

Grammar & Composition

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.	Literature	Universal Ideas
		1.1.2 integrate new important print/nonprint information with their existing knowledge to draw conclusions and make application.	Ideas	Email Hoaxes
		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.	Presentation	Dramatic Reading
			Conventions	Review
			Biography	Review
			Research	Review
		Introduction	Unit Reflection	
	1.1.4 demonstrate understanding of main ideas and formulate arguments using supporting evidence.	Literature	Universal Ideas	
	1.1.5 accurately paraphrase reading material, reflecting tone and point of view.	Sentence Fluency	Point of View Literature	
	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.	Word Choice	Using Logical Relationships Denotation and Connotation
			Conventions	Introduction
		1.2.2 identify, analyze, and evaluate literary elements (e.g., plot, character, theme, setting, point of view, conflict).	Ideas	Short Stories
			Organization	Elements of Plot
		1.2.3 identify, analyze, and evaluate the use of literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue, satire, symbolism).	Word Choice	Dialogue
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		Voice	Voice n Fiction	



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		organization).		
		1.2.5 adjust fluency, rate, and style of reading to content and purpose of the material.		
		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.	Word Choice	Using Logical Relationships
		1.2.7 use a variety of reading strategies to comprehend complex material, including self-correcting, re-reading, using context, and adjusting rate.		
		1.2.8 ask questions, check predictions, summarize, and reflect on information to monitor progress while taking responsibility for directing one's own reading.		
	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.		
		1.3.2 analyze reading successes and attainment of reading goals.		
		1.3.3 select authors, subjects, and print and nonprint material, expressing reasons for recommendations, and information and insights gained.	Research Ideas	Gathering Information Email Hoaxes
	1.4 Students select, read, and respond to print and nonprint material for a variety of purposes.	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).		
		1.4.2 read to evaluate appropriate resource material for a specific task.	Research	Gathering Information
		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	Research	Gathering Information

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		manuals).		
		1.4.5 read and analyze works of various authors (e.g., diverse cultures, perspectives and issues, recurring themes).	Ideas	Short Stories
		1.4.6 read, evaluate, and create material and documents related to social and civic responsibilities (e.g., letters to the editor, posters).	Presentation	Creating a Presentation
		1.4.7 locate, read, analyze, and evaluate information from a variety of sources (e.g., manuals, instructions, flowcharts, television, Internet).	Presentation	Web Pages
			Voice	Logic and Voice on the World Wide Web
	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.	Ideas	Short Stories
		1.5.2 logically synthesize information from a complex range of print and nonprint sources.	Ideas	Email Hoaxes
		1.5.3 apply basic principles of formal logic to print and nonprint material.	Ideas	Thinking Skills and Logic Email Hoaxes
		1.5.4 analyze use of evidence, logic, language devices, and bias as strategies to influence readers.	Ideas	Thinking Skills and Logic
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	Transitions Between Paragraphs
				Essays
				Transitions Within Paragraphs
				Paragraphing Structures
				Paragraphs
				Logical Organizational Structures
		Sentence Fluency	Transitions	
Ideas	Thinking Skills and Logic			
		5.1.2 develop and elaborate main ideas through relevant	Ideas	Universal Ideas



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		and specific supporting details.	Sentence Fluency	Literature	
		5.1.3 demonstrate purposeful control of personal voice, sentence structure, and word choice.	Voice	Voice in Essays	
				Adapting Voice to Audience and Purpose	
				Logic and Voice in Poetry	
				The Importance of Developing Your Own Voice	
				Voice n Fiction	
				Introduction	
				Voice in Poetry	
				Sentence Fluency	Combining Sentences for Sentence Fluency
					Avoiding Sentence Errors
					More Ways to Combine Sentences
				Organization	Sentences
					Parts of a Sentence
					Organizing a Sentence
					Sentence Structure
			Word Choice	Improving Diction	
				Nouns	
				Introduction	
		5.1.4 apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose.	Conventions	Avoiding Common Errors	
				Grammar in the Real World	
				When to Use Formal Conventions	
	5.2 Students apply a range of skills and	5.2.1 plan writing by generating ideas through a variety of strategies, and organizing by analyzing purpose and	Organization	Sentence Purpose	
			Ideas	Having Something to Say	

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	strategies in the writing process.	audience.	Organization	Sentence Purpose
			Ideas	Having Something to Say
				Introduction
			Introduction Introduction	Audience and Purpose
		Purpose		
		Audience		
		Voice	Adapting Voice to Audience and Purpose	
		5.2.2 write one or more drafts that capture, explore, and organize ideas.	Conventions	Revised Essay Review and Final Draft
			Research Paper	Research, Decision Making, and Drafting
			Biography	Assignment Choice I: Biography
		Assignment Choice II: Autobiography		
		5.2.3 revise writing by seeking feedback from others and making appropriate changes to improve text.	Voice	Semester Project
			Organization	Semester Project and Review
			Conventions	Revising Your Diagnostic Essay for Conventions
			Word Choice	Semester Project
			Sentence Fluency	Diagnostic Assessment
Revising for Sentence Fluency				
5.2.4 edit by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage).	Conventions	Revising your diagnostic essay		
		Avoiding Common Errors in Conventions		

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		5.2.5 share/publish a legible final product.		
	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.	Research	The Research Paper: 6 + 1 Writing Traits in Paper
			Word Choice	Rubrics and Samples
			Sentence Fluency	Using Your Own Work as a Sample
			Introduction	Rubrics
		5.3.2 seek and use feedback from others and offer constructive criticism to others.		
		5.3.3 analyze and evaluate strengths and weaknesses as writers.	Research	The Research Paper: 6 + 1 Writing Traits in Paper
			Word Choice	Rubrics and Samples
			Sentence Fluency	Using Your Own Work as a Sample
	Introduction		Rubrics	
	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.	Organization	Sentence Purpose
			Introduction	Audience and Purpose
			Introduction	Purpose
		5.4.2 choose audiences (e.g., self, peers, adults) appropriate to purposes and topics.	Voice	Adapting Voice to Audience and Purpose
			Introduction	Purpose
				Audience
				Audience and Purpose
		5.4.3 experience writing in various genres (e.g., expository and persuasive writing).	Voice	Adapting Voice to Audience and Purpose
	Organization		Sentence Purpose	
	5.5 Students recognize	5.5.1 identify, analyze and evaluate characteristics of		



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	the structures of various forms and apply these characteristics to their own writing.	different forms (e.g., multiparagraph essays, persuasive, expository, argumentative).		
		5.5.2 write using characteristics of different forms.		
	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.	Research	Research, Decision Making, and Drafting
		5.6.2 find, evaluate, and use a variety of technologies and information sources.	Ideas	Email Hoaxes
			Research Paper	Technology and Writing
		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 Paper	Research, Decision Making, and Drafting
		5.6.4 share information in appropriate ways for intended audiences.	Introduction	Audience and Purpose
	Conventions		Choosing When to Use the Formal Conventions of English	