

Grammar and Composition

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		
O.1.b	Use verbal and nonverbal techniques to communicate information	Presentation Voice	Section 4 Section 5
O.1.c	Define a position and select evidence to support that position	Research Organization	Section 2-4 Section 3
O.1.d	Develop a well-organized presentation to defend a position	Research Organization Presentation	Section 2-4 Section 3 Section 4
O.1.e	Use effective audience and oral delivery skills to persuade an audience	Research Organization Presentation	Section 2-4 Section 3 Section 4
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		
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	Voice	Section 3
R.1.c	Identify the characteristics that distinguish literary forms and genres	Ideas Sentence Fluency Voice	Section 7 Section 4 Section 3

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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	Ideas	Section 7
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	Presentation Research	Section 2 Section 4
R.2.c	Describe how the organizational structure and text features support the meaning and purpose of the text	Presentation Research	Section 2 Section 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	Biography Research	Section 5 Section 2
R.2.e	Critique author's choice of expository, narrative, persuasive, or descriptive modes to convey a message	Ideas Organization Research	Section 2 Section 1, 3 Section 1, 2

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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	Presentation Research Word Choice	Section 4 Section 4 Section 4
W.1.b	Organize paragraphs or stanzas to present ideas clearly and purposefully for a specific audience	Presentation Research Word Choice Organization	Section 4 Section 4 Section 4 Section 3
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	Word Choice Presentation Sentence Fluency	Section 3-4 Section 4 Section 4
W.1.d	Refine the expression of voice and tone in a text by selecting and using appropriate vocabulary, sentence structure, and sentence organization	Sentence Fluency	Section 3
W.1.e	Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details	Ideas Conventions Sentence Fluency	Section 4 Section 1 Section 2
W.1.f	Explain strengths and weaknesses of own writing and the writing of others using criteria (e.g., checklists, scoring guides)	Research	Section 4

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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	Presentation Research Word Choice	Section 4 Section 4 Section 4
W.2.b	Use appropriate rhetorical appeals and genre to engage and guide the intended audience	Presentation Research Word Choice	Section 4 Section 4 Section 4
W.2.c	Arrange paragraphs into a logical progression	Presentation Research Word Choice	Section 4 Section 4 Section 4
W.2.d	Anticipate and address readers' biases and expectations	Presentation Research Word Choice	Section 4 Section 4 Section 4
W.2.e	Revise ideas and structure to improve depth of information and logic of organization	Ideas Sentence Fluency Conventions	Section 2 Section 2 Section 2
W.2.f	Explain and imitate emotional, logical, and ethical appeals used by writers who are trying to persuade an audience	Ideas Presentation	Section 3 Section 3
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
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	Sentence Fluency Conventions	Section 3 Section 3
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
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

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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 2
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
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		
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		
RR.2.d	Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process		