

English 2 CR

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
R	Reading		
RW.1.0	Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.	Personal Essay	Section D4
0	Vocabulary and Concept Development		
RW.1.1	Identify and use the literal and figurative meanings of words and understand word derivations.	Novel	Section C
RW.1.2	Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.	Novel	Section C
RW.1.3	Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word narcissistic drawn from the myth of Narcissus and Echo).	Novel	Section C
RC.2.0	Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine	Novel Drama Introduction to Poetry	Section A Section 2 Section B

English 2 CR

	and ten, students make substantial progress toward this goal.		
0	Structural Features of Informational Materials		
RC.2.1	Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.	Write to Persuade Mass Media	Section 11-13 Section 11-19
RC.2.2	Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.	Write to Learn	Section 38-41
0	Comprehension and Analysis of Grade-Level-Appropriate Text		
RC.2.3	Generate relevant questions about readings on issues that can be researched.	Write to Learn	Section 31
RC.2.4	Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	Write to Learn	Section 31-49
RC.2.5	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	Write to Learn	Section 31-49
RC.2.6	Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).	Write to Learn	Section 31-49

English 2 CR

0	Expository Critique		
RC.2.7	Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	Mass Media Write to Persuade	Section 11-19 Section 11-17
RC.2.8	Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).	Mass Media Write to Persuade	Section 11-19 Section 11-17
RL.3.0	Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct indepth analyses of recurrent patterns and themes. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.	Introduction to Poetry Short Story Novel	Section B Section A Section A-C
0	Structural Features of Literature		
RL.3.1	Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).	Short Story Novel Drama	Section A Section A Section 2-9

English 2 CR

RL.3.2	Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.	Drama Short Story	Section 11 Section A
0	Narrative Analysis of Grade-Level-Appropriate Text		
RL.3.3	Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.	Novel	Section D
RL.3.4	Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.	Novel	Section D
RL.3.5	Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.	Short Story	Section A
RL.3.6	Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).	Novel Drama	Section D Section 1
RL.3.7	Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	Introduction to Poetry	Section B
RL.3.8	Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.	Drama	Section 1
RL.3.9	Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	Novel	Section D
RL.3.10	Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.	Novel	Section D
0	Literary Criticism		

English 2 CR

RL.3.11	Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)	Novel Drama	Section D Section 1
RL.3.12	Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)	Drama	Section 2-9
W	Writing		
WS.1.0	Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.	Write to Learn Write to Persuade Personal Essay	Section 31--49 Section 15-28 Section A
0	Organization and Focus		
WS.1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	Personal Essay Write to Learn	Section A Section 31
WS.1.2	Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.	Personal Essay	Section B
0	Research and Technology		
WS.1.3	Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.	Write to Learn	Section 31
WS.1.4	Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).	Write to Learn Write to Persuade Personal Essay	Section 31-41 Section 8-17 Section A

English 2 CR

WS.1.5	Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).	Write to Learn	Section 31-49
WS.1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.	Write to Learn	Section 38-39
WS.1.7	Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).	Write to Learn	Section 38-39
WS.1.8	Design and publish documents by using advanced publishing software and graphic programs.	Write to Learn Write to Persuade	Section 49 Section 28
0	Evaluation and Revision		
WS.1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.	Write to Persuade	Section 6-15
W.2.0	Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	Personal Essay Write to Persuade Write to Learn	Section A Section 15-28 Section 27-49
W.2.1	Write biographical or autobiographical narratives or short stories:		
W.2.1.a	Relate a sequence of events and communicate the significance of the events to the audience.	Personal Essay	Section A

English 2 CR

W.2.1.b	Locate scenes and incidents in specific places.	Personal Essay	Section A
W.2.1.c	Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.	Personal Essay	Section A
W.2.1.d	Pace the presentation of actions to accommodate changes in time and mood.	Personal Essay	Section A
W.2.1.e	Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.	Personal Essay	Section A
W.2.2	Write responses to literature:		
W.2.2.a	Demonstrate a comprehensive grasp of the significant ideas of literary works.	Short Story Novel Drama	Section A Section A Section 2-13
W.2.2.b	Support important ideas and viewpoints through accurate and detailed references to the text or to other works.	Short Story Novel Drama	Section A Section A Section 2-13
W.2.2.c	Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.	Short Story Novel Drama	Section A Section A Section 2-13
W.2.2.d	Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.	Short Story Novel Drama	Section A Section A Section 2-13
W.2.3	Write expository compositions, including analytical essays and research reports:		
W.2.3.a	Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.	Write to Learn	Section 21-49
W.2.3.b	Convey information and ideas from primary and secondary sources accurately and coherently.	Write to Learn	Section 21-49
W.2.3.c	Make distinctions between the relative value and significance of specific data, facts, and ideas.	Write to Learn	Section 21-49
W.2.3.d	Include visual aids by employing appropriate technology to organize and record information on charts,	Write to Learn	Section 1, Part 28

English 2 CR

	maps, and graphs.		
W.2.3.e	Anticipate and address readers' potential misunderstandings, biases, and expectations.	Write to Learn	Section 21-49
W.2.3.f	Use technical terms and notations accurately.	Write to Learn	Section 21-49
W.2.4	Write persuasive compositions:		
W.2.4.a	Structure ideas and arguments in a sustained and logical fashion.	Write to Persuade	Section 5-28
W.2.4.b	Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).	Write to Persuade	Section 5-28
W.2.4.c	Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.	Write to Persuade	Section 5-28
W.2.4.d	Address readers' concerns, counterclaims, biases, and expectations.	Write to Persuade	Section 5-28
W.2.5	Write business letters:		
W.2.5.a	Provide clear and purposeful information and address the intended audience appropriately.	Mass Media	Section 2
W.2.5.b	Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.	Mass Media	Section 2
W.2.5.c	Highlight central ideas or images.	Mass Media	Section 2
W.2.5.d	Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.	Mass Media	Section 2
W.2.6	Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):		

English 2 CR

W.2.6.a	Report information and convey ideas logically and correctly.	Mass Media	Section 1
W.2.6.b	Offer detailed and accurate specifications.	Mass Media	Section 1
W.2.6.c	Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).	Mass Media	Section 1
W.2.6.d	Anticipate readers' problems, mistakes, and misunderstandings.	Mass Media	Section 1
C	Written and Oral English Language Conventions		
WC.1.0	Students write and speak with a command of standard English conventions.	Oral Presentation	Section 2-7
0	Grammar and Mechanics of Writing		
WC.1.1	Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).	Drama	Section 2
WC.1.2	Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).	Drama	Section 2
WC.1.3	Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.	Personal Essay Write to Learn Write to Persuade	Section A Section 41-49 Section 15-28
0	Manuscript Form		
WC.1.4	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	Personal Essay Write to Learn Write to Persuade	Section A Section 41-49 Section 15-28
WC.1.5	Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.	Personal Essay Write to Learn Write to Persuade	Section A Section 41-49 Section 15-28

English 2 CR

L	Listening and Speaking		
L.1.0	Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.	Oral Presentation	Section 2-7
0	Comprehension		
L.1.1	Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.	Personal Essay Write to Learn Write to Persuade	Section A Section 41-49 Section 15-28
L.1.2	Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.	Mass Media	Section 4-19
0	Organization and Delivery of Oral Communication		
L.1.3	Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.	Oral Presentation	Section 7
L.1.4	Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).	Oral Presentation	Section 7
L.1.5	Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.	Oral Presentation	Section 7
L.1.6	Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that	Oral Presentation	Section 7

English 2 CR

	meet standard tests for evidence, including credibility, validity, and relevance.		
L.1.7	Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.	Oral Presentation	Section 7
L.1.8	Produce concise notes for extemporaneous delivery.	Oral Presentation	Section 7
L.1.9	Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.	Oral Presentation	Section 7
0	Analysis and Evaluation of Oral and Media Communications		
L.1.10	Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.	Oral Presentation	Section 2-9
L.1.11	Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.	Oral Presentation	Section 2-9
L.1.12	Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.	Oral Presentation	Section 5-6
L.1.13	Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.	Oral Presentation	Section 5-6
L.1.14	Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's Henry V with Kenneth Branagh's 1990 film version).	Oral Presentation	Section 2-9
L.2.0	Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration,	Oral Presentation	Section 7

English 2 CR

	exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.		
L.2.1	Deliver narrative presentations:		
L.2.1.a	Narrate a sequence of events and communicate their significance to the audience.	Personal Essay	Section A
L.2.1.b	Locate scenes and incidents in specific places.	Personal Essay	Section A
L.2.1.c	Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.	Personal Essay	Section A
L.2.1.d	Pace the presentation of actions to accommodate time or mood changes.	Personal Essay	Section A
L.2.2	Deliver expository presentations:		
L.2.2.a	Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.	Write to Learn	Section 27-53
L.2.2.b	Convey information and ideas from primary and secondary sources accurately and coherently.	Write to Learn	Section 27-53
L.2.2.c	Make distinctions between the relative value and significance of specific data, facts, and ideas.	Write to Learn	Section 27-53
L.2.2.d	Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.	Write to Learn	Section 27-53
L.2.2.e	Anticipate and address the listener's potential misunderstandings, biases, and expectations.	Write to Learn	Section 27-53
L.2.2.f	Use technical terms and notations accurately.	Write to Learn	Section 27-53
L.2.3	Apply appropriate interviewing techniques:		

English 2 CR

L.2.3.a	Prepare and ask relevant questions.	Drama	Section 1
L.2.3.b	Make notes of responses.	Drama	Section 1
L.2.3.c	Use language that conveys maturity, sensitivity, and respect.	Drama	Section 1
L.2.3.d	Respond correctly and effectively to questions.	Drama	Section 1
L.2.3.e	Demonstrate knowledge of the subject or organization.	Drama	Section 1
L.2.3.f	Compile and report responses.	Drama	Section 1
L.2.3.g	Evaluate the effectiveness of the interview.	Drama	Section 1
L.2.4	Deliver oral responses to literature:		
L.2.4.a	Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).	Drama	Section 1
L.2.4.b	Support important ideas and viewpoints through accurate and detailed references to the text or to other works.	Drama	Section 1
L.2.4.c	Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.	Drama	Section 1
L.2.4.d	Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.	Drama	Section 1
L.2.5	Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):	Oral Presentation	Section 2-9
L.2.5.a	Structure ideas and arguments in a coherent, logical fashion.	Oral Presentation	Section 2-9
L.2.5.b	Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).	Oral Presentation	Section 2-9

English 2 CR

L.2.5.c	Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.	Oral Presentation	Section 2-9
L.2.5.d	Anticipate and address the listener's concerns and counterarguments.	Oral Presentation	Section 2-9
L.2.6	Deliver descriptive presentations:		
L.2.6.a	Establish clearly the speaker's point of view on the subject of the presentation.	Introduction to Poetry	Section B
L.2.6.b	Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).	Introduction to Poetry	Section B
L.2.6.c	Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.	Introduction to Poetry	Section B