



Grammar & Composition

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
	Reading and Responding		
1	Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.		
1.1	Extend basic and technical vocabulary using a variety of strategies, including:		
1.1.1	use of context clues		
1.1.2	use of knowledge of Greek and Latin roots and affixes	Word Choice	Using Logical Relationships
1.1.3	use of denotative and connotative meanings	Word Choice	Denotation and Connotation
1.1.4	tracing etymology		
1.2	Identify and explain story elements, including:		
1.2.1	the author's use of direct and indirect characterization		
1.2.2	the author's pacing of action and use of plot development, subplots, parallel episodes, and climax to impact the reader	Organization	Elements of Plot Literature: Plot as an Organizational Device
1.2.3	the revelation of character through dialect, dialogue, dramatic monologues, and soliloquies	Word Choice	Dialogue
1.3	Identify and explain the significance of literary devices, including:		
1.3.1	mixed metaphors		
1.3.2	imagery	Voice Word Choice	Using Imagery to Improve Voice Imagery
1.3.3	symbolism		
1.3.4	flashback		
1.3.5	foreshadowing		
1.3.6	sarcasm/irony		
1.3.7	implied metaphors		



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1.3.8	oxymoron		
1.4	Draw conclusions and make inferences in oral and written responses about ideas and information in texts, including:		
1.4.1	nonfiction works		
1.4.2	short stories/novels	Ideas	Short Stories
1.4.2	short stories/novels	Research	Literature: "The Most Dangerous Game"
1.4.3	five-act plays	Word Choice	Creative Writing
1.4.4	poetry/epics	Voice	Logic and Voice in Poetry
			poetry Studies
			Voice in Poetry
1.4.5	film/visual texts		
1.4.6	consumer/instructional materials		
1.4.7	public documents		
1.5	Explain ways in which ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos, literary texts) connect to real-life situations and other texts		
6	Students read, analyze, and respond to literature as a record of life experiences.		
6.6	Compare/contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses		
6.7	Identify and explain connections between historical contexts and works of various authors, including Homer, Sophocles, and Shakespeare		
6.8	Identify and explain recurrent themes in world literature		
6.9	Analyze in oral and written responses distinctive elements (including theme, structure, characterization) of a variety of literary forms and types, including:		
6.9.1	essays by early and modern writers	Ideas	Short Stories
		Word Choice	Literature: Non-Fiction Essays



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6.9.2	epic poetry such as The Odyssey		
6.9.3	forms of lyric and narrative poetry such as ballads and sonnets		
6.9.4	drama, including ancient, Renaissance, and modern	Word Choice	Creative Writing
6.9.5	short stories and novels	Research	Literature: "The Most Dangerous Game"
		Ideas	Short Stories
6.9.6	biographies and autobiographies	Biography	Classic Biography and Autobiography
			Modern Biography and Autobiography
			Introduction
			Biographical and Autobiographical Writing
6.10	Identify and explain in oral and written responses ways in which particular genres reflect life experiences, for example:		
6.10.1	an essay expresses a point of view	Introduction	Threaded Discussion
		Word Choice	Literature: Non-Fiction Essays
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	Ideas	Short Stories
		Research	Literature: "The Most Dangerous Game"
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 strategies, including:		
7.11.1	summarizing and paraphrasing information and story elements	Ideas	Short Stories
		Research	Literature: "The Most Dangerous Game"



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7.11.2	comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information	Voice	Logic and Voice on the World Wide Web
		Presentation	Web Pages
7.11.4	examining the sequence of information and procedures in order to critique the logic or development of ideas in texts		
7.11.5	making inferences and drawing conclusions		
7.11.6	making predictions and generalizations		
7.12	Solve problems using reasoning skills, including:		
7.12.1	using supporting evidence to verify solutions		
7.12.2	analyzing the relationships between prior knowledge and life experiences and information in texts	Introduction	Threaded Discussion
7.12.3	using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites		
7.13	Identify and explain the impact of an author's life on themes and issues of a single text or multiple texts by the same author	Ideas	Short Stories
		Sentence Fluency	Short Stories
7.14	Analyze information within and across grade-appropriate texts using various reasoning skills, including:		
7.14.1	identifying cause-effect relationships		
7.14.2	raising questions		
7.14.3	reasoning inductively and deductively		
7.14.4	generating a theory or hypothesis		
7.14.5	distinguishing facts from opinions and probability	Research	Fact and Opinion
	Writing		
2	Students write competently for a variety of purposes and audiences.		
2.15	Develop organized, coherent paragraphs that include the following:		
2.15.1	topic sentences	Organization	Essays
2.15.2	logical sequence	Organization	Logical Organizational



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			Structures
		Ideas	Thinking Skills and Logic
2.15.3	transitional words and phrases	Sentence Fluency	Transitions
		Organization	Essays
			Transitions Within Paragraphs
			Transitions Between Paragraphs
2.15.4	appropriate closing sentences	Organization	Essays
2.15.5	parallel construction where appropriate	Organization	Sentence Structure
2.16	Develop multiparagraph compositions organized with the following:		
2.16.1	a clearly stated central idea or thesis statement	Ideas	Short Stories
		Sentence Fluency	Short Stories
		Research	Thesis Statement
2.16.2	a clear, overall structure that includes an introduction, a body, and an appropriate conclusion	Organization	Beginning Middle End
2.16.3	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)	Organization	Basic Organizational Structures
		Organization	Logical Organizational Structures
2.16.4	transitional words and phrases that unify throughout	Organization	Transitions Between Paragraphs
			Essays
			Transitions Within Paragraphs
		Sentence Fluency	Transitions
2.17	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:		



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2.17.1	word choices appropriate to the identified audience and/or purpose	Word Choice	Introduction
			Improving Diction
			Nouns
		Introduction	Audience and Purpose
			Audience
2.17.2	vocabulary selected to clarify meaning, create images, and set a tone	Ideas	Using Words That Captivate the Reader
		Word Choice	Nouns
			Verbs
			Adjectives
			Strategies for Improving Word Choice
		Organization	Sentence Ambiguity
		Sentence Fluency	How Sentence Fluency Enhances Logic
Sentence Fluency	Other Ideas: Getting Rid of Wordiness		
2.17.3	information/ideas selected to engage the interest of the reader		
2.17.4	clear voice (individual personality)	Voice	Introduction
			Voice n Fiction
			The Importance of Developing Your Own Voice
			Logic and Voice in Poetry
			Adapting Voice to Audience and Purpose
			Voice in Essays
			Voice in Poetry



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2.18	Develop complex compositions using writing processes, including:		
2.18.1	selecting topic and form (e.g., determining a purpose and audience)	Introduction	Audience and Purpose
2.18.2	prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)	Research	Preparation
2.18.3	drafting	Research	Drafting
2.18.4	conferencing (e.g., peer and teacher)		
2.18.5	revising for content and structure based on feedback	Sentence Fluency	Revising for Sentence Fluency Diagnostic Assessment
		Word Choice	Semester Project
		Conventions	Revising Your Diagnostic Essay for Conventions
		Organization	Semester Project and Review
		Voice	Semester Project
2.18.6	proofreading/editing to improve conventions of language	Research	
2.18.7	publishing using technology		
2.19	Develop paragraphs and complex, multiparagraph compositions using all modes of writing (description, narration, exposition, and persuasion) emphasizing exposition and persuasion	Word Choice	Adverbs
2.20	Develop paragraphs and complex, multiparagraph compositions that include complex stylistic features, including:		
2.20.1	literary devices such as student-composed oxymoron, touches of sarcasm, and/or irony		
2.20.2	vocabulary and phrasing that reflect an individual character (voice)	Ideas	Using Words That Captivate the Reader
		Word Choice	Strategies for Improving Word Choice Nouns



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			Verbs
			Adjectives
2.20.3	a variety of sentence lengths and structures, including simple, compound, and complex	Organization	Sentences
			Sentence Structure
			Organizing a Sentence
			Parts of a Sentence
		Sentence Fluency	Importance of Sentence Fluency
			Vary Sentence Length and Structure
			How Sentence Fluency Enhances Logic
			Avoiding Sentence Errors
			Combining Sentences for Sentence Fluency
			More Ways to Combine Sentences
2.21	Write for various purposes, including:		
2.21.1	formal and business letters, such as letters of complaint and requests for information	Presentation	Business Letters
2.21.2	letters to the editor		
2.21.3	job applications		
2.21.4	text-supported interpretations that connect life experiences to works of literature	Introduction	Threaded Discussion
	Writing/Proofreading		
3	Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.	Conventions	Revising Your Diagnostic Essay for Conventions
3.22	Apply standard rules of sentence formation, avoiding common errors, such as:		
3.22.1	fragments	Sentence Fluency	Avoiding Sentence Errors



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State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
		Sentence Fluency	Fragments
3.22.2	run-on sentences	Sentence Fluency	Avoiding Sentence Errors
3.22.3	syntax problems	Organization	Parts of a Sentence
			Types of Complements
			Sentence Ambiguity
		Sentence Fluency	Organizing a Sentence
		Sentence Fluency	Combining Sentences for Sentence Fluency
3.23	Apply standard rules of usage, including:		
3.23.1	making subjects and verbs agree	Ideas	Verbs
3.23.2	using verbs in appropriate tenses	Ideas	Verbs
3.23.3	making pronouns agree with antecedents	Ideas	Pronouns
		Conventions	Choosing The Correct Pronoun
3.23.4	using pronouns appropriately in nominative, objective, and possessive cases	Conventions	Choosing The Correct Pronoun
		Ideas	Pronouns
3.23.5	using adjectives in comparative and superlative degrees and adverbs correctly	Ideas	Adjectives and Adverbs
		Sentence Fluency	Adverb Clauses
3.23.6	avoiding double negatives		
3.23.7	using all parts of speech appropriately	Ideas	Using Words That Captivate the Reader
			Word Choice and Parts of Speech
3.24	Apply standard rules of mechanics, including:		
3.24.1	using commas to set off appositives or parenthetical phrases		
3.24.2	using quotation marks to set off titles of short works		



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3.24.3	using colons preceding a list and after a salutation in a business letter		
3.24.4	using standard capitalization for names of political and ethnic groups, religions, and continents	Ideas	Nouns
3.25	Use correct spelling conventions when writing and editing	Conventions	Common Spelling Errors Confusing Word Pairs
3.26	Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars) to verify word spellings	Word Choice	Thesaurus
	Speaking and Listening		
4	Students demonstrate competence in speaking and listening as tools for learning and communicating.		
4.27	Use standard English grammar, diction, and syntax when responding to questions, participating in informal group discussions, and making presentations	Introduction	Discussion Threaded Discussion Grading Discussion
		Conventions	Discussion Assignment
		Voice	Oral: Putting Passion in Your Belief Statement
		Word Choice	Improving Diction
		Sentence Fluency	Short Stories
		Presentation	Dramatic Reading
4.28	Select language appropriate to specific purposes and audiences when speaking, including:		
4.28.1	delivering informational/book reports in class	Introduction	Threaded Discussion
4.28.2	conducting interviews/surveys of classmates or the general public		
4.28.3	participating in class discussions	Introduction	Threaded Discussion Grading Discussion Discussion



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		Sentence Fluency	Short Stories
		Conventions	Discussion Assignment
4.29	Listen to oral instructions and presentations, speeches, discussions, and carry out procedures, including:		
4.29.1	taking accurate notes	Research	Note Cards
4.29.2	writing summaries or responses		
4.29.3	forming groups	Introduction	Threaded Discussion
			Discussion
		Conventions	Discussion Assignment
4.30	Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics	Word Choice	Improving Diction
4.31	Deliver oral presentations that include the following:		
4.31.1	phrasing, enunciation, voice modulation, verbal and nonverbal techniques, and inflection adjusted to stress important ideas and impact audience response	Introduction	Audience and Purpose
4.31.2	language choices selected to suit the content and context	Word Choice	Improving Diction
		Introduction	Audience and Purpose
			Purpose
4.31.3	an organization that includes an introduction, relevant details that develop the topic, and a conclusion		
4.32	Use active listening strategies, including:		
4.32.1	monitoring messages for clarity		
4.32.2	selecting and organizing essential information	Research	Research Organization and Analysis
4.32.3	noting cues such as changes in pace		
4.32.4	generating and asking questions concerning a speaker's content, delivery, and attitude toward the subject		
4.33	Deliver clear, coherent, and concise oral presentations about information and ideas	Introduction	Threaded Discussion



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	in texts	Sentence Fluency	Other Ideas: Getting Rid of Wordiness
		Voice	Oral: Putting Passion in Your Belief Statement
		Presentation	Dramatic Reading
4.34	Analyze media information in oral and written responses, including:		
4.34.1	summarizing the coverage of a media event		
4.34.2	comparing messages from different media	Presentation	Introduction to Special Presentation Media
4.35	Participate in group and panel discussions, including:		
4.35.1	identifying the strengths and talents of other participants	Introduction	Threaded Discussion
			Grading Discussion
			Discussion
		Sentence Fluency	Short Stories
		Conventions	Discussion Assignment
4.35.2	acting as facilitator, recorder, leader, listener, or mediator	Introduction	Discussion
			Threaded Discussion
			Grading Discussion
		Conventions	Discussion Assignment
		Sentence Fluency	Short Stories
4.35.3	evaluating the effectiveness of participant's performance	Sentence Fluency	Short Stories
		Conventions	Discussion Assignment
		Introduction	Discussion
			Threaded Discussion
			Grading Discussion
	Information Resources		



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5	Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.		
5.36	Identify and use organizational features to locate relevant information for research projects using a variety of resources, including:		
5.36.1	print resources (e.g., prefaces, appendices, annotations, citations, bibliographic references)	Research	Gathering Information
5.36.2	electronic texts (e.g., database keyword searches, search engines, e-mail addresses)	Research	Gathering Information
5.37	Locate, analyze, and synthesize information from a variety of grade-appropriate resources, including:		
5.37.1	multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)	Research	Gathering Information
5.37.2	electronic sources (e.g., Web sites, databases)	Research	Gathering Information
5.37.3	other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials)		
5.38	Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, and coverage)		
5.39	Access information and conduct research using various grade-appropriate, data-gathering strategies/tools, including:		
5.39.1	formulating clear research questions	Research	Topic Focusing
5.39.2	gathering evidence from primary and secondary sources	Research	Gathering Information
5.39.3	using graphic organizers (e.g., outlining, charts, timelines, webs)	Organization	Introduction
5.39.4	compiling and organizing information to support the central ideas, concepts, and themes of formal papers or presentations	Organization	Introduction
			How to Organize What You Want to Say
		Research	Research
			Gathering Information
		Introduction	
		Presentation	Research Papers



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5.40	Write a variety of research reports, which include the following:		
5.40.1	research supporting the main ideas	Research	Research Introduction
		Presentation	Research Papers
5.40.2	facts, details, examples, and explanations from sources		Research Introduction Fact and Opinion
		Presentation	Research Papers
5.40.3	graphics when appropriate	Presentation	Research Papers
		Research	Introduction Research
5.40.4	complete documentation (e.g., endnotes, parenthetical citations, works cited lists or bibliographies)	Presentation	Documentation Format
		Research	Source Cards Working Bibliography
5.41	Use word processing and/or other technology (e.g., illustration, page-layout, Webdesign programs) to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists	Presentation	Using Word Processing to Improve Presentations Research Papers
		Research	Introduction Research
		Conventions	Using Technology to Edit Your Writing
5.42	Give credit for borrowed information in grade-appropriate research reports following acceptable use policy, including:		
5.42.1	using parenthetical documentation to integrate quotes and citations		
5.42.2	preparing bibliographies and/or works cited list	Research	Working Bibliography
5.43	Analyze information found in a variety of complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways,		



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	overlays, and sidebars to determine usefulness for research		