposes;	**Manga graphic novels** are a great way to analyze the the impact of print and graphic features.
8.9.D describe how the author's use of figurative language such as extended metaphor achieves specific purposes;	Every **Unlocked** series includes at least one Literary Devices/Language analysis video and a section in the Unlocked Study Guide exploring language. For example, **Unlocking Literary Devices in Macbeth**. Also **Unlocked Study Guide: The Tempest**, p.43 onward.
8.9.E identify and analyze the use of literary devices, including multiple points of view and irony;	Every **Unlocked** series includes at least one Literary Devices/Language analysis video and a section in the Unlocked Study Guide exploring language. For example, **Unlocking Literary Devices in Macbeth**. Also **Unlocked Study Guide: The Tempest**, p.43 onward.
8.9.F analyze how the author's use of language contributes to the mood, voice, and tone; and	**Unlocking Rhetoric: Rhetorical Devices** and **accompanying worksheet**

Standards	Example Content Correlation
8.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
8.10.A plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
8.10.B develop drafts into a focused, structured, and coherent piece of writing by:	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
8.10.B.i organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
8.10.B.ii developing an engaging idea reflecting depth of thought with specific facts, details, and examples;	N/R
8.10.C revise drafts for clarity, development, organization, style, word choice, and sentence variety;	N/R
8.10.D edit drafts using standard English conventions, including:	N/R
8.10.D.i complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	N/R
8.10.D.ii consistent, appropriate use of verb tenses and active and passive voice;	N/R
8.10.D.iii prepositions and prepositional phrases and their influence on subject-verb agreement;	N/R
8.10.D.iv pronoun-antecedent agreement;	N/R
8.10.D.v correct capitalization;	N/R
8.10.D.vi punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and	N/R
8.10.D.vii correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	N/R
8.10.E publish written work for appropriate audiences.	N/R
8.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	N/R
8.11.A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	N/R
8.11.B compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;	N/R
8.11.C compose multi-paragraph argumentative texts using genre characteristics and craft; and	N/R
8.11.D compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	N/R
8.12 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
8.12.A generate student-selected and teacher-guided questions for formal and informal inquiry;	N/R
8.12.B develop and revise a plan;	N/R
8.12.C refine the major research question, if necessary, guided by the answers to a secondary set of questions;	N/R
8.12.D identify and gather relevant information from a variety of sources;	N/R
8.12.E differentiate between primary and secondary sources;	N/R
8.12.F synthesize information from a variety of sources;	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.** and **accompanying worksheet.**
8.12.G differentiate between paraphrasing and plagiarism when using source materials;	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.** and **accompanying worksheet.**
8.12.H examine sources for:	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.** and **accompanying worksheet.**
8.12.H.i reliability, credibility, and bias, including omission; and	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.** and **accompanying worksheet.**
8.12.H.ii faulty reasoning such as bandwagon appeals, repetition, and loaded language;	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.** and **accompanying worksheet.**
8.12.I display academic citations and use source materials ethically; and	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.** and **accompanying worksheet.**
8.12.J use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	N/R

KNOWLEDGE AND SKILLS

Standards	Example Content Correlation
E1.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
E1.1.A engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;	**Unlocked: Speaking and Listening,** notably videos entitled "Unlocking Collaboration" eg. **Unlocking Collaboration: Democratic Discussions** and **accompanying worksheet**
E1.1.B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;	**Unlocked: Speaking and Listening**
E1.1.C give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and	**Unlocked: Speaking and Listening,** notably videos entitled "Unlocking Presentation" eg. **Unlocking Presentation: Presenting Information Clearly** and **accompanying worksheet**
E1.1.D participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.	**Unlocked: Speaking and Listening**, notably **Unlocking Collaboration: Group Discussions** and **accompanying worksheet**
E1.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
E1.2.A use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline based vocabulary;	Every **print short story** includes a glossary at the end of the story. See **here** as an example. Unlocked Study Guides also include glossaries and an "example" section that encourages students to contextualise them. See **here**, p. 47
E1.2.B analyze context to distinguish between the denotative and connotative meanings of words; and	Pun and similar concepts are taught across language modules in **Short stories** and in **Unlocked.**
E1.2.C determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.	N/R
E1.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	**Short stories**, **speeches and soliloquys**, and **poetry** give an opportunity for students to undertake self-sustained reading.
E1.4 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
E1.4.A establish purpose for reading assigned and self-selected texts;	N/R
E1.4.B generate questions about text before, during, and after reading to deepen understanding and gain information;	Every **Unlocked** series has interactive questions to test and build this knowledge.
E1.4.C make and correct or confirm predictions using text features, characteristics of genre, and structures;	**Unlocked: Genres**, every **Unlocked series** has a section on structure.
E1.4.D create mental images to deepen understanding;	N/R
E1.4.E make connections to personal experiences, ideas in other texts, and society;	Poetry explores lots of different personal and societal experiences. For example: **London by William Blake**, **Invictus by William Ernest Henley,** or **I, Too by Langston Hughes.**
E1.4.F make inferences and use evidence to support understanding;	Unlocked Study Guides are filled with activities that require textual evidence and inference. For example: **Unlocked Study Guide: The Tempest,** p.14.
E1.4.G evaluate details read to determine key ideas;	All **Unlocked** titles support students with this skill.
E1.4.H synthesize information from two texts to create new understanding; and	All **Unlocked** titles support students with this skill.
E1.4.I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	All **Unlocked** titles support students with this skill.
E1.5 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
E1.5.A describe personal connections to a variety of sources, including self-selected texts;	N/R
E1.5.B write responses that demonstrate understanding of texts, including comparing texts within and across genres;	The **Compare and Contrast** series can build an understanding across texts, notably via **Comparing Theme**, **Comparing Mediums**, and **Comparing Design Choices.**
E1.5.C use text evidence and original commentary to support a comprehensive response;	Almost all ELA assessments and quizzes on the platform require textual evidence from the students. For example: **Unlocked Study Guide: A Midsummer Nights Dream**, p. 18.
E1.5.D paraphrase and summarize texts in ways that maintain meaning and logical order;	N/R
E1.5.E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	N/R
E1.5.F respond using acquired content and academic vocabulary as appropriate;	Every **print short story** includes a glossary at the end of the story. See **here** as an example. Unlocked Study Guides also include glossaries and an "example" section that encourages students to contextualise them. See **here**, p. 47
E1.5.G discuss and write about the explicit or implicit meanings of text;	**Unlocking Community: Thinking Critically.**
E1.5.H respond orally or in writing with appropriate register, vocabulary, tone, and voice;	**Unlocking Presentation: Presenting Information Clearly**
E1.5.I reflect on and adjust responses when valid evidence warrants; and	**Unlocking Community: Thinking Critically.**
E1.5.J defend or challenge the authors' claims using relevant text evidence.; and	Unlocked Study Guides are filled with activities that require textual evidence and inference. For example: **Unlocked Study Guide: An Inspector Calls**, p.27, or **Unlocked Study Guide: The Crucible**, p.41.

Standards	Example Content Correlation
E1.6 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
E1.6.A analyze how themes are developed through characterization and plot in a variety of literary texts;	Every **Unlocked** series includes at least one Theme analysis video and a section in the Unlocked Study Guide exploring theme. For example, **Unlocking Theme: Hysteria in The Crucible**. Also **Unlocked Study Guide: Macbeth**, p.45 onward. **Compare and Contrast: Themes**. **Short stories** also explores theme, eg. **Fish Cheeks by Amy Tan: The Theme of Identity**. You can find lots of Theme content in **this skill.** Setting content can be found **here.**
E1.6.B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	Every **Unlocked** series includes at least one Character analysis video and a section in the Unlocked Study Guide exploring all characters. For example, **Unlocking Character: Lady Macbeth**. Also **Unlocked Study Guide: Romeo and Juliet**, p.17 onward. **Beyond The Wild Wood** offers a great exploration of characters in The Wind and the Willows. **Short Stories** explores character analysis, eg. **The Tell-tale Heart by Edgar Allan Poe: The (Un)reliable Narrator.**
E1.6.C analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and	Every **Unlocked** series contains a Structure analysis video. For example: **Unlocking Structure in Oedipus Rex**
E1.6.D analyze how the setting influences the theme.	Setting is explored for key literary works in **the following skill**. See **The Canterville Ghost by Oscar Wilde: Setting. Spotlight On: Shakespeare** can provide key context into historical and cultural setting for Shakespearean works.
E1.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
E1.7.A read and respond to American, British, and world literature;	Our vast library of poetry is handily broken into geographies **here** - we have huge coverage of British, American, and World poetry, comprising over 130 poems. **Short Stories** content is predominantly British and American. Both short stories and poetry offer the full text, so students can read and respond to it.
E1.7.B analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;	Our vast library of poetry is handily broken into poetic forms **here.** Each analysis video explores line structure, meter, rhythm, and so on.
E1.7.C analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;	**Unlocked** titles support students with this skill. The **Language and Literary Devices** skill also contains lots of videos and resources addressing these topics.
E1.7.D analyze characteristics and structural elements of informational texts such as:	N/R
E1.7.D.i clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and	N/R
E1.7.D.ii multiple organizational patterns within a text to develop the thesis;	N/R
E1.7.E analyze characteristics and structural elements of argumentative texts such as:	N/R
E1.7.E.i clear arguable claim, appeals, and convincing conclusion;	N/R
E1.7.E.ii various types of evidence and treatment of counterarguments, including concessions and rebuttals; and	N/R
E1.7.E.iii identifiable audience or reader; and	N/R
E1.7.F analyze characteristics of multimodal and digital texts.	N/R
E1.8 Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:	
E1.8.A analyze the author's purpose, audience, and message within a text;	**Poetry in Action analysis videos** support this skill, as do **Unlocked series** and **Short Stories**.
E1.8.B analyze use of text structure to achieve the author's purpose;	Every **Unlocked** series contains a Structure analysis video. For example: **Unlocking Structure in Oedipus Rex**.
E1.8.C evaluate the author's use of print and graphic features to achieve specific purposes;	**Manga graphic novels** are a great way to analyze the the impact of print and graphic features.
E1.8.D analyze how the author's use of language achieves specific purposes;	Every **Unlocked** series includes at least one Literary Devices/Language analysis video and a section in the Unlocked Study Guide exploring language. For example, **Unlocking Literary Devices in Macbeth**. Also **Unlocked Study Guide: The Tempest**, p.43 onward.
E1.8.E analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;	Every **Unlocked** series includes at least one Literary Devices/Language analysis video and a section in the Unlocked Study Guide exploring language. For example, **Unlocking Literary Devices in Macbeth**. Also **Unlocked Study Guide: The Tempest**, p.43 onward.
E1.8.F analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	Every **Unlocked** series includes at least one Literary Devices/Language analysis video and a section in the Unlocked Study Guide exploring language. For example, **Unlocking Literary Devices in Macbeth**. Also **Unlocked Study Guide: The Tempest**, p.43 onward. **Spotlight On: Shakespeare's Words** and **Spotlight On: Shakespeare's Language.**
E1.8.G explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.	**Unlocking Rhetoric: Rhetorical Devices** and **accompanying worksheet.**

Standards	Example Content Correlation
E1.9 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	
E1.9.A plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
E1.9.B develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
E1.9.B.i using an organizing structure appropriate to purpose, audience, topic, and context; and	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
E1.9.B.ii developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
E1.9.C revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;	N/R
E1.9.D edit drafts using standard English conventions, including:	N/R
E1.9.D.i a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;	N/R
E1.9.D.ii consistent, appropriate use of verb tense and active and passive voice;	N/R
E1.9.D.iii pronoun-antecedent agreement;	N/R
E1.9.D.iv correct capitalization;	N/R
E1.9.D.v punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and	N/R
E1.9.D.vi correct spelling; and	N/R
E1.9.E publish written work for appropriate audiences.	N/R
E1.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
E1.10.A compose literary texts such as fiction and poetry using genre characteristics and craft;	N/R
E1.10.B compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;	N/R
E1.10.C compose argumentative texts using genre characteristics and craft; and	N/R
E1.10.D compose correspondence in a professional or friendly structure.	N/R
E1.11 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
E1.11.A develop questions for formal and informal inquiry;	N/R
E1.11.B critique the research process at each step to implement changes as needs occur and are identified;	N/R
E1.11.C develop and revise a plan;	N/R
E1.11.D modify the major research question as necessary to refocus the research plan;	N/R
E1.11.E locate relevant sources;	N/R
E1.11.F synthesize information from a variety of sources;	N/R
E1.11.G examine sources for:	Examples included below.
E1.11.G.i credibility and bias, including omission; and	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.** and **accompanying worksheet.**
E1.11.G.ii faulty reasoning such as ad hominem, loaded language, and slippery slope;	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.** and **accompanying worksheet.**
E1.11.H display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.** and **accompanying worksheet.**
E1.11.I use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.** and **accompanying worksheet.**

DIGITAL THEATRE+

KNOWLEDGE AND SKILLS

Standards	Example Content Correlation
E2.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
E2.1.A engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;	**Unlocked: Speaking and Listening**, notably videos entitled "Unlocking Collaboration" eg. **Unlocking Collaboration: Democratic Discussions** and **accompanying worksheet**
E2.1.B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;	**Unlocked: Speaking and Listening**
E2.1.C give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and	**Unlocked: Speaking and Listening**, notably videos entitled "Unlocking Presentation" eg. **Unlocking Presentation: Presenting Information Clearly** and **accompanying worksheet**
E2.1.D participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.	**Unlocked: Speaking and Listening**, notably **Unlocking Collaboration: Group Discussions** and **accompanying worksheet**
E2.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
E2.2.A use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or disciplinebased vocabulary;	Every **print short story** includes a glossary at the end of the story. See **here** as an example. Unlocked Study Guides also include glossaries and an "example" section that encourages students to contextualise them. See **here**, p. 47
E2.2.B analyze context to distinguish among denotative, connotative, and figurative meanings of words; and	Pun and similar concepts are taught across language modules in **Short stories** and in **Unlocked.**
E2.2.C determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état.	N/R
E2.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	**Short stories**, **speeches and soliloquys**, and **poetry** give an opportunity for students to undertake self-sustained reading.
E2.4 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
E2.4.A establish purpose for reading assigned and self-selected texts;	N/R
E2.4.B generate questions about text before, during, and after reading to deepen understanding and gain information;	Every **Unlocked** series has interactive questions to test and build this knowledge.
E2.4.C make and correct or confirm predictions using text features, characteristics of genre, and structures;	**Unlocked: Genres**, every **Unlocked series** has a section on structure.
E2.4.D create mental images to deepen understanding;	N/R
E2.4.E make connections to personal experiences, ideas in other texts, and society;	Poetry explores lots of different personal and societal experiences. For example: **Hope is the Thing With Feathers by Emily Dickinson**, **America by Walt Whitman**, or **A Daily Joy To Be Alive by Jimmy Santiago Baca.**
E2.4.F make inferences and use evidence to support understanding;	Unlocked Study Guides are filled with activities that require textual evidence and inference. For example: **Unlocked Study Guide: The Tempest,** p.14.
E2.4.G evaluate details read to determine key ideas;	All **Unlocked** titles support students with this skill.
E2.4.H synthesize information from multiple texts to create new understanding; and	All **Unlocked** titles support students with this skill.
E2.4.I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	All **Unlocked** titles support students with this skill.
E2.5 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
E2.5.A describe personal connections to a variety of sources, including self-selected texts;	N/R
E2.5.B write responses that demonstrate understanding of texts, including comparing texts within and across genres;	The **Compare and Contrast** series can build an understanding across texts, notably via **Comparing Theme**, **Comparing Mediums**, and **Comparing Design Choices.**
E2.5.C use text evidence and original commentary to support an interpretive response;	Almost all ELA assessments and quizzes on the platform require textual evidence from the students. For example: **Unlocked Study Guide: A Midsummer Nights Dream**, p. 18.
E2.5.D paraphrase and summarize texts in ways that maintain meaning and logical order;	N/R
E2.5.E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	N/R
E2.5.F respond using acquired content and academic vocabulary as appropriate;	Every **print short story** includes a glossary at the end of the story. See **here** as an example. Unlocked Study Guides also include glossaries and an "example" section that encourages students to contextualise them. See **here**, p. 47
E2.5.G discuss and write about the explicit or implicit meanings of text;	**Unlocking Community: Thinking Critically.**
E2.5.H respond orally or in writing with appropriate register, vocabulary, tone, and voice;	**Unlocking Presentation: Presenting Information Clearly**
E2.5.I reflect on and adjust responses when valid evidence warrants; and	**Unlocking Community: Thinking Critically.**
E2.5.J defend or challenge the authors' claims using relevant text evidence.	Unlocked Study Guides are filled with activities that require textual evidence and inference. For example: **Unlocked Study Guide: An Inspector Calls**, p.27, or **Unlocked Study Guide: The Crucible**, p.41.

Standards	Example Content Correlation
E2.6 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
E2.6.A analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;	Every **Unlocked** series includes at least one Theme analysis video and a section in the Unlocked Study Guide exploring theme. For example, **Unlocking Theme: Hysteria in The Crucible**. Also **Unlocked Study Guide: Macbeth**, p.45 onward. **Compare and Contrast: Themes**, **Short stories** also explores theme, eg. **Fish Cheeks by Amy Tan: The Theme of Identity**. You can find lots of Theme content in **this skill.** Setting content can be found **here.**
E2.6.B analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;	Every **Unlocked** series includes at least one Character analysis video and a section in the Unlocked Study Guide exploring all characters. For example, **Unlocking Character: Lady Macbeth**. Also **Unlocked Study Guide: Romeo and Juliet**, p.17 onward. **Short Stories** explores character analysis, eg. **The Tell-tale Heart by Edgar Allan Poe: The (Un)reliable Narrator.**
E2.6.C analyze isolated scenes and their contribution to the success of the plot as a whole; and	Every **Unlocked** series contains a Structure analysis video. For example: **Unlocking Structure in Oedipus Rex**.
E2.6.D analyze how historical and cultural settings influence characterization, plot, and theme across texts.	Setting is explored for key literary works in **the following skill.** See **The Canterville Ghost by Oscar Wilde: Setting. Spotlight On: Shakespeare** can provide key context into historical and cultural setting for Shakespearean works.
E2.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
E2.7.A read and analyze world literature across literary periods;	Our vast library of poetry is handily broken into geographies **here** - we have huge coverage of British, American, and World poetry, comprising over 130 poems. **Short Stories** content is predominantly British and American. Both short stories and poetry offer the full text, so students can read and respond to it.
E2.7.B analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;	Our vast library of poetry is handily broken into poetic forms **here.** Each analysis video explores line structure, meter, rhythm, and so on.
E2.7.C analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;	**Unlocked** titles support students with this skill. The **Language and Literary Devices** skill also contains lots of videos and resources addressing these topics.
E2.7.D analyze characteristics and structural elements of informational texts such as:	N/R
E2.7.D.i clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and	N/R
E2.7.D.ii the relationship between organizational design and thesis;	N/R
E2.7.E analyze characteristics and structural elements of argumentative texts such as:	N/R
E2.7.E.i clear arguable claim, appeals, and convincing conclusion;	N/R
E2.7.E.ii various types of evidence and treatment of counterarguments, including concessions and rebuttals; and	N/R
E2.7.E.iii identifiable audience or reader; and	N/R
E2.7.F analyze characteristics of multimodal and digital texts.	N/R
E2.8 Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:	
E2.8.A analyze the author's purpose, audience, and message within a text;	**Poetry in Action analysis videos** support this skill, as do **Unlocked series** and **Short Stories**.
E2.8.B analyze use of text structure to achieve the author's purpose;	Every **Unlocked** series contains a Structure analysis video. For example: **Unlocking Structure in Oedipus Rex**.
E2.8.C evaluate the author's use of print and graphic features to achieve specific purposes;	**Manga graphic novels** are a great way to analyze the the impact of print and graphic features.
E2.8.D analyze how the author's use of language informs and shapes the perception of readers;	Every **Unlocked** series includes at least one Literary Devices/Language analysis video and a section in the Unlocked Study Guide exploring language. For example, **Unlocking Literary Devices in Macbeth**. Also **Unlocked Study Guide: The Tempest**, p.43 onward.
E2.8.E analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;	Every **Unlocked** series includes at least one Literary Devices/Language analysis video and a section in the Unlocked Study Guide exploring language. For example, **Unlocking Literary Devices in Macbeth**. Also **Unlocked Study Guide: The Tempest**, p.43 onward.
E2.8.F analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	Every **Unlocked** series includes at least one Literary Devices/Language analysis video and a section in the Unlocked Study Guide exploring language. For example, **Unlocking Literary Devices in Macbeth**. Also **Unlocked Study Guide: The Tempest**, p.43 onward. **Spotlight On: Shakespeare's Words** and **Spotlight On: Shakespeare's Language.**
E2.8.G analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.	**Unlocking Rhetoric: Rhetorical Devices** and **accompanying worksheet.**

Standards	Example Content Correlation
E2.9 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	
E2.9.A plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
E2.9.B develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
E2.9.B.i using an organizing structure appropriate to purpose, audience, topic, and context; and	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
E2.9.B.ii developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
E2.9.C revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;	N/R
E2.9.D edit drafts using standard English conventions, including:	N/R
E2.9.D.i a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;	N/R
E2.9.D.ii consistent, appropriate use of verb tense and active and passive voice;	N/R
E2.9.D.iii pronoun-antecedent agreement;	N/R
E2.9.D.iv correct capitalization;	N/R
E2.9.D.v punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and	N/R
E2.9.D.vi correct spelling; and	N/R
E2.9.E publish written work for appropriate audiences.	N/R
E2.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
E2.10.A compose literary texts such as fiction and poetry using genre characteristics and craft;	N/R
E2.10.B compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;	N/R
E2.10.C compose argumentative texts using genre characteristics and craft; and	N/R
E2.10.D compose correspondence in a professional or friendly structure.	N/R
E2.11 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
E2.11.A develop questions for formal and informal inquiry;	N/R
E2.11.B critique the research process at each step to implement changes as needs occur and are identified;	N/R
E2.11.C develop and revise a plan;	N/R
E2.11.D modify the major research question as necessary to refocus the research plan;	N/R
E2.11.E locate relevant sources;	N/R
E2.11.F synthesize information from a variety of sources;	N/R
E2.11.G examine sources for:	Examples included below.
E2.11.G.i credibility and bias, including omission; and	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.** and **accompanying worksheet.**
E2.11.G.ii faulty reasoning such as incorrect premise, hasty generalizations, and either-or;	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.** and **accompanying worksheet.**
E1.11.H display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.** and **accompanying worksheet.**
E2.11.I use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	**Unlocking Community: Thinking Critically. Unlocking Presentation: Interrogating Information.** and **accompanying worksheet.**

KNOWLEDGE AND SKILLS

Standards	Example Content Correlation
E3.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
E3.1.A engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax;	**Unlocked: Speaking and Listening,** notably videos entitled "Unlocking Collaboration" eg. **Unlocking Collaboration: Democratic Discussions** and **accompanying worksheet**
E3.1.B follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;	**Unlocked: Speaking and Listening**
E3.1.C give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and	**Unlocked: Speaking and Listening,** notably videos entitled "Unlocking Presentation" eg. **Unlocking Presentation: Presenting Information Clearly** and **accompanying worksheet**
E3.1.D participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.	**Unlocked: Speaking and Listening,** notably **Unlocking Collaboration: Group Discussions.**
E3.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
E3.2.A use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;	Every **print short story** includes a glossary at the end of the story. See **here** as an example. Unlocked Study Guides also include glossaries and an "example" section that encourages students to contextualise them. See **here**, p. 47
E3.2.B analyze context to draw conclusions about nuanced meanings such as in imagery; and	Pun and similar concepts are taught across language modules in **Short stories** and in **Unlocked.**
E3.2.C determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi.	N/R
E3.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	**Short stories**, **speeches and soliloquys**, and **poetry** give an opportunity for students to undertake self-sustained reading.
E3.4 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
E3.4.A establish purpose for reading assigned and self-selected texts;	N/R
E3.4.B generate questions about text before, during, and after reading to deepen understanding and gain information;	Every **Unlocked** series has interactive questions to test and build this knowledge.
E3.4.C make and correct or confirm predictions using text features, characteristics of genre, and structures;	**Unlocked: Genres**, every **Unlocked series** has a section on structure.
E3.4.D create mental images to deepen understanding;	N/R
E3.4.E make connections to personal experiences, ideas in other texts, and society;	Poetry explores lots of different personal and societal experiences. For example: **The Clans by Richard Calmit Adams**, T**he Bean Eaters by Gwendolyn Brooks**, or **Ozymandias by Percy Bysshe**
E3.4.F make inferences and use evidence to support understanding;	Unlocked Study Guides are filled with activities that require textual evidence and inference. For example: **Unlocked Study Guide: The Tempest**, p.14.
E3.4.G evaluate details read to understand key ideas;	All **Unlocked** titles support students with this skill.
E3.4.H synthesize information from a variety of text types to create new understanding; and	All **Unlocked** titles support students with this skill.
E3.4.I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.	All **Unlocked** titles support students with this skill.
E3.5 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
E3.5.A describe personal connections to a variety of sources, including self-selected texts;	N/R
E3.5.B write responses that demonstrate analysis of texts, including comparing texts within and across genres;	The **Compare and Contrast** series can build an understanding across texts, notably via **Comparing Theme**, **Comparing Mediums**, and **Comparing Design Choices.**
E3.5.C use text evidence and original commentary to support an analytic response;	Almost all ELA assessments and quizzes on the platform require textual evidence from the students. For example: **Unlocked Study Guide: A Midsummer Nights Dream**, p. 18.
E3.5.D paraphrase and summarize texts in ways that maintain meaning and logical order;	N/R
E3.5.E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	N/R
E3.5.F respond using acquired content and academic vocabulary as appropriate;	Every **print short story** includes a glossary at the end of the story. See **here** as an example. Unlocked Study Guides also include glossaries and an "example" section that encourages students to contextualise them. See **here**, p. 47
E3.5.G discuss and write about the explicit and implicit meanings of text;	**Unlocking Community: Thinking Critically.**
E3.5.H respond orally or in writing with appropriate register and effective vocabulary, tone, and voice;	**Unlocking Presentation: Presenting Information Clearly**
E3.5.I reflect on and adjust responses when valid evidence warrants; and	**Unlocking Community: Thinking Critically.**
E3.5.J defend or challenge the authors' claims using relevant text evidence.	Unlocked Study Guides are filled with activities that require textual evidence and inference. For example: **Unlocked Study Guide: An Inspector Calls**, p.27, or **Unlocked Study Guide: The Crucible**, p.41.

Standards	Example Content Correlation
E3.6 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
E3.6.A analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;	Every **Unlocked** series includes at least one Theme analysis video and a section in the Unlocked Study Guide exploring theme. For example, **Unlocking Theme: Hysteria in The Crucible**. Also **Unlocked Study Guide: Macbeth**, p.45 onward. **Compare and Contrast: Themes**. **Short stories** also explores theme, eg. **Fish Cheeks by Amy Tan: The Theme of Identity**. You can find lots of Theme content in **this skill.** Setting content can be found **here.**
E3.6.B analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;	Every **Unlocked** series includes at least one Character analysis video and a section in the Unlocked Study Guide exploring all characters. For example, **Unlocking Character: Lady Macbeth**. Also **Unlocked Study Guide: Romeo and Juliet**, p.17 onward. **Short Stories** explores character analysis, eg. **The Tell-tale Heart by Edgar Allan Poe: The (Un)reliable Narrator.**
E3.6.C evaluate how different literary elements shape the author's portrayal of the plot; and	Every **Unlocked** series contains a Structure analysis video. For example: **Unlocking Structure in Oedipus Rex**.
E3.6.D analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.	Setting is explored for key literary works in **the following skill**. See **The Canterville Ghost by Oscar Wilde: Setting**. **Spotlight On: Shakespeare** can provide key context into historical and cultural setting for Shakespearean works.
E3.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
E3.7.A read and analyze American literature across literary periods;	Our vast library of North American poetry can be found **here**. **Short Stories** content is predominantly British and American. Both short stories and poetry offer the full text, so students can read and respond to it.
E3.7.B analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms;	Our vast library of poetry is handily broken into poetic forms **here**. Each analysis video explores line structure, meter, rhythm, and so on.
E3.7.C analyze how the relationships among dramatic elements advance the plot;	**Unlocked** titles support students with this skill. The **Language and Literary Devices** skill also contains lots of videos and resources addressing these topics.
E3.7.D analyze characteristics and structural elements of informational texts such as:	N/R
E3.7.D.i clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and	N/R
E3.7.D.ii the relationship between organizational design and author's purpose;	N/R
E3.7.E analyze characteristics and structural elements of argumentative texts such as:	N/R
E3.7.E.i clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;	N/R
E3.7.E.ii various types of evidence and treatment of counterarguments, including concessions and rebuttals; and	N/R
E3.7.E.iii identifiable audience or reader; and	N/R
E3.7.F analyze the effectiveness of characteristics of multimodal and digital texts.	N/R
E3.8 Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:	
E3.8.A analyze the author's purpose, audience, and message within a text;	**Poetry in Action analysis videos** support this skill, as do **Unlocked series** and **Short Stories**.
E3.8.B evaluate use of text structure to achieve the author's purpose;	Every **Unlocked** series contains a Structure analysis video. For example: **Unlocking Structure in Oedipus Rex**.
E3.8.C evaluate the author's use of print and graphic features to achieve specific purposes;	**Manga graphic novels** are a great way to analyze the the impact of print and graphic features.
E3.8.D evaluate how the author's use of language informs and shapes the perception of readers;	Every **Unlocked** series includes at least one Literary Devices/Language analysis video and a section in the Unlocked Study Guide exploring language. For example, **Unlocking Literary Devices in Macbeth**. Also **Unlocked Study Guide: The Tempest**, p.43 onward.
E3.8.E evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;	Every **Unlocked** series includes at least one Literary Devices/Language analysis video and a section in the Unlocked Study Guide exploring language. For example, **Unlocking Literary Devices in Macbeth**. Also **Unlocked Study Guide: The Tempest**, p.43 onward.
E3.8.F evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	Every **Unlocked** series includes at least one Literary Devices/Language analysis video and a section in the Unlocked Study Guide exploring language. For example, **Unlocking Literary Devices in Macbeth**. Also **Unlocked Study Guide: The Tempest**, p.43 onward. **Spotlight On: Shakespeare's Words** and **Spotlight On: Shakespeare's Language.**
E3.8.G analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.	**Unlocking Rhetoric: Rhetorical Devices** and **accompanying worksheet.**

Standards	Example Content Correlation
E3.9 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	
E3.9.A plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
E3.9.B develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
E3.9.B.i using strategic organizational structures appropriate to purpose, audience, topic, and context; and	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
E3.9.B.ii developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
E3.9.C revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;	N/R
E3.9.D edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and	N/R
E3.9.E publish written work for appropriate audiences.	N/R
E3.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
E3.10.A compose literary texts such as fiction and poetry using genre characteristics and craft;	N/R
E3.10.B compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft;	N/R
E3.10.C compose argumentative texts using genre characteristics and craft;	N/R
E3.10.D compose correspondence in a professional or friendly structure;	N/R
E3.10.E compose literary analysis using genre characteristics and craft; and	N/R
E3.10.F compose rhetorical analysis using genre characteristics and craft.	N/R
E3.11 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
E3.11.A develop questions for formal and informal inquiry;	N/R
E3.11.B critique the research process at each step to implement changes as needs occur and are identified;	N/R
E3.11.C develop and revise a plan;	N/R
E3.11.D modify the major research question as necessary to refocus the research plan;	N/R
E3.11.E locate relevant sources;	N/R
E3.11.B critique the research process at each step to implement changes as needs occur and are identified;	N/R
E3.11.C develop and revise a plan;	N/R
E3.11.D modify the major research question as necessary to refocus the research plan;	N/R
E3.11.E locate relevant sources;	N/R
E3.11.F synthesize information from a variety of sources;	N/R
E3.11.G examine sources for:	N/R
E3.11.G.i credibility, bias, and accuracy; and	N/R
E3.11.G.ii faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions;	N/R
E3.11.H display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	N/R
E3.11.I use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	N/R

KNOWLEDGE AND SKILLS

Standards	Example Content Correlation
E4.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
E4.1.A engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies;	**Unlocked: Speaking and Listening,** notably videos entitled "Unlocking Collaboration" eg. **Unlocking Collaboration: Democratic Discussions or Unlocking Presentation: Evaluating a Speaker** and the accompanying worksheet
E4.1.B follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;	**Unlocked: Speaking and Listening**
E4.1.C formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively;	**Unlocked: Speaking and Listening**, notably videos entitled "Unlocking Presentation" eg. **Unlocking Presentation: Presenting Information Clearly** and **accompanying worksheet**
E4.1.D participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.	**Unlocked: Speaking and Listening**, notably **Unlocking Collaboration: Group Discussions** and **accompanying worksheet**
E4.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
E4.2.A use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;	Every **print short story** includes a glossary at the end of the story. See **here** as an example. Unlocked Study Guides also include glossaries and an "example" section that encourages students to contextualise them. See **here**, p. 47
E4.2.B analyze context to draw conclusions about nuanced meanings such as in imagery; and	Pun and similar concepts are taught across language modules in **Short stories** and in **Unlocked.**
E4.2.C determine the meaning of foreign words or phrases used frequently in English such as ad nauseum, in loco parentis, laissez-faire, and caveat emptor.	N/R
E4.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	**Short stories**, **speeches and soliloquys**, and **poetry** give an opportunity for students to undertake self-sustained reading.
E4.4 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
E4.4.A establish purpose for reading assigned and self-selected texts;	N/R
E4.4.B generate questions about text before, during, and after reading to deepen understanding and gain information;	Every **Unlocked** series has interactive questions to test and build this knowledge.
E4.4.C make and correct or confirm predictions using text features, characteristics of genre, and structures;	**Unlocked: Genres**, every **Unlocked series** has a section on structure.
E4.4.D create mental images to deepen understanding;	N/R
E4.4.E make connections to personal experiences, ideas in other texts, and society;	Poetry explores lots of different personal and societal experiences. For example: **The Clans by Richard Calmit Adams**, **The Bean Eaters by Gwendolyn Brooks** or **Ozymandias by Percy Bysshe Shelley.**
E2.4.F make inferences and use evidence to support understanding;	Unlocked Study Guides are filled with activities that require textual evidence and inference. For example: **Unlocked Study Guide: A Streetcar Named Desire**, p.20.
E4.4.G evaluate details read to analyze key ideas;	All **Unlocked** titles support students with this skill.
E4.4.H synthesize information from a variety of text types to create new understanding; and	All **Unlocked** titles support students with this skill.
E4.4.I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.	All **Unlocked** titles support students with this skill.
E4.5 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
E4.5.A describe personal connections to a variety of sources, including self-selected texts;	N/R
E4.5.B write responses that demonstrate analysis of texts, including comparing texts within and across genres;	The **Compare and Contrast** series can build an understanding across texts, notably via **Comparing Theme**, **Comparing Mediums**, and **Comparing Design Choices.**
E4.5.C use text evidence and original commentary to support an evaluative response;	Almost all ELA assessments and quizzes on the platform require textual evidence from the students. For example: **Unlocked Study Guide: A Midsummer Nights Dream**, p. 18.
E4.5.D paraphrase and summarize texts in ways that maintain meaning and logical order;	N/R
E4.5.E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	N/R
E4.5.F respond using acquired content and academic vocabulary as appropriate;	Every **print short story** includes a glossary at the end of the story. See **here** as an example. Unlocked Study Guides also include glossaries and an "example" section that encourages students to contextualise them. See **here**, p. 47
E4.5.G discuss and write about the explicit and implicit meanings of text;	**Unlocking Community: Thinking Critically.**
E4.5.H respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice;	**Unlocking Presentation: Presenting Information Clearly**
E4.5.I reflect on and adjust responses when valid evidence warrants; and	**Unlocking Community: Thinking Critically.**
E4.5.J defend or challenge the authors' claims using relevant text evidence.	Unlocked Study Guides are filled with activities that require textual evidence and inference. For example: **Unlocked Study Guide: An Inspector Calls**, p.27, or **Unlocked Study Guide: The Crucible**, p.41.

Standards	Example Content Correlation
E4.6 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
E4.6.A analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;	Every **Unlocked** series includes at least one Theme analysis video and a section in the Unlocked Study Guide exploring theme. For example, **Unlocking Theme: Hysteria in The Crucible**. Also **Unlocked Study Guide: Macbeth**, p.45 onward. **Compare and Contrast: Themes**. **Short stories** also explores theme, eg. **Fish Cheeks by Amy Tan: The Theme of Identity**. You can find lots of Theme content in **this skill.** Setting content can be found **here.**
E4.6.B analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;	Every **Unlocked** series includes at least one Character analysis video and a section in the Unlocked Study Guide exploring all characters. For example, **Unlocking Character: Lady Macbeth**. Also **Unlocked Study Guide: Romeo and Juliet**, p.17 onward. **Short Stories** explores character analysis, eg. **The Tell-tale Heart by Edgar Allan Poe: The (Un)reliable Narrator.**
E4.6.C critique and evaluate how complex plot structures such as subplots contribute to and advance the action; and	Every **Unlocked** series contains a Structure analysis video. For example: **Unlocking Structure in Oedipus Rex**.
E4.6.D evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.	Setting is explored for key literary works in **the following skill**. See **The Canterville Ghost by Oscar Wilde: Setting**. **Spotlight On: Shakespeare** can provide key context into historical and cultural setting for Shakespearean works.
E4.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
E4.7.A read and analyze British literature across literary periods;	Our vast library of **British poetry is showcased here**. Both short stories and poetry offer the full text, so students can read and respond to it.
E4.7.B analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures;	Our vast library of poetry is handily broken into poetic forms **here.** Each analysis video explores line structure, meter, rhythm, and so on.
E4.7.C analyze and evaluate how the relationships among the dramatic elements advance the plot;	**Unlocked** titles support students with this skill. The **Language and Literary Devices** skill also contains lots of videos and resources addressing these topics.
E4.7.D critique and evaluate characteristics and structural elements of informational texts such as:	N/R
E4.7.D.i clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion; and	N/R
E4.7.D.ii the relationship between organizational design and author's purpose;	N/R
E4.7.E critique and evaluate characteristics and structural elements of argumentative texts such as:	N/R
E4.7.E.i clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;	N/R
E4.7.E.i clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;	N/R
E4.7.E.ii various types of evidence and treatment of counterarguments, including concessions and rebuttals; and	N/R
E4.7.E.iii identifiable audience or reader; and	N/R
E4.7.F critique and evaluate the effectiveness of characteristics of multimodal and digital texts.	N/R
E4.8 Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:	
E4.8.A evaluate the author's purpose, audience, and message within a text;	**Poetry in Action analysis videos** support this skill, as do **Unlocked series** and **Short Stories**.
E4.8.B evaluate use of text structure to achieve the author's purpose;	Every **Unlocked** series contains a Structure analysis video. For example: **Unlocking Structure in Oedipus Rex**.
E4.8.C evaluate the author's use of print and graphic features to achieve specific purposes;	**Manga graphic novels** are a great way to analyze the the impact of print and graphic features.
E4.8.D critique and evaluate how the author's use of language informs and shapes the perception of readers;	Every **Unlocked** series includes at least one Literary Devices/Language analysis video and a section in the Unlocked Study Guide exploring language. For example, **Unlocking Literary Devices in Macbeth**. Also **Unlocked Study Guide: The Tempest**, p.43 onward.
E4.8.E evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;	Every **Unlocked** series includes at least one Literary Devices/Language analysis video and a section in the Unlocked Study Guide exploring language. For example, **Unlocking Literary Devices in Macbeth**. Also **Unlocked Study Guide: The Tempest**, p.43 onward.
E4.8.F evaluate how the author's diction and syntax contribute to the effectiveness of a text; and	Every **Unlocked** series includes at least one Literary Devices/Language analysis video and a section in the Unlocked Study Guide exploring language. For example, **Unlocking Literary Devices in Macbeth**. Also **Unlocked Study Guide: The Tempest**, p.43 onward. **Spotlight On: Shakespeare's Words** and **Spotlight On: Shakespeare's Language.**
E4.8.G analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.	**Unlocking Rhetoric: Rhetorical Devices** and **accompanying worksheet.**

Standards	Example Content Correlation
E4.9 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	
E4.9.A plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
E4.9.B develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
E4.9.B.i using strategic organizational structures appropriate to purpose, audience, topic, and context; and	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
E4.9.B.ii developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;	The **Unlocked: Unseen Poetry series** has a writing component in it, notably the **Unlocked Unseen Poetry: Student Starter Kit**
E4.9.C revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;	N/R
E4.9.D edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and	N/R
E4.9.E publish written work for appropriate audiences.	N/R
E4.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	N/R
E4.10.A compose literary texts such as fiction and poetry using genre characteristics and craft;	N/R
E4.10.B compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft;	N/R
E4.10.C compose argumentative texts using genre characteristics and craft;	N/R
E4.10.D compose correspondence in a professional or friendly structure;	N/R
E4.10.E compose literary analysis using genre characteristics and craft; and	N/R
E4.10.F compose rhetorical analysis using genre characteristics and craft.	N/R
E4.11 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
E4.11.A develop questions for formal and informal inquiry;	N/R
E4.11.B critique the research process at each step to implement changes as needs occur and are identified;	N/R
E4.11.C develop and revise a plan;	N/R
E4.11.D modify the major research question as necessary to refocus the research plan;	N/R
E4.11.E locate relevant sources;	N/R
E4.11.F synthesize information from a variety of sources;	N/R
E4.11.G examine sources for:	N/R
E4.11.G.i credibility, bias, and accuracy; and	N/R
E4.11.G.ii faulty reasoning such as straw man, false dilemma, faulty analogies, and nonsequitur;	N/R
E4.11.H display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	N/R
E4.11.I use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	N/R