



English I

State Goals	Learning Standards	Benchmarks	Unit Name	Course Topic Description
1 Reading	1.1 Students construct meaning as they comprehend, interpret, and respond to what they read.	1.1.1 make predictions and describe inferences and connections within material and between new material and previous information/experiences.	Introduction	Discussion Board
		1.1.2 integrate new important print/nonprint information with their existing knowledge to draw conclusions and make application.	Research	Source Cards
		1.1.3 provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material, providing examples of the way these influence one's life and role in society.	Conventions	Review
			Biography	Review
			Presentation	Review
			Introduction	Active Learning
		Research	Review	
	1.1.4 demonstrate understanding of main ideas and formulate arguments using supporting evidence.	Sentence Fluency	Novel	
	1.1.5 accurately paraphrase reading material, reflecting tone and point of view.	Sentence Fluency	Literature Point of View	
	1.2 Students apply a range of skills and strategies to read.	1.2.1 decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, word connotation, and denotation and context to understand reading material.	Conventions	Revising Your Diagnostic Essay for Conventions
				Avoiding Common Errors
				Introduction
			Word Choice	Overstatement
		Understatement		
1.2.2 identify, analyze, and evaluate literary elements (e.g., plot, character, theme, setting, point of view, conflict).		Organization	Elements of Plot Literature: Plot as an Organizational Device	
		1.2.3 identify, analyze, and evaluate the use of literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue, satire, symbolism).	Voice	Using Figurative Language to Improve Voice



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		1.2.4 use features and organization of fiction and nonfiction materials to comprehend increasingly complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals, and methods of organization).	Organization	Theories of Organization
		1.2.5 adjust fluency, rate, and style of reading to content and purpose of the material.	Sentence Fluency	Recognizing Sentence Fluency
			Introduction	Audience
				Purpose
		Audience and Purpose		
		1.2.6 develop vocabulary through the use context clues, analysis of word parts, auditory clues, and reference sources, and expand and refine vocabulary related to specific academic areas, culture, and technology.	Research	Source Cards
	1.2.7 use a variety of reading strategies to comprehend complex material, including self-correcting, re-reading, using context, and adjusting rate.	Biography	Review	
		Introduction	Unit Reflection	
	1.2.8 ask questions, check predictions, summarize, and reflect on information to monitor progress while taking responsibility for directing one's own reading.	Organization	Rubrics	
			Analyzing Essay Structures	
	1.3 Students set goals, monitor, and evaluate their progress in reading.	1.3.1 articulate and evaluate strategies to solve reading problems, self-monitor progress, and direct one's own reading.	Introduction	Discussion
1.3.2 analyze reading successes and attainment of reading goals.		Ideas	Novel Study	
1.3.3 select authors, subjects, and print and nonprint material, expressing reasons for recommendations, and information and insights gained.		Research	Gathering Information	
1.4 Students select, read, and respond to print and nonprint	1.4.1 integrate purposes for reading into daily life (e.g., personal satisfaction, lifelong reading habits, reading as a leisure activity, sharing, and reflecting upon the reading).	Introduction	Purpose	
			Audience	
			Audience and Purpose	

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	material for a variety of purposes.	1.4.2 read to evaluate appropriate resource material for a specific task.	Research	Source Cards
		1.4.3 locate, read, analyze, and interpret material to investigate a question, or issue (e.g., reference material, pamphlets, book excerpts, articles, letters, and electronic information).	Research	Gathering Information
		1.4.4 read, analyze, and synthesize information to perform complex tasks for a variety of purposes (e.g., schedules, maps, instructions, consumer reports, and technical manuals).	Introduction	Purpose
				Audience
				Audience and Purpose
		1.4.5 read and analyze works of various authors (e.g., diverse cultures, perspectives and issues, recurring themes).	Voice	Poetry
		1.4.6 read, evaluate, and create material and documents related to social and civic responsibilities (e.g., letters to the editor, posters).	Voice	Poetry
	1.4.7 locate, read, analyze, and evaluate information from a variety of sources (e.g., manuals, instructions, flowcharts, television, Internet).	Presentation	Web Pages	
		Word Choice	Using Technology	
	1.5 Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.	1.5.1 compare and contrast information and broad themes within and among a variety of information sources.	Research	Source Cards
		1.5.2 logically synthesize information from a complex range of print and nonprint sources.	Research	Source Cards
		1.5.3 apply basic principles of formal logic to print and nonprint material.	Organization	Logical Organization Structures
			Ideas	Thinking Skills and Logic
		1.5.4 analyze use of evidence, logic, language devices, and bias as strategies to influence readers.	Organization	Logical Organization Structures
	Ideas	Thinking Skills and Logic		
2 Literature	2.1 Students construct meaning as they	2.1.1 propose and pursue questions and answers to the complex elements of literary works (e.g., historical and	Presentation	Drama



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2 Literature	comprehend, interpret, analyze and respond to literary works.	cultural influence, style, figures of speech).	Presentation	Drama
		2.1.2 develop and define with textual support interpretations of complex literary works.	Introduction	Discussion
		2.1.3 analyze the major elements significant to the interpretation process (e.g., point of view, tone, dramatic action).	Sentence Fluency	Point of View
		2.1.4 recognize, compare, contrast, make connections, and analyze approaches to literary elements in various works.	Voice	Literary Terms
		2.1.5 compare and contrast individual and group responses/reactions with author's purpose/intent.	Research	Purpose and Audience
			Introduction	Audience and Purpose
				Purpose
		2.1.6 demonstrate oral, written, and/or artistic responses to ideas and feelings generated in literary works.	Research	Review
			Introduction	Active Learning
			Conventions	Review
	Presentation		Review	
	2.2 Students recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works.	2.2.1 discuss ways in which literary devices and elements (e.g., syntax, imagery, figurative language, allusion, symbols, irony) produce a dominant tone, effect or theme.	Biography	Review
			Voice	Literary Terms
		2.2.2 analyze and critique the effectiveness of an author's choice of literary devices/elements.	Voice	Logic and Voice in Poetry
				Looking at Samples
Semester Project				
Sentence Fluency		Voice in Essays		
		Point of View		
Organization	Literature			
	Special Plot Devices			

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		2.2.3 recognize and articulate how language enhances meaning and conveys power to impact an individual and/or society.	Introduction	Discussion
		2.2.4 evaluate how language, literary devices, and forms contribute to the impact of a work on the reader/listener/viewer.	Organization	Special Plot Devices
	2.3 Students reflect upon their literary experiences and purposefully select from a range of works.	2.3.1 use prior experience to select materials and articulate purposes for selection (e.g., learn, enjoy, persuade, exchange information).	Introduction	Discussion
		2.3.2 develop and apply criteria to evaluate the reliability, authenticity, and literary merit of information conveyed in a literary work.	Conventions	Communication
		2.3.3 recognize literary works as vehicles for acquiring new information, and responding to social and workplace needs, and discovering and gaining personal fulfillment.	Voice	Literary Terms
	2.4 Students interact with print and nonprint literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders.	2.4.1 select, read, listen to, and view a variety of traditional and contemporary works from diverse cultures (e.g., American Indian works), genders, genres, historical periods, and styles.	Biography	Modern Biography and Autobiography
		2.4.2 demonstrate how factors of history and culture, gender and genre, influence and give meaning to literature.	Word Choice	Drama
		2.4.3 create and share responses to literary works (e.g., discuss, write, move, design, compose, sing, dramatize, produce multi-media presentations).	Introduction	Discussion
		2.4.4 analyze diverse literature to identify and compare common human experiences within and between cultures.	Introduction	Discussion
	2.5 Students use literary works to enrich personal experience and to connect to the broader world of ideas, concepts and issues.	2.5.1 examine, explain, and evaluate various perspectives concerning community, national, and world issues reflected in literary works.	Introduction	Rubrics Unit Reflection
		2.5.2 identify and respond to philosophical assumptions and basic beliefs underlying selected texts.	Introduction	Discussion
		2.5.3 recognize patterns, symbols, and universal themes	Introduction	Unit Reflection

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		present across literary works and relate those to personal experience.	Introduction	Unit Reflection Rubrics
		2.5.4 investigate and report ways in which authors, their works, and their styles have impacted or been influenced by social and cultural issues or events.	Introduction	Discussion
4 Speaking and Listening	4.1 Students demonstrate knowledge and understanding of the communication process.	4.1.1 explain the importance of effective oral communication in creating meaning, influencing thought, and making decisions.	Presentation	Oral Report: Drama
		4.1.2 identify and analyze the relationships among the components of the communication process.	Organization	Paragraphs Logical Organization Structures How to Organize What You Say Introduction
			Ideas	Thinking Skills and Logic
			Word Choice	Strategies for Improving Word Choice Adjectives Verbs
	4.2 Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.	4.2.1 explain, apply, and evaluate one's own and others' techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages).	Word Choice	Analyzing sentence structure
		4.2.2 demonstrate effective adjustment of speaking and listening behaviors in communicating with various audiences.	Introduction	Audience
		4.2.3 speak and listen effectively for a broad range of purposes (e.g., delivering and evaluating entertaining or inspiring messages, presenting and critically evaluating problems and solutions).	Introduction	Purpose Audience Audience and Purpose
		4.2.4 identify and use different types of presentations	Presentation	Improving the appearance



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		appropriate to the purpose for speaking (e.g., impromptu, extemporaneous, manuscript, memorized deliveries, interpersonal endeavors).		of presentations
		4.2.5 identify and use different types of listening appropriate to the listening situation (e.g., critical listening).	Introduction	Communication Concepts
	4.3 Students apply a range of skills and strategies to speaking and listening.	4.3.1 communicate with an identifiable thesis, logically developed points with appropriate supporting resources, and clear sequencing of ideas and transitions.	Organization	Logical Organization Structures
Ideas			Thinking Skills and Logic	
4.3.2 use informal, standard, and technical verbal language effectively to fit the purpose, audience, occasion and task.		Introduction	Purpose	
			Audience	
			Audience and Purpose	
4.3.3 apply, analyze and evaluate effective verbal and nonverbal skills to enhance presentations and manage communication anxiety.		Presentation	Tips and Practice for Effective Presentations	
			Why Presentation Matters	
			Technical Writing	
4.3.4 monitor understanding by identifying and using strategies (e.g., asking probing questions, paraphrasing, interpreting, evaluating oral and visual clues).		Introduction	Purpose	
			Audience	
4.3.5 recognize and analyze points of view, purposes, emotional appeals, and logical fallacies in verbal and nonverbal messages.	Introduction	Purpose		
		Audience		
		Audience and Purpose		
4.3.6 compare and contrast one's experiences, information, and insights with the message in a variety of communication situations.	Ideas	Thinking Skills		
4.3.7 analyze and evaluate aesthetic listening experiences by examining speakers' style, interpreting characters in a dialogue, and studying the projection of emotion.	Introduction	Discussion		
4.3.8 identify, anticipate, and manage barriers to listening.	Introduction	Discussion		
4.4 Students identify,	4.4.1 analyze the characteristics and evaluate the impact	Presentation	Why Presentation Matters	



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	analyze, and evaluate the impacts of effective speaking and evaluative listening.	of informative, persuasive, and artistic presentations of self, peers, public figures, and the media.	Presentation	Why Presentation Matters
				Technical Writing
				Tips and Practice for Effective Presentations
		4.4.2 use feedback to evaluate one's own effectiveness as a speaker and as a listener, and set personal goals.	Presentation	Discussion Board
		4.4.3 analyze the legal and ethical issues associated with responsible communication.	Biography	Ethics in Biography and Autobiography
5 Writing	5.1 Students write clearly and effectively.	5.1.1 organize text in paragraphs with clear beginning, middle, and end, using effective transitions and logical sequence.	Organization	Logical Organization Structures
				Paragraphing Structures
				Paragraphs
				Beginning-Middle-End
				Transitions Within Paragraphs
				Transitions Between Paragraphs
			Sentence Fluency	How Sentence Fluency Enhances Logic
			Ideas	Thinking Skills and Logic
	5.1.2 develop and elaborate main ideas through relevant and specific supporting details.	Sentence Fluency	Point of view	
	5.1.3 demonstrate purposeful control of personal voice, sentence structure, and word choice.	Voice	Introduction	
			Semester Project	
			Logic and Voice in Poetry	
			Adapting Voice to Audience and Purpose	
			Looking at Samples	
		The Importance of		



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				Developing Your own Voice	
			Sentence Fluency	Transitions	
				Avoiding Sentence Errors	
				How Sentence Fluency Enhances Logic	
			Organization	Sentences	
			Word Choice	Adjectives	
				Strategies for Improving Word Choice	
				Using Logical Relationships	
				Verbs	
				Improving Diction	
				Adverbs	
				Nouns	
		5.1.4 apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose.	Conventions	When to Use Formal Conventions	
				Grammar in the Real World	
	5.2 Students apply a range of skills and strategies in the writing process.	5.2.1 plan writing by generating ideas through a variety of strategies, and organizing by analyzing purpose and audience.	Ideas	Have something to say	
				Introduction	Purpose
					Audience and Purpose
					Audience
				Research	Purpose and Audience
				Voice	Adapting Voice to Audience and Purpose
				Biography	Introduction
				5.2.2 write one or more drafts that capture, explore, and organize ideas.	Research

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		5.2.3 revise writing by seeking feedback from others and making appropriate changes to improve text.	Research	Research, Decision-Making, and Drafting	
			Organization	Semester Project and Review	
			Voice	Semester Project	
			Word Choice	Semester Project	
			Conventions	Revising Your Diagnostic Essay for Conventions	
				Revised Essay Review and Final Draft	
			Sentence Fluency	Semester Project	
		5.2.4 edit by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage).	Conventions	Using Technology to Edit	
				Avoiding Common Errors	
		5.2.5 share/publish a legible final product.	Biography/Autobiography	Writing a biography/autobiography	
	5.3 Students evaluate and reflect on their growth as writers.	5.3.1 set goals and evaluate successes in their own and others' writing.	Introduction	Audience	
				5.3.2 seek and use feedback from others and offer constructive criticism to others.	Discussion
				5.3.3 analyze and evaluate strengths and weaknesses as writers.	Discussion
	5.4 Students write for a variety of purposes and audiences.	5.4.1 identify and articulate the purpose for their writing and write appropriately.	Biography	Introduction	
Purpose					
Audience					
Voice			Audience and Purpose		
			Adapting Voice to Audience and Purpose		
	5.4.2 choose audiences (e.g., self, peers, adults) appropriate to purposes and topics.	Voice	Adapting Voice to Audience and Purpose		



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			Introduction	Audience
				Audience and Purpose
				Purpose
			Research	Purpose and Audience
			Biography	Introduction
		5.4.3 experience writing in various genres (e.g., expository and persuasive writing).	Word Choice	Drama
	5.5 Students recognize the structures of various forms and apply these characteristics to their own writing.	5.5.1 identify, analyze and evaluate characteristics of different forms (e.g., multiparagraph essays, persuasive, expository, argumentative).	Word Choice	Drama
		5.5.2 write using characteristics of different forms.	Organization	Basic Elements of Plot
	5.6 Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.	5.6.1 pose questions or identify problems.	Introduction	Discussion
		5.6.2 find, evaluate, and use a variety of technologies and information sources.	Voice	Logic and Voice in the World Wide Web
		5.6.3 identify and investigate alternative explanations or solutions, and use criteria to draw and defend conclusions based on their analysis and evaluation of the information.	Research	Source Cards
			Research	Source Cards
		5.6.4 share information in appropriate ways for intended audiences.	Voice	Logic and Voice in the World Wide Web
			Introduction	Discussion