

# Patterns *of* **POWER**

**PATTERNS OF POWER, GRADES 9–12**

**BY JEFF ANDERSON, TRAVIS LEECH, AND HOLLY DURHAM**

**CORRELATION TO**

**Texas Essential Knowledge and Skills (TEKS)  
English Language Arts and Reading (2019 Implementation)**

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# Patterns of Power, Grade 9

## CORRELATION TO

### Texas Essential Knowledge and Skills (TEKS) English Language Arts and Reading (2019 Implementation)

KEY	
(C/C)	Indicates the standard is in the INVITATION TO COMPARE AND CONTRAST
(A)	Indicates the standard is addressed in the INVITATION TO APPLY
(E)	Indicates the standard is addressed in the INVITATION TO EDIT/EDITING CONVERSATIONS

<p><b>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:</b></p>	
(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;	<p>This standard is addressed throughout all lessons within small group and whole class discussion, which provides a variety of ways in which students may work collaboratively. There are also more complex directions given during the Apply and Editing Invitations. These ask students to solve problems and apply their understanding in a more challenging context.</p>
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;	
(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.	
<p><b>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:</b></p>	
(A) describe personal connections to a variety of sources, including self-selected texts	<p>Chapter 3 has numerous examples of bridging discussions about patterns to reading analysis - some have students analyze text and others have students apply their understanding of the pattern to writing about their reading.</p>
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres	
(C) use text evidence and original commentary to support a comprehensive response;	<p>Additionally, within many lessons, students connect the pattern to their reading by finding examples of the pattern in a self selected or assigned text. The Invitations that require students to discuss patterns and their impact/effect on the reader facilitate many aspects of this TEKS. Applications include using the pattern in analytical writing as well as diving deeper into understanding the nuances of a text by using the pattern for analysis. The applications lend themselves to students using academic vocabulary in their conversations and in their writing.</p>
(F) respond using acquired content and academic vocabulary as appropriate;	
(G) discuss and write about the explicit or implicit meanings of text	
(I) reflect on and adjust responses when valid evidence warrants;	
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	
(J) defend or challenge the authors' claims using relevant text evidence.	<p>In chapter 8, there are direct lessons on quoting material appropriately that connects to 5(C):</p> <p>8.1 8.2 8.3</p>

**(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:**

(A) analyze how themes are developed through characterization and plot in a variety of literary texts;	Chapter 3, Pages 61-62 9.2 (C/C) (A)
(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	Chapter 3, Page 58-59 4.12 (A) 4.13 (A) 5.2 (A) 6.2 (A) 7.1 (A) 9.1 (A) 9.3 (A)

**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:**

(A) analyze the author’s purpose, audience, and message within a text;	Chapter 3, Pages 60-63 4.9 (A)
(B) analyze use of text structure to achieve the author’s purpose;	5.2 (A) 7.1 (A) 7.2 (A) 7.3 (A)
(C) evaluate the author’s use of print and graphic features to achieve specific purposes;	4.4 (C/C) 4.6 (C/C) 4.12 (C/C) 6.3 (C/C)
(D) analyze how the author’s use of language achieves specific purposes;	Chapter 3, Pages 60-63 4.6 (C/C) 4.9 (A) 5.2 (A) 6.4 (A) 7.2 (A) 7.3 (A)
(F) analyze how the author’s diction and syntax contribute to the mood, voice, and tone of a text;	4.6 (C/C) 6.4 (A) 7.2 (A) 7.3 (A)

**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:**

(B) develop drafts into a focused, structured, and coherent piece of writing by:	
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(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;	An ongoing option in every lesson is for students to apply their knowledge of the pattern in the Invitation to Apply. As the patterns will connect to any writing students are working on, it can support the initial development of drafts as well as any revisions to drafts.  Note that Chapter 7 is dedicated to parallel constructions and Chapters 5 and 6 are dedicated to clauses and phrases.
(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;	
(D) edit drafts using standard English conventions, including:	
(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;	Independent vs Dependent clauses 4.1 5.1 5.2 5.3 9.3 9.4 9.5  Phrases 6.1 6.2 6.3 6.4 9.1
(ii) consistent, appropriate use of verb tense and active and passive voice;	4.10 (E) 4.12 (E) 4.13 (E) 6.1 (E)
(iv) correct capitalization;	4.3 (E) 4.8 (E) 6.4 (E)
(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate;	Commas 4.7 4.10  Semicolon 4.8 5.1  Colon 4.2 4.3 4.4  Dashes 4.5 4.9

<b>(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:</b>	
(A) compose literary texts such as fiction and poetry using genre characteristics and craft;	6.1 (A)
<b>(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:</b>	
(E) locate relevant sources;	8.4
(F) synthesize information from a variety of sources;	8.5
(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	8.1 8.2 8.3

# Patterns of Power, Grade 10

## CORRELATION TO

### Texas Essential Knowledge and Skills (TEKS) English Language Arts and Reading (2019 Implementation)

KEY	
(C/C)	Indicates the standard is in the INVITATION TO COMPARE AND CONTRAST
(A)	Indicates the standard is addressed in the INVITATION TO APPLY
(E)	Indicates the standard is addressed in the INVITATION TO EDIT/EDITING CONVERSATIONS

**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:**

(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;	This standard is addressed throughout all lessons within small group and whole class discussion, which provides a variety of ways in which students may work collaboratively. There are also more complex directions given during the Apply and Editing Invitations. These ask students to solve problems and apply their understanding in a more challenging context.
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;	
(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.	

**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:**

(A) describe personal connections to a variety of sources, including self-selected texts	Chapter 3 has numerous examples of bridging discussions about patterns to reading analysis - some having students consider the meaning of the text and others where students apply their understanding of the pattern to writing about their reading.
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres	
(C) use text evidence and original commentary to support an interpretive response;	Additionally, within many lessons, students connect the pattern to their reading by finding examples of the pattern in a self selected or assigned text. The Invitations that require students to discuss patterns and their impact/effect on the reader facilitate many aspects of this TEKS. Applications include using the pattern in analytical writing as well as diving deeper into understanding the nuances of a text by using the pattern to analyze texts. The applications lend themselves to students using academic vocabulary in their conversations and in their writing.
(F) respond using acquired content and academic vocabulary as appropriate;	
(G) discuss and write about the explicit or implicit meanings of text	
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	
(I) reflect on and adjust responses when valid evidence warrants;	
(J) defend or challenge the authors' claims using relevant text evidence.	
	In chapter 8, there are direct lessons on quoting material appropriately that support 5(C): 8.1 8.2 8.3

**(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:**

(A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;	Chapter 3, Pages 61-62 9.2 (C/C) (A)
(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;	Chapter 3, Page 58-59 4.12 (A) 4.13 (A) 5.2 (A) 6.2 (A) 7.1 (A) 9.1 (A) 9.3 (A)

**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:**

(A) analyze the author’s purpose, audience, and message within a text;	Chapter 3, Pages 60-63 4.9 (A)
(B) analyze use of text structure to achieve the author’s purpose;	5.2 (A) 7.1 (A) 7.2 (A) 7.3 (A)
(C) evaluate the author’s use of print and graphic features to achieve specific purposes;	4.4 (C/C) 4.6 (C/C) 4.12 (C/C) 6.3 (C/C)
(D) analyze how the author’s use of language informs and shapes the perception of readers;	Chapter 3, Pages 60-63 4.6 (C/C) 4.9 (A) 5.2 (A) 6.4 (A) 7.2 (A) 7.3 (A)
(F) analyze how the author’s diction and syntax contribute to the mood, voice, and tone of a text;	4.6 (C/C) 6.4 (A) 7.2 (A) 7.3 (A)
(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.	7.1 (A) 7.2 (A) 7.3 (A)

<p><b>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:</b></p>	
<p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p>	
<p>(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;</p>	<p>An ongoing option in every lesson is for students to apply their knowledge of the pattern in the Invitation to Apply. As the patterns will connect to any writing students are working on, it can support the initial development of drafts as well as any revisions to drafts.</p> <p>Note that Chapter 7 is dedicated to parallel constructions and Chapters 5 and 6 are dedicated to clauses and phrases.</p>
<p>(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;</p>	
<p>(D) edit drafts using standard English conventions, including:</p>	
<p>(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;</p>	<p>Independent vs Dependent clauses</p> <p>4.1</p> <p>5.1</p> <p>5.2</p> <p>5.3</p> <p>9.3</p> <p>9.4</p> <p>9.5</p> <p>Phrases</p> <p>6.1</p> <p>6.2</p> <p>6.3</p> <p>6.4</p> <p>9.1</p>
<p>(ii) consistent, appropriate use of verb tense and active and passive voice;</p>	<p>4.10 (E)</p> <p>4.12 (E)</p> <p>4.13 (E)</p> <p>6.1 (E)</p>
<p>(iv) correct capitalization;</p>	<p>4.3 (E)</p> <p>4.8 (E)</p> <p>6.4 (E)</p>
<p>(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate;</p>	<p>Commas</p> <p>4.7</p> <p>4.10</p> <p>Semicolon</p> <p>4.8</p> <p>5.1</p> <p>Colon</p> <p>4.2</p> <p>4.3</p> <p>4.4</p> <p>Dashes</p> <p>4.5</p> <p>4.9</p>



<b>(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:</b>	
(A) compose literary texts such as fiction and poetry using genre characteristics and craft;	6.1 (A)
<b>(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:</b>	
(E) locate relevant sources;	8.4
(F) synthesize information from a variety of sources;	8.5
(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism;	8.1 8.2 8.3

# Patterns of Power, Grade 11

## CORRELATION TO

### Texas Essential Knowledge and Skills (TEKS) English Language Arts and Reading (2019 Implementation)

KEY	
(C/C)	Indicates the standard is in the INVITATION TO COMPARE AND CONTRAST
(A)	Indicates the standard is addressed in the INVITATION TO APPLY
(E)	Indicates the standard is addressed in the INVITATION TO EDIT/EDITING CONVERSATIONS

**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:**

(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;	This standard is addressed throughout all lessons within small group and whole class discussion, which provides a variety of ways in which students may work collaboratively. There are also more complex directions given during the Apply and Editing Invitations. These ask students to solve problems and apply their understanding in a more challenging context.
(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;	
(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.	

**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:**

(A) describe personal connections to a variety of sources, including self-selected texts	Chapter 3 has numerous examples of bridging discussions about patterns to reading analysis - some have students analyze text and others have students apply their understanding of the pattern to writing about their reading.
(B) write responses that demonstrate analysis of texts, including comparing texts within and across genres;	
(C) use text evidence and original commentary to support an analytic response;	Additionally, within many lessons, students connect the pattern to their reading by finding examples of the pattern in a self selected or assigned text. The Invitations that require students to discuss patterns and their impact/effect on the reader facilitate many aspects of this TEKS. Applications include using the pattern in analytical writing as well as diving deeper into understanding the nuances of a text by using the pattern to analyze texts. The applications lend themselves to students using academic vocabulary in their conversations and in their writing.
(F) respond using acquired content and academic vocabulary as appropriate;	
(G) discuss and write about the explicit or implicit meanings of text	
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	
(I) reflect on and adjust responses when valid evidence warrants;	
(J) defend or challenge the authors’ claims using relevant text evidence.	In chapter 8, there are direct lessons on quoting material appropriately that support 5(C): 8.1 8.2 8.3

<b>(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:</b>	
(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;	Chapter 3, Pages 61-62 9.2 (C/C) (A)
(B) analyze how characters’ behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;	Chapter 3, Page 58-59 4.12 (A) 4.13 (A) 5.2 (A) 6.2 (A) 7.1 (A) 9.1 (A) 9.3 (A)
<b>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:</b>	
(A) analyze the author’s purpose, audience, and message within a text;	Chapter 3, Pages 60-63 4.9 (A)
(B) analyze use of text structure to achieve the author’s purpose;	5.2 (A) 7.1 (A) 7.2 (A) 7.3 (A)
(C) evaluate the author’s use of print and graphic features to achieve specific purposes;	4.4 (C/C) 4.6 (C/C) 4.12 (C/C) 6.3 (C/C)
(D) analyze how the author’s use of language informs and shapes the perception of readers;	Chapter 3, Pages 60-63 4.6 (C/C) 4.9 (A) 5.2 (A) 6.4 (A) 7.2 (A) 7.3 (A)
(F) analyze how the author’s diction and syntax contribute to the mood, voice, and tone of a text;	4.6 (C/C) 6.4 (A) 7.2 (A) 7.3 (A)
(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.	7.1 (A) 7.2 (A) 7.3 (A)
<b>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:</b>	
(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	

<p>(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;</p>	<p>An ongoing option in every lesson is for students to apply their knowledge of the pattern in the Invitation to Apply. As the patterns will connect to any writing students are working on, it can support the initial development of drafts as well as any revisions to drafts.</p>
<p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;</p>	<p>Note that Chapter 7 is dedicated to parallel constructions and Chapter 9 focuses on creative patterns with rhetorical significance.</p>
<p>(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate;</p>	<p>Capitalization  4.3 (E)  4.8 (E)  6.4 (E)</p> <p>Verb Tense  4.10 (E)  4.12 (E)  4.13 (E)  6.1 (E)</p> <p>Independent vs Dependent clauses  4.1  5.1  5.2  5.3  9.3  9.4  9.5</p> <p>Phrases (also includes comma usage)  6.1  6.2  6.3  6.4  9.1</p> <p>Commas  4.7  4.10</p> <p>Semicolon  4.8  5.1</p> <p>Colon  4.2  4.3  4.4</p>

	<p>Dashes 4.5 4.9 4.11</p> <p>Parentheses 4.12</p> <p>Ellipses 4.6 4.14</p> <p>Parallel Structure 7.1 7.2 7.3</p> <p>Repetition 9.2</p> <p>Quotations 4.2 4.13</p> <p>Style Guide/Citations 8.1 8.2 8.3 8.4 8.5</p>
<b>(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:</b>	
(A) compose literary texts such as fiction and poetry using genre characteristics and craft;	6.1 (A)
(E) compose literary analysis using genre characteristics and craft;	<p>Chapter 3, Pages 58-59, 61-62</p> <p>4.12 (A) 4.13 (A) 5.2 (A) 6.2 (A) 7.1 (A) 9.1 (A) 9.2 (C/C) (A) 9.3 (A)</p>
(F) compose rhetorical analysis using genre characteristics and craft	<p>Chapter 3, Pages 60, 63</p> <p>4.14 (A) 7.2 (A) 7.3 (A)</p>

**(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:**

(E) locate relevant sources;	8.4
(F) synthesize information from a variety of sources;	8.5
(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism;	8.1 8.2 8.3

# Patterns of Power, Grade 12

## CORRELATION TO

### Texas Essential Knowledge and Skills (TEKS) English Language Arts and Reading (2019 Implementation)

KEY	
(C/C)	Indicates the standard is in the INVITATION TO COMPARE AND CONTRAST
(A)	Indicates the standard is addressed in the INVITATION TO APPLY
(E)	Indicates the standard is addressed in the INVITATION TO EDIT/EDITING CONVERSATIONS

**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:**

(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;	This standard is addressed throughout all lessons within small group and whole class discussion, which provides a variety of ways in which students may work collaboratively. There are also more complex directions given during the Apply and Editing Invitations. These ask students to solve problems and apply their understanding in a more challenging context.
(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;	
(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.	

**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:**

(A) describe personal connections to a variety of sources, including self-selected texts	Chapter 3 has numerous examples of bridging discussions about patterns to reading analysis - some have students analyze text and others have students apply their understanding of the pattern to writing about their reading.
(B) write responses that demonstrate analysis of texts, including comparing texts within and across genres;	
(C) use text evidence and original commentary to support an evaluative response;	Additionally, within many lessons, students connect the pattern to their reading by finding examples of the pattern in a self selected or assigned text. The Invitations that require students to discuss patterns and their impact/effect on the reader facilitate many aspects of this TEKS. Applications include using the pattern in analytical writing as well as diving deeper into understanding the nuances of a text by using the pattern to analyze texts. The applications lend themselves to students using academic vocabulary in their conversations and in their writing.
(F) respond using acquired content and academic vocabulary as appropriate;	
(G) discuss and write about the explicit or implicit meanings of text	
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	
(I) reflect on and adjust responses when valid evidence warrants;	
(J) defend or challenge the authors’ claims using relevant text evidence.	In chapter 8, there are direct lessons on quoting material appropriately that connects to 5(C): 8.1 8.2 8.3

**(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:**

(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;	Chapter 3, Pages 61-62 9.2 (C/C) (A)
(B) analyze how characters’ behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;	Chapter 3, Page 58-59 4.12 (A) 4.13 (A) 5.2 (A) 6.2 (A) 7.1 (A) 9.1 (A) 9.3 (A)

**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:**

(A) analyze the author’s purpose, audience, and message within a text;	Chapter 3, Pages 60-63 4.9 (A)
(B) analyze use of text structure to achieve the author’s purpose;	5.2 (A) 7.1 (A) 7.2 (A) 7.3 (A)
(C) evaluate the author’s use of print and graphic features to achieve specific purposes;	4.4 (C/C) 4.6 (C/C) 4.12 (C/C) 6.3 (C/C)
(D) critique and evaluate how the author’s use of language informs and shapes the perception of readers;	Chapter 3, Pages 60-63 4.6 (C/C) 4.9 (A) 5.2 (A) 6.4 (A) 7.2 (A) 7.3 (A)
(F) analyze how the author’s diction and syntax contribute to the effectiveness of a text;	4.6 (C/C) 6.4 (A) 7.2 (A) 7.3 (A)
(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.	7.1 (A) 7.2 (A) 7.3 (A)

**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:**

(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	
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<p>(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;</p>	<p>An ongoing option in every lesson is for students to apply their knowledge of the pattern in the Invitation to Apply. As the patterns will connect to any writing students are working on, it can support the initial development of drafts as well as any revisions to drafts.</p>
<p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;</p>	<p>Note that Chapter 7 is dedicated to parallel constructions and Chapter 9 focuses on creative patterns with rhetorical significance.</p>
<p>(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate;</p>	<p>Capitalization  4.3 (E)  4.8 (E)  6.4 (E)</p> <p>Verb Tense  4.10 (E)  4.12 (E)  4.13 (E)  6.1 (E)</p> <p>Independent vs Dependent clauses  4.1  5.1  5.2  5.3  9.3  9.4  9.5</p> <p>Phrases (also includes comma usage)  6.1  6.2  6.3  6.4  9.1</p> <p>Commas  4.7  4.10</p> <p>Semicolon  4.8  5.1</p>

	<p>Colon 4.2 4.3 4.4</p> <p>Dashes 4.5 4.9 4.11</p> <p>Parentheses 4.12</p> <p>Ellipses 4.6 4.14</p> <p>Parallel Structure 7.1 7.2 7.3</p> <p>Repetition 9.2</p> <p>Quotations 4.2 4.13</p> <p>Style Guide/Citations 8.1 8.2 8.3 8.4 8.5</p>
<b>(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:</b>	
(A) compose literary texts such as fiction and poetry using genre characteristics and craft;	6.1 (A)
(E) compose literary analysis using genre characteristics and craft;	<p>Chapter 3, Pages 61-63</p> <p>4.12 (A) 4.13 (A) 5.2 (A) 6.2 (A) 7.1 (A) 9.1 (A) 9.2 (C/C) (A) 9.3 (A)</p>

(F) compose rhetorical analysis using genre characteristics and craft	Chapter 3, Pages 60, 63 4.14 (A) 7.2 (A) 7.3 (A)
<b>(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:</b>	
(E) locate relevant sources;	8.4 8.5
(F) synthesize information from a variety of sources;	
(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism;	8.1 8.2 8.3

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