

Grammar and Composition

| State Standard Number | State Standard Area/Description | Unit Name | Course Topic Description |
|-----------------------|---|--------------|--------------------------|
| 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 |
| | Prewriting | | |
| W.1.A.1 | Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. | Ideas | Section 1 |
| W.1.A.3 | Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. | Organization | Section 4 |
| 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. | Ideas | Section 7 |
| W.1.B | Determine the usefulness of organizers and apply appropriate pre-writing tasks. | Ideas | Section 2 |

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| | Prewriting | | |
| W.1.B.2 | Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). | Ideas | Section 2 |
| W.1.B.5 | Use organizational strategies (e.g., notes and outlines) to plan writing. | Organization | Section 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. | Organization | Section 3 |
| | 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. | Organization | Section 2 |
| W.1.C.7 | Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). | Organization | Section 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. | Organization | Section 3 |

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| 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. | Ideas | Section 2 |
| W.1.C.10 | Use available technology to compose text. | Organization | Section 6 |
| W.1.C.11 | Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. | Organization | Section 2 |
| W.1.C.12 | Add and delete information and details to better elaborate on stated central idea and to more effectively accomplish purpose. | Ideas | Section 5 |
| 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. | Ideas | Section 5 |
| 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. | Ideas | Section 5 |
| W.1.D | Edit to improve sentence fluency, grammar and usage. | Sentence Fluency | Section 2 |
| | Drafting, Revising and Editing | | |

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| 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. | Ideas | Section 5 |
| W.1.E | Apply tools to judge the quality of writing. | Whole course | Journal Entry assignment |
| | Drafting, Revising and Editing | | |
| W.1.E.16 | Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. | Ideas | Section 2 |
| W.1.F | Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. | Voice | Section 7 |
| | 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 graphics (e.g., drawings, charts and graphs) to enhance the final product. | Voice | Section 7 |

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| 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. | | |
| 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, | | |
| W.2.A.1.c | include an organized, well developed structure. | Organization | Section 2 |
| W.2.A.6 | Produce informal writings (e.g., messages, journals, notes and poems) for various purposes. | Entire course | Journal Entry assignments |
| 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. | Ideas | Section 4 |

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| 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. | | |
| 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: | Presentation | Section 2 |
| 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; | Presenentaion | Section 2 |
| W.2.C.3.d | exclude extraneous details and inconsistencies; and | | |
| W.2.C.3.e | provide a sense of closure to the writing. | | |

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

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| W.2.E.5 | Write persuasive compositions that: | | |
| W.2.E.5.a | establish and develop a controlling idea; | | |
| W.2.E.5.b | support arguments with detailed evidence; | | |
| W.2.E.5.c | exclude irrelevant information; and | | |
| W.2.E.5.d | 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. | Sentence Fluency | Section 3 |
| W.3.B | Use correct punctuation and capitalization. | | |
| | Punctuation and Capitalization | | |
| W.3.B.2 | Use correct punctuation and capitalization. | | |
| 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). | Organization | Section 3 |
| W.3.C.4 | Use parallel structure to present items in a series and items juxtaposed for emphasis. | Sentence Fluency | Section 3 |

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| 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 |
| 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 |
| W.4.B | Evaluate the usefulness and credibility of data and sources. | Research | Section 3 |
| 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.). | | |

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| W.4.C | Organize information from various resources and select appropriate sources to support central ideas, concepts and themes. | Research | Section 3 |
| W.4.C.4 | Compile and 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. | Research | Section 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. | | |
| 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. | Presentation | Section 4 |
| W.5 | Communications: Oral and Visual | | |

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| 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. | Sentence Fluency | Section 1 |
| 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. | Presentation | Section 3 |
| | Listening and Viewing | | |
| W.5.B.2 | Identify types of arguments used by the speaker, such as authority and appeals to emotion. | | |
| 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. | Ideas | Section 3 |
| W.5.C | Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker. | | |

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| | 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. | Presentation | Section 3 |
| W.5.D | Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques. | Voice | Section 5 |
| | 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. | Presentation | Section 4 |
| W.5.D.6 | Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response. | Voice | Section 5 |
| W.5.D.7 | Vary language choices as appropriate to the context of the speech. | Voice | 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. | Organization | Section 4 |

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| | Speaking Applications | | |
| W.5.E.8 | Deliver informational presentations (e.g., expository, research) that: | Presentation | Section 4 |
| W.5.E.8.a | demonstrate an understanding of the topic and present events or ideas in a logical sequence; | Presentation | Section 4 |
| 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 | Presentation | Section 4 |
| 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. | Voice | Section 5 |

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| | 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 | | |
| 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. | Organization | Section 4 |

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