

English 2

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.		
	Contextual Understanding		
R.2.A.1	Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.		
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.		
R.2.C	Recognize the importance and function of figurative language.		
	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.		

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R.2.D	Explain how different events have influenced and changed the English language.		
	Conceptual Understanding		
R.2.D.4	Analyze the ways that historical events influenced the English language.		
R.2.E	Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.		
	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).		
R.2.F	Use multiple resources to enhance comprehension of vocabulary.	Antigone	Section 2

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	Tools and Resources		
R.2.F.6	Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.		
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.	whole course	whole course
	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.	whole course	whole course
	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).		

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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).		
R.3.B	Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).	Thinking Skills	Section 3
	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.	Thinking Skills	Section 3
R.3.C	Use appropriate self-monitoring strategies for comprehension.		
	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.		
R.4.A.7	Analyze the effectiveness of the features (e.g., format, graphics, 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.		
R.4.B.4	Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., transfer, glittering generalities, bait and switch) and examples of propaganda, bias and stereotyping.		
R.4.B.8	Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.		
R.4.C	Analyze whether graphics supplement textual information and promote the author's purpose.		

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R.4.C.3	Evaluate the effectiveness of 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.		
R.4.D.5	Analyze an author's implicit and explicit argument, perspective or viewpoint in text.		
R.4.D.6	Identify appeals to authority, reason and emotion.		
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).		
R.4.E.2	Critique the treatment, scope and organization of ideas from multiple sources on the same topic.		
R.5	Reading Applications: Literary Text		
R.5.A	Analyze interactions between characters in literary text and how the interactions affect the plot.		

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R.5.A.1	Compare and contrast an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.		
R.5.B	Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.		
R.5.B.2	Analyze the features of setting and their importance in a literary text.		
R.5.B.8	Analyze the author's use of point of view, mood and tone.		
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.	Metamorphosis	Section 6
R.5.C.3	Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary text.		
R.5.D	Identify similar recurring themes across different works.		
R.5.D.4	Interpret universal themes across different works by the same author or by different authors.		

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R.5.E	Analyze the use of a genre to express a theme or topic.		
R.5.E.5	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.6	Explain how literary techniques, including foreshadowing and flashback, are used to shape the plot of a literary text.		
R.5.F.7	Recognize how irony is used in a literary text.	An Enemy of the People	Section 2
R.5.F.10	Describe the effect of using sound devices in literary texts (e.g., to create rhythm, to appeal to the senses or to establish mood).		
R.5.F.11	Explain ways in which an author develops a point of view and style (e.g., figurative language, sentence structure and tone), and cite specific examples from the text.		
R.5.G	Explain techniques used by authors to develop style.		

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R.5.G.9	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.	Thinking Skills	Section 6
	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 3
W.1.A.3	Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	Thinking Skills	Section 6
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.		

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W.1.B	Determine the usefulness of organizers and apply appropriate pre-writing tasks.		
	Prewriting		
W.1.B.2	Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).		
W.1.B.5	Use organizational strategies (e.g., notes, outlines) to plan writing.		
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.		
	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.		
W.1.C.7	Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).		

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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.		
W.1.C.9	Use language (including precise language, action verbs, sensory details and colorful modifiers) and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.		
W.1.C.10	Use available technology to compose text.	Thinking Skills	Section 6
W.1.C.11	Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.		
W.1.C.12	Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.		
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.		
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.		
W.1.D	Edit to improve sentence fluency, grammar and usage.		

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	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.		
W.1.E	Apply tools to judge the quality of writing.	Creation	Section 6
	Drafting, Revising and Editing		
W.1.E.16	Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	Creation	Section 6
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
	Publishing		
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	Research	Section 1

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	graphics (e.g., drawings, charts and graphs) to enhance the final product.		
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.	Creation	Section 6
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);	Antigone	Section 5
W.2.A.1.b	use a range of strategies and literary devices including figurative language and specific narration; and	Creation	Section 6
W.2.A.1.c	include an organized, well developed structure.	Creation	Section 6
W.2.A.6	Produce informal writings (e.g., journals, notes and poems) for various purposes.	whole course	whole course

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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.	Thinking Skills	Section 4
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.	Thinking Skills	Section 4
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.		
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;		
W.2.C.3.b	follow the conventional style appropriate to the text using proper technical terms;		
W.2.C.3.c	include appropriate facts and details;		
W.2.C.3.d	exclude extraneous details and inconsistencies; and		

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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.	Creation	Section 4
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.		
W.2.D.4.b	provide a clear and accurate perspective on the subject.		
W.2.D.4.c	create an organizing structure appropriate to the purpose, audience and context.		
W.2.D.4.d	support the main ideas with facts, details, examples and explanations from sources; and		
W.2.D.4.e	document sources and include bibliographies.		

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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	support arguments with detailed evidence;		
W.2.E.5.b	exclude irrelevant information; and		
W.2.E.5.c	cite sources of information.		
W.3	Writing Conventions		
W.3.A	Use correct spelling conventions.		
	Spelling		

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W.3.A.1	Use correct spelling conventions.		
W.3.B	Use correct punctuation and capitalization.		
	Punctuation and Capitalization		
W.3.B.2	Use correct capitalization and punctuation.	Research	Section 2
W.3.C	Demonstrate understanding of the grammatical conventions of the English language.		
	Grammar and Usage		
W.3.C.3	Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).		
W.3.C.4	Use parallel structure to present items in a series and items juxtaposed for emphasis.		

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W.3.C.5	Use proper placement of modifiers.		
W.4	Research		
W.4.A	Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.		
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.		
W.4.B	Evaluate the usefulness and credibility of data and sources.	Research	Section 2
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 3
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.).		
W.4.C	Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.	Research	Section 3

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W.4.C.4	Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.	Research	Section 3
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 3
W.4.D.5	Integrate quotations and citations into written text, maintain a flow of ideas.		
W.4.D.6	Use style guides to produce oral and written reports that give proper credit for sources and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.	Research	Section 3 (written)
W.4.E	Communicate findings, reporting on the substance and processes orally, visually and in writing, or through multimedia.		
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.		
W.5	Communications: Oral and Visual		
W.5.A	Use a variety of strategies to enhance listening comprehension.		

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	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	Interpret types of arguments used by the speaker such as authority and appeals to emotion.		
W.5.B.3	Evaluate 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		

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W.5.C.4	Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) 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.		
W.5.D.6	Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.		
W.5.D.7	Vary language choices as appropriate to the context of the speech.		
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.		
	Speaking Applications		

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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;		
W.5.E.8.b	support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;		
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);		
W.5.E.8.d	use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and		
W.5.E.8.e	draw from multiple sources, including both primary and secondary sources, and identify sources used.		
W.5.F	Provide persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis.		
	Speaking Applications		

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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 a support 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; and		
W.5.F.10.d	consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and		
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		



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W.5.G.9	Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.		
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