

English II CR

Strand	Common Curriculum Goal	Standard	Lesson Name
Reading	1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text.	1.12.3 Apply knowledge of Anglo-Saxon-, Greek-, and Latin-derived roots and affixes to determine the meaning of unknown vocabulary across the curriculum.	Poetry, Section 1: Reading Pre-Assessment. Conclusion, Section 3
		1.12.4 Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.	Poetry, Unit 2 Short Story, Unit 3 The Novel, Unit 4 Personal Essay, Section 1: Student Vocabulary Journal (in each unit). Personal Essay, Section 2, Pages 10-16.
		1.12.5 Apply knowledge of syntax and literary allusions to acquire an understanding of new words and to comprehend text.	Poetry, Section 1: Reading Pre-Assessment. Conclusion, Section 5.
	2.0 Students use reading process skills and strategies to build comprehension.	2.12.1 Refine pre-reading strategies such as accessing prior knowledge, predicting, previewing, and setting a purpose to ensure comprehension.	Short Story, Section 1, Pages 5, 9, 11: Tutorials. Drama, Part 2.
		2.12.2 Use specific repair strategies such as summarizing, clarifying ambiguities, and consulting other sources.	Short Story, Section 2, Page 7: Activity: Review a Story's Sequencing. Drama, Parts 9 and 13. Writing to Learn, Sections 12-16.

English II CR

Strand	Common Curriculum Goal	Standard	Lesson Name
		2.12.3 Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts.	Poetry, Section 1: Unit Warm Up, Reading Pre-Assessment.
	3.0 Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.	3.12.1, 3.12.2, 3.12.3 Analyze the historical and cultural influences that have shaped characters, plots, settings, and themes in recognized works of American, British, and world literature.	Poetry, Section 2: Pages 5-25 Short Story, Section 1: Pages 9-11 The Novel, Section 2, Page 1 Drama, Sections 11-12 Compare/Contrast Essay
		3.12.4 Use textual evidence to analyze the theme or meaning of a selection.	Short Story, Section 1: Pages 14-16. Drama, Sections 11-12 Compare/Contrast Essay
		3.12.5 Analyze and evaluate ways authors use imagery, figures of speech, and sound to elicit reader response.	Poetry, Section 2, Part 8: Tutorial Drama, Sections 11-12. Compare/Contrast Essay.
		3.12.6 Analyze how irony, tone, mood, style, syntax, and sound of language are used for rhetorical and aesthetic purposes.	Poetry, Section 2, Part 8: Tutorial Drama, Sections 11-12. Compare/Contrast Essay. Conclusion, Section 6.
		3.12.7 Analyze the effects of an author's choice of literary form.	Poetry, Section 2, Part 15: Tutorial.

English II CR

Strand	Common Curriculum Goal	Standard	Lesson Name
	4.0 Students read to comprehend, interpret, and evaluate informational texts for specific purposes.	4.12.1, 4.12.2 Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes.	The Novel, Section 1, Page 6: Tutorial. Writing to Learn, Sections 1-12. Conclusion, Section 6.
		4.12.3 Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.	Personal Essay, Section 1, Writing Quiz. Writing to Learn, Sections 41-46. Writing to Persuade, Sections 11-14.
		4.12.4 Critique the power, logic, reasonableness, and audience appeal of arguments advanced in public documents.	Personal Essay, Section 1, Writing Quiz. Writing to Learn, Sections 41-46. Writing to Persuade, Sections 11-14.
		4.12.5 Analyze how historical and cultural contexts influence the content and validity of informational texts.	The Novel, Sections 2-4



Alignment Document
State of Nevada and Aventa Learning

English II CR

Strand	Common Curriculum Goal	Standard	Lesson Name
		4.12.6 Read and apply multi-step directions to perform complex procedures and tasks.	Personal Essay, Section 4, Assignment: Writing About Oneself. Drama, Sections 11-12 Compare/Contrast Essay. Writing to Learn, Sections 27-37. Writing to Persuade, Sections 15-28.
Writing	5.0 Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.	5.12.1 Write a research paper that develops a thesis, contains information selected from at least ten sources, and conforms to a style manual.	Writing to Learn, Sections 27-37.
		5.12.2 Produce subject-specific technical writing such as an instructional manual for a shop project or field reports for science.	Writing to Learn, Sections 27-37.
		5.12.3 Write reflective texts that draw comparisons between specific incidents and broader themes.	The Novel, Section 2, Pages 10-12 Activities: Applying Terms to The Alchemist, Novel Assignment, and Novel Quiz.
		5.12.4 Write responses to literature that analyze and critique the use of imagery, language, themes, stylistic devices, and tone.	The Novel, Section 2, Pages 10-12 Activities: Applying Terms to The Alchemist, Novel Assignment, and Novel Quiz. Drama, Sections 11-12 Compare/Contrast Essay.



Alignment Document
State of Nevada and Aventa Learning

English II CR

Strand	Common Curriculum Goal	Standard	Lesson Name
		5.12.5 Write summaries or abstracts that distill large amounts of information into clear, concise prose.	The Novel, Section 2, Page 11: Novel Assignment. Drama, Sections 11-12 Compare/Contrast Essay. Writing to Learn, Section 12
		5.12.6 Write persuasive text that evaluates, interprets, or speculates using specific rhetorical devices to support assertions and clarify and defend positions with precise and relevant evidence.	Personal Essay, Section 4, Assignment: Writing About Oneself. Writing to Persuade, Sections 17-28.
	6.0 Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.	6.12.1 Generate ideas for writing by selecting appropriate pre-writing strategies with attention to audience, purpose, and personal style.	Personal Essay, Section 4, Assignment: Writing About Oneself. Writing to Learn, Sections 27-37. Writing to Persuade, Sections 15-17.
		6.12.2 Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea or theme.	Personal Essay, Section 4, Unit Exam. Drama, Sections 11-12 Compare/Contrast Essay. Writing to Persuade, Sections 15-28.
		6.12.3 Write compositions that present complex ideas in a sustained and compelling manner.	Personal Essay, Section 4, Assignment: Writing About Oneself. Drama, Sections 11-12 Compare/Contrast Essay. Writing to Learn, Sections 27-37. Writing to Persuade, Sections 15-28.

Alignment Document
State of Nevada and Aventa Learning

English II CR

Strand	Common Curriculum Goal	Standard	Lesson Name
		6.12.4 Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.	Personal Essay, Section 4, Unit Exam. Personal Essay, Section 4, Assignment: Writing About Oneself. Writing to Learn, Sections 41-46. Conclusion, Section 4.
		6.12.5 Edit for use of standard English.	Personal Essay, Section 1, Writing Quiz Personal Essay, Section 2, Usage Quiz Personal Essay, Section 4, Assignment: Writing About Oneself. Writing to Learn, Sections 41-46. Conclusion, Section 4. Conclusion, Section 6.
	7.0 Students write using standard English grammar, usage, punctuation, capitalization, and spelling.	7.12.1 Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and subordination correctly in writing.	Personal Essay, Section 1, Writing Quiz. Personal Essay, Section 4, Assignment: Writing About Oneself. Writing to Persuade, Sections 25-26. Conclusion, Section 4.
		7.12.2 Use multiple structures such as inversion, parallelism, and sentences of varying lengths for stylistic effect.	Personal Essay, Section 1, Writing Quiz. Personal Essay, Section 4, Assignment: Writing About Oneself. Conclusion, Section 6.



Alignment Document
State of Nevada and Aventa Learning

English II CR

Strand	Common Curriculum Goal	Standard	Lesson Name
		7.12.3 Use rules of punctuation; manipulate conventions for emphasis in writing.	Personal Essay, Section 2, Usage Quiz. Personal Essay, Section 3. Writing to Persuade, Sections 25-26.
Listening and Speaking	8.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.	8.12.1 Summarize and evaluate communications that inform, persuade, and entertain.	Oral Presentation, Sections 1-9.
		8.12.2 Create and apply criteria for evaluating content and delivery of oral and multi-media presentations.	Oral Presentation, Sections 1-9.
		8.12.3 Analyze the effects of language and dialect on audience response.	Oral Presentation, Sections 1-9.
	9.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.	9.12.2 Make formal oral or multi-media presentations, using vocabulary and public speaking techniques appropriate to audience and purpose.	Oral Presentation, Sections 7-9.
		9.12.3 Organize and deliver planned, extemporaneous, and impromptu presentations that address a topic and engage the audience.	Oral Presentation, Sections 7-9.

Alignment Document
State of Nevada and Aventa Learning

English II CR

Strand	Common Curriculum Goal	Standard	Lesson Name
	10.0 Students participate in discussions to offer information, clarify ideas, and support a position.	10.12.1 Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.	
		10.12.2 Negotiate to arrive at consensus by proposing and examining possible options.	
		10.12.3 Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.	
		10.12.4 Justify a position using logic and refuting opposing viewpoints.	
Research	11.0 Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.	11.12.1 Formulate cross-curricular research questions and use an appropriate research design to gather information.	Writing to Learn, Sections 27-37.
		11.12.2 Evaluate possible sources of information for credibility and usefulness.	Mass Media, Sections 3-15.



Alignment Document
State of Nevada and Aventa Learning

English II CR

Strand	Common Curriculum Goal	Standard	Lesson Name
		11.12.3 Cite sources of information using a standard method of documentation.	Writing to Learn, Sections 16-19.
		11.12.5 Organize and present research findings in a multi-media format.	Writing to Learn, Sections 20-26.