

English 2 CP and Honors – Standards Pacing Matrix – 2017-2018

Standard		1 st Half of Semester	2 nd Half of Semester
Inquiry-Based Literacy			
E2.I.1.1	Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.	X	X
E2.I.2.1	Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.	X	X
E2.I.3.1	Develop a plan of action by using appropriate discipline-specific strategies.	X	
E2.I.3.2	Examine historical, social, cultural, or political context to broaden inquiry and create questions.	X	
E2.I.3.3	Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	X	
E2.I.3.4	Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.	X	
E2.I.4.1	Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	X	X
E2.I.4.2	Evaluate findings; address conflicting information; identify misconceptions; and revise.	X	X
E2.I.4.3	Determine appropriate disciplinary tools to communicate findings and/or take informed action.	X	X
E2.I.5.1	Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.	X	
E2.I.5.2	Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.	X	
E2.I.5.3	Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.	X	X

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Reading – Literary Text			
E2.RL.4.1	Read grade-level text with purpose and understanding.		X
E2.RL.4.2	Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.		X
E2.RL.4.3	Use context to confirm or self-correct work recognition and understanding, rereading as necessary.		X
E2.RL.5.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.	X	X
E2.RL.6.1	Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	X	X
E2.RL.7.1	Trace the development of a common theme across media, modality, and format.	X	X
E2.RL.7.2	Explain how literary texts and related media allude to themes and archetypes from historical and cultural traditions.	X	X
E2.RL.8.1	Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.		X
E2.RL.9.1	Determine the figurative and connotative meanings of words and phrases; analyze the cumulative impact of specific word choices on meaning and tone.	X	X
E2.RL.10.1	Use context clues to determine meanings of words and phrases.		X
E2.RL.11.1	Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape context, meaning, and style.	X	
E2.RL.12.1	Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise citing support from the text.	X	X
E2.RL.12.2	Analyze how an author’s choices concerning how to structure a text, order events within the text, and manipulate time create different effects.	X	X
E2.RL.13.1	Engage in whole and small group reading with purpose and understanding.	X	
E2.RL.13.2	Read independently for sustained periods of time to build stamina.	X	
E2.RL.13.3	Read and respond to grade level text to become self-directed, critical readers and thinkers.		X

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Reading – Informational Text			
E2.RI.4.1	Read grade-level text with purpose and understanding.	X	
E2.RI.4.2	Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.		X
E2.RI.4.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.	X	X
E2.RI.5.1	Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.	X	X
E2.RI.6.1	Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	X	X
E2.RI.7.1	Explain how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.	X	X
E2.RI.8.1	Determine figurative, connotative, or technical meanings of words and phrases; analyze the cumulative impact of specific words and phrases on meaning and tone.	X	X
E2.RI.8.2	Explain how the author’s meaning and tone are developed and refined by text features and structures.	X	
E2.RI.9.1	Use context clues to determine meanings of words and phrases.	X	X
E2.RI.10.1	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	X	X
E2.RI.11.1	Analyze in detail how the author’s ideas or claims are supported through the use of text features and structures.	X	
E2.RI.11.2	Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.		X
E2.RI.12.1	Engage in whole and small group reading with purpose and understanding.		X
E2.RI.12.2	Read independently for a sustained period of time.		X
E2.RI.12.3	Read and respond to grade level text to become self-directed, critical readers and thinkers.	X	

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Writing			
E2.W.1.1a	Write arguments that introduce a precise claim and differentiate between the claim and counterclaims.	X	X
E2.W.1.1b	Write arguments that use relevant information from multiple print and multimedia sources.	X	X
E2.W.1.1c	Write arguments that assess the credibility and accuracy of each source.	X	X
E2.W.1.1d	Write arguments that use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence.	X	X
E2.W.1.1e	Write arguments that develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims.	X	X
E2.W.1.1f	Write arguments that develop and strengthen writing as needed by planning, revising, editing, and rewriting.	X	X
E2.W.1.1g	Write arguments that quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	X	X
E2.W.1.1h	Write arguments that avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity.	X	X
E2.W.1.1i	Write arguments that provide a concluding statement or section that follows from and supports the argument presented.	X	X
E2.W.1.1j	Write arguments that include a call to action.	X	X
E2.W.2.1a	Write informative/explanatory texts that introduce a topic.	X	
E2.W.2.1b	Write informative/explanatory texts that use relevant information from multiple print and multimedia sources.	X	
E2.W.2.1c	Write informative/explanatory texts that organize complex ideas, concepts, and information to make connections and distinctions.	X	
E2.W.2.1d	Write informative/explanatory texts that assess the credibility and accuracy of each source.	X	
E2.W.2.1e	Write informative/explanatory texts that include formatting, graphics, and multimedia to aid comprehension as needed.	X	
E2.W.2.1f	Write informative/explanatory texts that develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	X	
E2.W.2.1g	Write informative/explanatory texts that quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	X	
E2.W.2.1h	Write informative/explanatory texts that develop and strengthen writing as needed by planning, revising, editing, and rewriting.	X	

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E2.W.2.1i	Write informative/explanatory texts that use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationship among complex ideas and concepts.	X	
E2.W.2.1j	Write informative/explanatory texts that use precise language and domain-specific vocabulary to manage the complexity of the topic.	X	
E2.W.2.1k	Write informative/explanatory texts that establish and maintain a consistent style and objective tone while attending norms and conventions of the discipline.	X	
E2.W.2.1l	Write informative/explanatory texts that provide a concluding statement or section that follows from and supports the information or explanation presented.	X	
E2.W.3.1a	Gather ideas from texts, multimedia, and personal experience to write narratives that develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	X	
E2.W.3.1b	Gather ideas from texts, multimedia, and personal experience to write narratives that engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	X	
E2.W.3.1c	Gather ideas from texts, multimedia, and personal experience to write narratives that use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.	X	
E2.W.3.1d	Gather ideas from texts, multimedia, and personal experience to write narratives that use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	X	
E2.W.3.1e	Gather ideas from texts, multimedia, and personal experience to write narratives that develop and strengthen writing as needed by planning, revising, editing, and rewriting.	X	X
E2.W.3.1f	Gather ideas from texts, multimedia, and personal experience to write narratives that use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	X	X
E2.W.3.1g	Gather ideas from texts, multimedia, and personal experience to write narratives that provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	X	
E2.W.4.1a	When writing use parallel structure.	X	X
E2.W.4.1b	When writing use verb, noun, prepositional, and verbal phrases to communicate different meanings.	X	X
E2.W.4.1c	When writing use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety.	X	X

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E2.W.4.1d	When writing use parallel structures to communicate similar ideas.	X	X
E2.W.4.1e	When writing use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.	X	X
E2.W.5.2a	Use a semicolon or a conjunctive adverb to link two or more closely related independent clauses.	X	X
E2.W.5.2b	Use a colon to introduce a list or quotation.	X	X
E2.W.5.2c	Use commas to separate adjacent, parallel structures.	X	X
E2.W.6.1	Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.	X	X
E2.W.6.5	Demonstrate effective keyboarding skills.	X	

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Communication			
E2.C.1.1	Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.	X	X
E2.C.1.2	Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.	X	X
E2.C.1.3	Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.	X	X
E2.C.1.4	Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.	X	X
E2.C.1.5	Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.	X	X
E2.C.1.6	Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.	X	
E2.C.2.1	Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose.	X	
E2.C.2.2	Distinguish between credible and non-credible sources of information.		X
E2.C.2.3	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		X
E2.C.2.4	Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.		X
E2.C.3.1	Analyze how context influences the mode of communication used by the presenter in a given situation.		X
E2.C.3.2	Create visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	X	X
E2.C.4.1	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence.		X
E2.C.4.2	Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals.		
E2.C.4.3	Analyze the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.		

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E2.C.5.1	Remain conscious of the audience and anticipate possible misconceptions or objections.		X
E2.C.5.2	Employ effective repetition, rhetorical questions, and delivery style to convey message to impact the audience.	X	X
E2.C.5.3	Develop messages that use logical, emotional, and ethical appeals.		