

English 1

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
O	Oral Expression and Listening		
O.1	Oral presentations require effective preparation strategies		
O.1.a	Give formal and informal talks to various audiences for various purposes using appropriate level of formality and rhetorical devices	Introduction Organization Sentence Fluency	Discussions Section 2 Section 2
O.1.b	Use verbal and nonverbal techniques to communicate information	Organization Sentence Fluency Conventions	Section 2 Section 2 Section 5
O.1.c	Define a position and select evidence to support that position	Organization Sentence Fluency Conventions	Section 2 Section 2 Section 5
O.1.d	Develop a well-organized presentation to defend a position	Organization Sentence Fluency Conventions	Section 2 Section 2 Section 5
O.1.e	Use effective audience and oral delivery skills to persuade an audience		
O.2	Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention		
O.2.a	Follow the speaker's arguments as they develop; take notes when appropriate		
O.2.b	Give verbal and nonverbal feedback to the speaker		
O.2.c	Ask clarifying questions		

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O.2.d	Evaluate arguments and evidence		
O.2.e	Explain how variables such as background knowledge, experiences, values, and beliefs can affect communication		
R	Reading for All Purposes		
R.1	Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison	Ideas Voice Word Choice	Section 4 Section 2-4 Section 1
R.1.a	Analyze character types, including dynamic/round character, static/flat character, stereotype, and caricature		
R.1.b	Explain the relationships among elements of literature: characters, plot, setting, tone, point of view, and theme	Organization	Section 3
R.1.c	Identify the characteristics that distinguish literary forms and genres	Voice Word Choice Sentence Fluency	Section 2-4 Section 1, 4-5 Section 4

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R.1.d	Examine the ways in which works of literature are related to the issues and themes of their historical periods	Word Choice Ideas Sentence Fluency	Section 1, 4 Section 4, 7 Section 4
R.1.e	Use literary terms to describe and analyze selections	Voice	Section 3
R.2	Increasingly complex informational texts require mature interpretation and study		
R.2.a	Identify the intended effects of rhetorical strategies the author uses to influence readers' perspectives	Ideas Presentation	Section 3 Section 3
R.2.b	Evaluate clarity and accuracy of information through close text study and investigation via other sources	Research Biography	Section 3-5 Section 4-5
R.2.c	Describe how the organizational structure and text features support the meaning and purpose of the text	Organization Research	Section 3-4 Section 3-4
R.2.d	Use flexible reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts	Ideas Organization Research	Section 2 Section 4 Section 3
R.2.e	Critique author's choice of expository, narrative, persuasive, or descriptive modes to convey a message	Word Choice Voice Ideas	Section 1, 4 Section 4 Section 7

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W	Writing and Composition		
W.1	Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language		
W.1.a	Write well-focused texts with an explicit or implicit theme and details that contribute to a definite point of view and tone	Research Presentation Biography	Section 4-7 Section 6 Section 4-5
W.1.b	Organize paragraphs or stanzas to present ideas clearly and purposefully for a specific audience	Research Presentation Biography	Section 4-7 Section 6 Section 4-5
W.1.c	Write literary and narrative texts using a range of poetic techniques, figurative language, and graphic elements to engage or entertain the intended audience	Biography Presentation Word Choice	Section 4-5 Section 6 Section 5
W.1.d	Refine the expression of voice and tone in a text by selecting and using appropriate vocabulary, sentence structure, and sentence organization	Voice Ideas	Section 1-2 Section 5
W.1.e	Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details	Research Organization Conventions	Section 4-7 Section 2 Section 6
W.1.f	Explain strengths and weaknesses of own writing and the writing of others using criteria (e.g., checklists, scoring guides)	Research Sentence Fluency Conventions	Section 4-7 Section 5 Section 6

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W.2	Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support		
W.2.a	Develop texts that define or classify a topic	Sentence Fluency Research Biography	Section 6 Section 4 Section 4-5
W.2.b	Use appropriate rhetorical appeals and genre to engage and guide the intended audience	Ideas Presentation	Section 3 Section 6
W.2.c	Arrange paragraphs into a logical progression	Organization Research	Section 3 Section 4
W.2.d	Anticipate and address readers' biases and expectations	Word Choice Presentation Research	Section 5 Section 6 Section 4-7
W.2.e	Revise ideas and structure to improve depth of information and logic of organization	Research Ideas Conventions	Section 4-7 Section 2 Section 6
W.2.f	Explain and imitate emotional, logical, and ethical appeals used by writers who are trying to persuade an audience	Research Biography Word Choice	Section 4-7 Section 4-5 Section 4-5
W.3	Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions		

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W.3.a	Use punctuation correctly (semicolons with conjunctive adverbs to combine clauses; colons for emphasis and to introduce a list)	Conventions	Section 3-6
W.3.b	Identify comma splices and fused sentences in writing and revise to eliminate them	Sentence Fluency	Section 3
W.3.c	Distinguish between phrases and clauses and use this knowledge to write varied, strong, correct, complete sentences	Sentence Fluency	Section 3
W.3.d	Use various reference tools to vary word choice and make sure words are spelled correctly	Introduction	Section Study Skills
RR	Research and Reasoning		
RR.1	Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions		
RR.1.a	Integrate information from different sources to research and complete a project	Research	Section 3-4
RR.1.b	Integrate information from different sources to form conclusions about an author's assumptions, biases, credibility, cultural and social perspectives, or world views	Research	Section 3-4

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RR.1.c	Judge the usefulness of information based on relevance to purpose, source, objectivity, copyright date, cultural and world perspective (such as editorials), and support the decision	Research	Section 3-4
RR.1.d	Examine materials to determine appropriate primary and secondary sources to use for investigating a question, topic, or issue (e.g., library databases, print and electronic encyclopedia and other reference materials, pamphlets, book excerpts, online and print newspaper and magazine articles, letters to an editor, digital forums, oral records, research summaries, scientific and trade journals)	Research	Section 3-4
RR.2	Effective problem-solving strategies require high-quality reasoning		
RR.2.a	Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts inherent in thinking	Research Presentation Word Choice	Section 2 Section 3 Section 3
RR.2.b	Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision		
RR.2.c	Implement a purposeful and articulated process to solve a problem	Research Voice	Section 2-4 Section 6
RR.2.d	Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process		