

## English 1

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
R	Reading		
R.2	Acquisition of Vocabulary		
R.2.A	Use context clues and text structures to determine the meaning of new vocabulary.	Introduction	Study Skills
	Contextual Understanding		
R.2.A.1	Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.	Introduction	Study Skills
R.2.B	Examine the relationships of analogical statements to infer word meanings.		
	Conceptual Understanding		
R.2.B.2	Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.	Word Choice	Section 3
R.2.C	Recognize the importance and function of figurative language.	Voice	Section 3
	Conceptual Understanding		
R.2.C.3	Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.	Word Choice	Section 3

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R.2.D	Explain how different events have influenced and changed the English language.		
	Conceptual Understanding		
R.2.D.4	Examine and discuss ways historical events have influenced the English language.		
R.2.E	Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.	Introduction	Study Skills
	Structural Understanding		
R.2.E.5	Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).	Introduction	Study Skills
R.2.F	Use multiple resources to enhance comprehension of vocabulary.	Introduction	Study Skills

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	Tools and Resources		
R.2.F.6	Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	Introduction	Study Skills
R.3	Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies		
R.3.A	Apply reading comprehension strategies to understand grade-appropriate texts.	Ideas	Section 3
	Comprehension Strategies		
R.3.A.1	Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	Voice Ideas	Section 2 Section 7
	Independent Reading		
R.3.A.4	Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	Ideas	Section 4

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R.3.A.5	Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	Ideas	Section 4
R.3.B	Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).	Ideas Presentation	Section 7 Section 1,4
	Comprehension Strategies		
R.3.B.2	Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Ideas Presentation	Section 7 Section 1,4
R.3.C	Use appropriate self-monitoring strategies for comprehension.	Ideas Organization	Section 7 Section 7
	Self-Monitoring Strategies		
R.3.C.3	Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.		
R.4	Reading Applications: Informational, Technical and Persuasive Text		

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R.4.A	Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.		
R.4.A.1	Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.	Word Choice Ideas Sentence Fluency	Section 3 Section 5 Section 3
R.4.A.7	Compare and contrast the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).		
R.4.B	Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.	Voice	Section 3
R.4.B.4	Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial, transfer, glittering generalities, emotional word repetition, bait and switch) and examples of propaganda, bias and stereotyping.	Ideas Sentence Fluency	Section 3 Section 4, 6
R.4.B.8	Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.		

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R.4.C	Analyze whether graphics supplement textual information and promote the author's purpose.	Presentation	Section 2
R.4.C.3	Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.		
R.4.D	Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.	Word Choice	Section 4,5
R.4.D.5	Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	Word Choice	Section 4,5
R.4.D.6	Analyze the author's development of key points to support argument or point of view.	Word Choice	Section 4,5
R.4.E	Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization).	Research	Section 2-4
R.4.E.2	Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	Research	Section 2-4
R.5	Reading Applications: Literary Text		

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R.5.A	Analyze interactions between characters in literary text and how the interactions affect the plot.	Organization	Section 4,5
R.5.A.1	Identify and explain an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	Organization Word Choice	Section 4,5 Section 1,4
R.5.B	Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.	Sentence Fluency	Section 4
R.5.B.2	Analyze the influence of setting in relation to other literary elements.		
R.5.B.4	Evaluate the point of view used in a literary text.	Sentence Fluency	Section 4
R.5.C	Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.	Organization	Section 3,4
R.5.C.3	Identify ways in which authors use conflicts, parallel plots and subplots in literary texts.	Organization	Section 3,4
R.5.D	Identify similar recurring themes across different works.		

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R.5.D.5	Interpret universal themes across different works by the same author and different authors.		
R.5.E	Analyze the use of a genre to express a theme or topic.		
R.5.E.6	Analyze how an author's choice of genre affects the expression of a theme or topic.		
R.5.F	Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.		
R.5.F.7	Explain how foreshadowing and flashback are used to shape plot in a literary text.	Voice	Section 3
R.5.F.8	Define and identify types of irony, including verbal, situational and dramatic, used in literary texts.		
R.5.F.9	Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.	Voice	Section 2,3
R.5.F.11	Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.	Voice	Section 2,3

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R.5.G	Explain techniques used by authors to develop style.		
R.5.G.10	Explain how authors use symbols to create broader meanings.		
W	Writing		
W.1	Writing Process		
W.1.A	Formulate writing ideas, and identify a topic appropriate to the purpose and audience.	Research	Section 2-4
	Prewriting		
W.1.A.1	Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	Research	Section 2-4
W.1.A.3	Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	Research	Section 2-4

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W.1.A.4	Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.	Research	Section 2-4
W.1.B	Determine the usefulness of organizers and apply appropriate pre-writing tasks.	Research	Section 2-4
	Prewriting		
W.1.B.2	Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	Research	Section 2-4
W.1.B.5	Use organizational strategies (e.g., notes and outlines) to plan writing.	Research	Section 2-4
W.1.C	Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.	Research	Section 2-4
	Drafting, Revising and Editing		
W.1.C.6	Organize writing to create a coherent whole, with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	Research	Section 2-4

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W.1.C.7	Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	Sentence Fluency	Section 2,3
W.1.C.8	Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	Sentence Fluency	Section 2,3
W.1.C.9	Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice.	Sentence Fluency Word Choice	Section 2,3 Section 1-3
W.1.C.10	Use available technology to compose text.	Research	Section 1-3
W.1.C.11	Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	Research Sentence Fluency	Section 1-3 Section 4
W.1.C.12	Add and delete information and details to better elaborate on stated central idea and to more effectively accomplish purpose.	Research	Section 1-3
W.1.C.13	Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.	Research Sentence Fluency	Section 1-3 Section 4
W.1.C.14	Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	Introduction	Study Skills

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W.1.D	Edit to improve sentence fluency, grammar and usage.	Research Sentence Fluency	Section 1-3 Section 3,4
	Drafting, Revising and Editing		
W.1.D.15	Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	Research	Section 1-3
W.1.E	Apply tools to judge the quality of writing.	Research	Section 1-3
	Drafting, Revising and Editing		
W.1.E.16	Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	Research	Section 1-3
W.1.F	Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.	Research	Section 1-3
	Publishing		

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W.1.F.17	Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	Research	Section 4-7
W.2	Writing Applications		
W.2.A	Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.	Ideas	Section 4
W.2.A.1	Write narratives that:		
W.2.A.1.a	sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);		
W.2.A.1.b	use a range of strategies and literary devices including figurative language and specific narration; and,	Ideas	Section 4
W.2.A.1.c	include an organized, well developed structure.	Ideas	Section 4

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W.2.A.6	Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.	Conventions	Section 6,7
W.2.B	Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge.	Conventions Organization	Section 6,7 Section 7
W.2.B.2	Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.	Conventions Organization	Section 6,7 Section 7
W.2.C	Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and include appropriate details and exclude extraneous details and inconsistencies.	Presentation	Section 2
W.2.C.3	Write business letters, letters to the editor and job applications that:		
W.2.C.3.a	address audience needs, stated purpose and context in a clear and efficient manner;	Presentation	Section 2
W.2.C.3.b	follow the conventional style appropriate to the text using proper technical terms;	Presentation	Section 2
W.2.C.3.c	include appropriate facts and details;	Presentation	Section 2

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W.2.C.3.d	exclude extraneous details and inconsistencies; and		
W.2.C.3.e	provide a sense of closure to the writing.		
W.2.D	Use documented textual evidence to justify interpretations of literature or to support a research topic.		
W.2.D.4	Write informational essays or reports, including research, that:		
W.2.D.4.a	pose relevant and tightly drawn questions that engage the reader;	Research	Section 2-4
W.2.D.4.b	provide a clear and accurate perspective on the subject;	Research	Section 2-4
W.2.D.4.c	create an organizing structure appropriate to the purpose, audience and context;	Research	Section 2-4
W.2.D.4.d	support the main ideas with facts, details, examples and explanations from sources; and	Research	Section 2-4

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W.2.D.4.e	document sources and include bibliographies.	Research	Section 2-4
W.2.E	Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.		
W.2.E.5	Write persuasive compositions that:		
W.2.E.5.a	establish and develop a controlling idea;	Introduction Conventions	Section 1 Section 1
W.2.E.5.b	support arguments with detailed evidence;	Introduction Conventions	Section 1 Section 1
W.2.E.5.c	exclude irrelevant information; and	Introduction Conventions	Section 1 Section 1
W.2.E.5.d	cite sources of information.	Introduction Conventions	Section 1 Section 1
W.3	Writing Conventions		

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W.3.A	Use correct spelling conventions.	Conventions	Section 1-3,6
	Spelling		
W.3.A.1	Use correct spelling conventions.	Conventions	Section 1-3,6
W.3.B	Use correct punctuation and capitalization.	Conventions	Section 1-3,6
	Punctuation and Capitalization		
W.3.B.2	Use correct punctuation and capitalization.	Conventions	Section 1-3,6
W.3.C	Demonstrate understanding of the grammatical conventions of the English language.	Conventions Sentence Fluency	Section 1-3,6 Section 3
	Grammar and Usage		

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W.3.C.3	Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	Conventions Sentence Fluency	Section 1-3,6 Section 3
W.3.C.4	Use parallel structure to present items in a series and items juxtaposed for emphasis.		
W.3.C.5	Use proper placement of modifiers.		
W.3.C.6	Maintain the use of appropriate verb tenses.		
W.4	Research		
W.4.A	Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.	Research	Section 2-4
W.4.A.1	Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.	Research	Section 2-4
W.4.B	Evaluate the usefulness and credibility of data and sources.	Research	Section 2-4

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W.4.B.2	Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	Research	Section 2-4
W.4.B.3	Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).	Research	Section 2-4
W.4.C	Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.	Research	Section 2-4
W.4.C.4	Compile and organize important information and select appropriate sources to support central ideas, concepts and themes.	Research	Section 2-4
W.4.D	Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement.	Research	Section 2-4
W.4.D.5	Integrate quotations and citations into written text maintain a flow of ideas.	Research	Section 2-4
W.4.D.6	Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.	Research	Section 2-4
W.4.E	Communicate findings, reporting on the substance and processes orally, visually and in writing, or through multimedia.	Research	Section 2-4

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W.4.E.7	Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.	Research Conventions	Section 2-4 Section 5
W.5	Communications: Oral and Visual		
W.5.A	Use a variety of strategies to enhance listening comprehension.		
	Listening and Viewing		
W.5.A.1	Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.		
W.5.B	Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.		
	Listening and Viewing		
W.5.B.2	Identify types of arguments used by the speaker, such as authority and appeals to emotion.		

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W.5.B.3	Analyze the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.		
W.5.C	Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.		
	Listening and Viewing		
W.5.C.4	Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.		
W.5.D	Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.		
	Speaking Skills and Strategies		
W.5.D.5	Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	Conventions Voice	Section 5 Section 5
W.5.D.6	Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	Conventions Voice	Section 5 Section 5

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W.5.D.7	Vary language choices as appropriate to the context of the speech.	Conventions Voice	Section 5 Section 5
W.5.E	Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.	Conventions Voice	Section 5 Section 5
	Speaking Applications		
W.5.E.8	Deliver informational presentations (e.g., expository, research) that:		
W.5.E.8.a	demonstrate an understanding of the topic and present events or ideas in a logical sequence;	Conventions Voice Research	Section 5 Section 5 Section 2
W.5.E.8.b	support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;	Conventions Voice Research	Section 5 Section 5 Section 2-4
W.5.E.8.c	include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);	Conventions Voice Research	Section 5 Section 5 Section 2-4
W.5.E.8.d	use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and		

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W.5.E.8.e	draw from multiple sources, including both primary and secondary sources, and identify sources used.	Research	Section 2-4
W.5.F	Provide persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis.	Introduction	Section 1
	Speaking Applications		
W.5.F.10	Deliver persuasive presentations that:		
W.5.F.10.a	establish and develop a logical and controlled argument;		
W.5.F.10.b	include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias;		
W.5.F.10.c	use persuasive strategies such as rhetorical devices; anecdotes and appeals to emotion, authority and reason;		
W.5.F.10.d	use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and		

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W.5.F.10.e	use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).		
W.5.G	Give presentations using a variety of delivery methods, visual displays and technology.		
	Speaking Applications		
W.5.G.9	Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	Conventions Voice	Section 5 Section 5