

English II

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
0	Reading and Responding		
1	Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.	Thinking Skills Flood Myths House on Mango Street	Section 5 Section 2 Section 2C, 3C, 4C
1.1	Extend basic and technical vocabulary using a variety of strategies, including:		
1.1.1	use of context clues	Antigone	Section 2
1.1.2	use of knowledge of Greek and Latin roots and affixes		
1.1.3	use of denotative and connotative meanings	Poetry	Section 1C
1.1.4	tracing etymology		
1.2	Analyze the development of story elements, including:		
1.2.1	characterization	Antigone House on Mango Street An Enemy of the People	Section 4 Section 2C, 3C, 4C Section 2B
1.2.2	plot and subplot(s)	Antigone Short Story	Section 4 Section 1A
1.2.3	theme	Thinking Skills Shprt Story	Section 2 Section 5A
1.2.4	mood/atmosphere	Short Story	Section 3E

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1.3	Analyze the significance within a context of literary devices, including:		
1.3.1	imagery	Thinking Skills Short story	Section 1A Section 2C
1.3.2	symbolism	Novel	Section 1B
1.3.3	flashback		
1.3.4	foreshadowing		
1.3.5	irony, ambiguity, contradiction		
1.3.6	allegory		

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1.3.7	tone		
1.3.8	dead metaphor		
1.3.9	personification, including pathetic fallacy	Thinking Skills Short Story	Section 1B Section 3D
1.4	Draw conclusions and make inferences about ideas and information in grade-appropriate texts in oral and written responses, including:		
1.4.1	short stories/novels	House on Mango Street Short Story	Section 2C, 3C, 4C Section 2
1.4.2	nonfiction works	Thinking Skills	Section 3-5
1.4.3	five-act plays	Antigone An Enemy of the People	Section 3-5 Section 2
1.4.4	poetry/epics	Poetry	Section 2-4
1.4.5	film/visual texts		

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1.4.6	consumer/instructional materials		
1.4.7	public documents		
1.5	Analyze ways in which ideas and information in texts, such as almanacs, microfiche, news sources, technical documents, Internet sources, and literary texts, connect to real-life situations and other texts or represent a view or comment on life	House on Mango Street Antogone	Section 1A Section 4
6	Students read, analyze, and respond to literature as a record of life experiences.		
6.6	Compare and/or contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses	House on Mango Street	Section 2C, 3C, 4C
6.7	Analyze connections between historical contexts and the works of authors, including Sophocles and Shakespeare	Antigone	Section 3-4
6.8	Analyze recurrent themes in world literature	Antigone Thinking Skills Short Story	Section 3-4 Section 3-5 Section 5A
6.9	Analyze, in oral and written responses, distinctive elements, including theme and structure, of literary forms and types, including:		

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6.9.1	essays by early and modern writers		
6.9.2	lyric, narrative, and dramatic poetry	Poetry	Section 2-4
6.9.3	drama, including ancient, Renaissance, and modern	Antigone An Enemy of the People	Section 3-4 Section 2-4
6.9.4	short stories, novellas, and novels	House on Mango Street Short Story	Section 2C, 3C, 4C Section 2-4
6.9.5	biographies and autobiographies		
6.9.6	speeches	Thinking Skills	Section 3-5
6.10	Identify and explain in oral and written responses the ways in which particular genres reflect life experiences, for example:		
6.10.1	an essay expresses a point of view	Thinking Skills	Section 3-6

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6.10.2	a legend chronicles the life of a cultural hero		
6.10.3	a short story or novel provides a vicarious life experience	House on Mango Street Novel	Section 2C, 3C, 4C Section 7
7	Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.		
7.11	Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including:		
7.11.1	summarizing and paraphrasing information and story elements	Research	Section 3D
7.11.2	comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information)	Flood Myths Creation	Section 2 Section 3
7.11.3	comparing and contrasting complex literary elements, devices, and ideas within and across texts	Creation	Section 3
7.11.4	examining the sequence of information and procedures in order to critique the logic or development of ideas in texts		

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7.11.5	making inferences and drawing conclusions	Thinking Skills Creation	Section 5 Section 3-4
7.11.6	making predictions and generalizations	Creation	Section 3-4
7.12	Solve problems using reasoning skills, including:		
7.12.1	using supporting evidence to verify solutions	Thinking Skills Novel	Section 5-6 Section 7
7.12.2	analyzing the relationships between prior knowledge and life experiences and information in texts	Thinking Skills Novel	Section 5 Section 7
7.12.3	using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites		
7.13	Use knowledge of an author's background, culture, and philosophical assumptions to analyze the relationship of his/her works to the themes and issues of the historical period in which he/she lived	Thinking Skills House on Mango Street	Section 5 Section 1A
7.14	Evaluate the effects of an author's life in order to interpret universal themes and messages across different works by the same author	House on Mango Street An Enemy of the People	Section 2C, 3C, 4C Section 1B

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7.15	Analyze information within and across grade-appropriate texts using various reasoning skills, including:		
7.15.1	identifying cause-effect relationships		
7.15.2	raising questions		
7.15.3	reasoning inductively and deductively		
7.15.4	generating a theory or hypothesis	Thinking Skills Novel	Section 6 Section 7
7.15.5	distinguishing facts from opinions and probability		
0	Writing		
2	Students write competently for a variety of purposes and audiences.		

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2.16	Develop organized, coherent paragraphs that include the following:		
2.16.1	topic sentences		
2.16.2	logical sequence		
2.16.3	transitional words and phrases	Creation	Section 5-3
2.16.4	appropriate closing sentences		
2.16.5	parallel construction where appropriate		
2.17	Develop multiparagraph compositions organized with the following:		
2.17.1	a clearly stated central idea/thesis statement	Thinking Skills Novel	Section 6 Section 7

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2.17.2	a clear, overall structure that includes an introduction, a body, and an appropriate conclusion	Thinking Skills Novel	Section 6 Section 7
2.17.3	supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)		
2.17.4	transitional words and phrases that unify throughout	Creation	Section 5-3
2.18	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:		
2.18.1	word choices appropriate to the identified audience and/or purpose		
2.18.2	vocabulary selected to clarify meaning, create images, and set a tone	House on Mango Street	Section 2A, 7
2.18.3	information/ideas selected to engage the interest of the reader	Thinking Skills	Section 6
2.18.4	clear voice (individual personality)		

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2.19	Develop complex compositions using writing processes, including:		
2.19.1	selecting topic and form	Novel	Section 7
2.19.2	determining purpose and audience		
2.19.3	prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)	Thinking Skills Creation House on Mango Street	Section 6 Section 3 Section 7
2.19.4	drafting	Thinking Skills Creation House on Mango Street	Section 6 Section 3 Section 7
2.19.5	conferencing (e.g., with peers and teachers)		
2.19.6	revising for content and structure based on feedback	Thinking Skills Creation House on Mango Street	Section 6 Section 3 Section 7
2.19.7	proofreading/editing to improve conventions of language	Thinking Skills Creation House on Mango Street	Section 6 Section 3 Section 7

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2.19.8	publishing using technology		
2.20	Develop complex paragraphs and multiparagraph compositions using all modes of writing, emphasizing exposition and persuasion	Thinking Skills Creation House on Mango Street	Section 6 Section 3 Section 7
2.21	Use all modes to write complex compositions, including:		
2.21.1	comparison/contrast of ideas and information in reading materials or current issues	Creation	Section 5
2.21.2	literary analyses that compare and contrast multiple texts	Creation Short Story	Section 5 Section 2B
2.21.3	editorials on current affairs		
2.22	Develop writing using a variety of complex literary and rhetorical devices, including imagery and the rhetorical question	Thinking Skills Short Story	Section 1A Section 2C
2.23	Develop individual writing style that includes the following:		

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2.23.1	a variety of sentence structures (e.g., parallel or repetitive) and lengths		
2.23.2	diction selected to create a tone and set a mood		
2.23.3	selected vocabulary and phrasing that reflect the character and temperament (voice) of the writer		
2.24	Write for various purposes, including:		
2.24.1	formal and business letters, such as letters of complaint and requests for information		
2.24.2	letters to the editor		
2.24.3	job applications		
2.24.4	text-supported interpretations that connect life experiences to works of literature	Novel	Section 7

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0	Writing/Proofreading		
3	Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.		
3.25	Apply standard rules of sentence formation, avoiding common errors, such as:		
3.25.1	fragments		
3.25.2	run-on sentences		
3.25.3	syntax problems		
3.26	Apply standard rules of usage, including:		
3.26.1	making subjects and verbs agree		

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3.26.2	using verbs in appropriate tenses	Short Story	Section 1E
3.26.3	making pronouns agree with antecedents		
3.26.4	using pronouns in appropriate cases (e.g., nominative and objective)		
3.26.5	using adjectives in comparative and superlative degrees		
3.26.6	using adverbs correctly		
3.26.7	avoiding double negatives		
3.27	Apply standard rules of mechanics, including:		
3.27.1	using commas to set off appositives or parenthetical phrases		

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3.27.2	using quotation marks to set off titles of short works		
3.27.3	using colons preceding a list and after a salutation in a business letter		
3.27.4	using appropriate capitalization, including names of political and ethnic groups, religions, and continents		
3.28	Use correct spelling conventions when writing and editing		
3.29	Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars), to verify word spellings		
0	Speaking and Listening		
4	Students demonstrate competence in speaking and listening as tools for learning and communicating.		
4.30	Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions		

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4.31	Select language appropriate to specific purposes and audiences, including:		
4.31.1	delivering informational/book reports in class	House on Mango Street	Section 7
4.31.2	conducting interviews/surveys of classmates or the general public		
4.31.3	participating in class discussions	Flood Myths Short Story	Section 2 Section 2B
4.32	Listen to detailed oral instructions and presentations and carry out complex procedures, including:		
4.32.1	taking accurate notes		
4.32.2	writing summaries or responses		
4.32.3	forming groups		

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4.33	Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics		
4.34	Deliver oral presentations that include the following:		
4.34.1	volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience response		
4.34.2	language choices adjusted to suit the content and context		
4.34.3	an organization that includes an introduction, selected details, and a conclusion arranged to impact an audience	Thinking Skills Creation House on Mango Street	Section 6 Section 3 Section 7
4.35	Use active listening strategies, including:		
4.35.1	monitoring message for clarity	Thinking Skills	Section 3-5
4.35.2	selecting and organizing essential information	Thinking Skills Research	Section 5 Section 5

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4.35.3	noting cues such as changes in pace		
4.35.4	generating and asking questions concerning a speaker's content, delivery, and attitude toward the subject		
4.36	Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts		
4.37	Analyze media information in oral and written responses, including:		
4.37.1	comparing and contrasting the ways in which print and broadcast media cover the same event		
4.37.2	evaluating media messages for clarity, quality, effectiveness, motive, and coherence		
4.37.3	listening to and critiquing audio/video presentations		
4.38	Participate in group and panel discussions, including:		

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4.38.1	identifying the strengths and talents of other participants	Flood Myths	Section 2
4.38.2	acting as facilitator, recorder, leader, listener, or mediator		
4.38.3	evaluating the effectiveness of participants' performances		
0	Information Resources		
5	Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.	Thinking Skills	Section 6
5.39	Select and evaluate relevant information for a research project using the organizational features of a variety of resources, including:		
5.39.1	print texts such as prefaces, appendices, annotations, citations, bibliographic references, and endnotes	Research	Section 2-3
5.39.2	electronic texts such as database keyword searches, search engines, and email addresses	Research	Section 2-3

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5.40	Locate, analyze, and synthesize information from grade-appropriate resources, including:		
5.40.1	multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)	Research	Section 4-5
5.40.2	electronic sources (e.g., Web sites and databases)	House on Mango Street Research	Section 1A Section 4-5
5.40.3	other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials)		
5.41	Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage)	Research	Section 2A
5.42	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:		
5.42.1	formulating clear research questions	Research	Section 1
5.42.2	using research methods to gather evidence from primary and secondary sources	Research	Section 1-2

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5.42.3	using graphic organizers (e.g., outlining, charts, timelines, webs)		
5.42.4	compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation	Research	Section 4-5
5.43	Write a variety of research reports, which include the following:		
5.43.1	research that supports the main ideas	Research	Section 1-5
5.43.2	facts, details, examples, and explanations from multiple sources	Research	Section 1-5
5.43.3	graphics when appropriate		
5.43.4	complete documentation (e.g., endnotes, parenthetical citations, works cited lists, or bibliographies)	Research	Section 3-4
5.44	Use word processing and/or technology to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists	Research	Section 5

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5.45	Follow acceptable use policy to document sources in research reports using various formats, including:		
5.45.1	preparing extended bibliographies of reference materials	Research	Section 3D
5.45.2	integrating quotations and citations while maintaining flow of ideas	Research	Section 2C
5.45.3	using standard formatting for source acknowledgment according to a specified style guide	Research	Section 4
5.45.4	using parenthetical documentation following MLA Guide within a literature-based research report	Research	Section 4
5.46	Analyze information found in complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research		