

High School English I and English II Essence Statements (2026)

Reading ^R

1 Developing and Sustaining Foundational Language Skills ^{R.1}

- 1 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–vocabulary. The student uses newly acquired vocabulary expressively. ^{R.1.1}
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2 Comprehension Skills ^{R.2}

- 1 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. ^{R.2.1}
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3 Response Skills ^{R.3}

- 1 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. ^{R.3.1}
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4 Literary Elements and Genres ^{R.4}

- 1 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. ^{R.4.1}
 - 2 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts–genres. The student recognizes and analyzes genrespecific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. ^{R.4.2}
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5 Author’s Purpose and Craft ^{R.5}

- 1 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. ^{R.5.1}
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Writing ^W

1 Composition – Writing Process and Genres ^{W.1}

- 1 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. **W.1.1**