

## English 1

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
A	The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.		
A.1	The student will expand vocabulary through word study, literature, and class discussion.		
A.1.1	Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.	Introduction	Study Skills
A.1.2	Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.	Introduction	Study Skills
A.1.3	Expand vocabulary through wide reading, listening, and discussing.	Introduction Voice Word Choice	Study Skills Section 2 Section 1
A.1.4	Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.	Introduction	Study Skills
A.1.5	Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotations and denotations.	Word Choice	Section 3
A.2	The student will interact with the words to construct an appropriate meaning.	Introduction	Study Skills
A.2.1	Literal Understanding		
A.2.1.a	Examine the structures and format of functional workplace documents, including graphics and headers, and explain how authors use the features to achieve their purpose.	Organization Presentation	Section 6 Section 2
A.2.1.b	Draw upon own background to provide connections to text.	Presentation	Section 2

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A.2.1.c	Monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning.	Introduction Research	Study Skills Section 2-3
A.2.1.d	Recognize text structures such as compare and contrast, cause and effect, and chronological ordering.	Organization	Section 3
A.2.1.e	Use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts.	Introduction Research	Study Skills Section 2-3
A.2.2	Inferences and Interpretation		
A.2.2.a	Analyze characteristics of text, including its structure, word choice, and intended audience.	Word Choice Organization	Section 3-4 Section 3
A.2.2.b	Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.	Word Choice	Section 5
A.2.2.c	Recognize influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, or nationality).	Word Choice	Section 5

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A.2.3	Summary and Generalization		
A.2.3.a	Identify the main idea and supporting details by producing summaries of text.	Organization	Section 5
A.2.3.b	Use text features and elements to support inferences and generalizations about information.	Organization Introduction	Section 3 Section 1
A.2.3.c	Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.	Sentence Fluency Word Choice	Section 5 Section 5
A.2.4	Analysis and Evaluation		
A.2.4.a	Discriminate between fact and opinion and fiction and nonfiction.	Research	Section 1
A.2.4.b	Recognize deceptive and/or faulty arguments in persuasive texts.	Research	Section 3
A.2.4.c	Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.	Research	Section 1-4

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A.2.4.d	Identify techniques (e.g., language, organization, tone, context) used to convey point of view or impressions.	Ideas Sentence Fluency	Section 5 Section 6
A.3	The student will read, construct meaning, and respond to a wide variety of literary forms.		
A.3.1	Demonstrate a knowledge of and an appreciation for various forms of literature.	Ideas Organization Word Choice	Section 4 Section 5 Section 1
A.3.1.a	Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.	Ideas Organization Word Choice	Section 4 Section 5 Section 1
A.3.1.b	Analyze the characteristics of subgenres including tragedy, sonnet, epic, lyric, and narrative poetry.	Voice	Section 3
A.3.2	Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.	Voice	Section 2-3
A.3.2.a	Recognize the theme (general observation about life or human nature) within a text.	Voice	Section 1-3
A.3.2.b	Explain how author's voice and/or choice of a narrator affect the characterization and the point of view, tone, plot, mood and credibility of a text.	Voice	Section 1-3

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A.3.2.c	Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.	Voice Ideas	Section 1-3 Section 4
A.3.2.d	Analyze interactions between characters in a literary text and explain the way those interactions affect the plot in narrative text.	Ideas Word Choice	Section 4 Section 1, 4-5
A.3.2.e	Analyze characters and identify author's point of view.	Ideas Word Choice	Section 4 Section 1, 4-5
A.3.2.f	Identify literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	Ideas Voice Word Choice	Section 1-4 Section 1-3 Section 1-4
A.3.3	Identify figurative language and sound devices and analyze how they affect the development of a literary work.	Voice	Section 1-3
A.3.3.a	Identify and explain figurative language including metaphor, personification, and simile.	Voice Presentation	Section 1-3 Section 4
A.3.3.b	Identify and explain sound devices including alliteration, onomatopoeia, and rhyme.	Voice	Section 1-3

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A.3.3.c	Identify the melodies of literary language, including its use of evocative words, rhythms and rhymes.	Voice	Section 1-3
A.3.3.d	Recognize and interpret poetic elements such as metaphor, simile, personification, and the effect of sound on meaning.	Voice	Section 1-3
A.3.4	The student will read and respond to historically and culturally significant works of literature.		
A.3.4.a	Analyze and evaluate works of literature and the historical context in which they were written.	Ideas Word Choice Voice	Section 4 Section 1 Section 1-3
A.3.4.b	Analyze and evaluate literature from various cultures to broaden cultural awareness.	Ideas Word Choice Voice	Section 4 Section 1 Section 1-3
A.3.4.c	Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.	Organization	Section 3
A.4	The student will conduct research and organize information.		
A.4.1	Select the best source for a given purpose.	Research	Section 1-7

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A.4.1.a	Access information from a variety of primary and secondary sources.	Research	Section 1-7
A.4.1.b	Skim text for an overall impression and scan text for particular information.	Research	Section 1-7
A.4.1.c	Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).	Research	Section 1-7
A.4.2	The student will analyze and evaluate information from a variety of sources.		
A.4.2.a	Summarize, paraphrase, and/or quote relevant information.	Research	Section 1-7
A.4.2.b	Determine the author's viewpoint to evaluate source credibility and reliability.	Research	Section 1-7
A.4.2.c	Organize and convert information into different forms such as charts, graphs and drawings to create multiple formats to interpret information for multiple audiences and purposes, and cite sources completely.	Research	Section 1-7
A.4.2.d	Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.		

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A.4.2.e	Draw conclusions from information gathered.	Research	Section 1-7
B	The student will express ideas effectively in written modes for a variety of purposes and audiences.		
B.1	The student will use the writing process to write coherently.		
B.1.1	Use a writing process to develop and refine composition skills. Students are expected to:		
B.1.1.a	use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, or reading to generate ideas and gather information.	Research Introduction Organization	Section 1-7 Section 1 Section 3-4
B.1.1.b	determine main idea by evaluating results of prewriting activities to select an appropriate topic.		
B.1.1.c	identify audience and purpose for writing:		
B.1.1.c.i	consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, or share an experience or emotion).	Voice Presentation	Section 1 Section 1

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B.1.1.c.ii	understand the characteristics of a specific audience for the writing task.	Voice Presentation	Section 1 Section 1
B.1.1.d	identify appropriate mode/genre.		
B.1.1.e	develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.	Research	Section 1-7
B.1.1.f	revise drafts.	Research Conventions	Section 1-7 Section 1
B.1.1.g	edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.	Research Conventions	Section 1-7 Section 1
B.1.1.h	refine selected pieces to publish for general and specific audiences.	Research Conventions	Section 1-7 Section 1
B.1.2	Use elaboration to develop an idea:		
B.1.2.a	draft a text with a clear controlling idea or thesis.	Research Conventions Introduction	Section 1-7 Section 1 Section 1

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B.1.2.b	develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.	Organization	Section 3-4
B.1.2.c	apply different methods of support, such as facts, reasons, examples, sensory details.	Research	Section 1-7
B.1.2.d	apply a consistent and appropriate point of view.	Sentence Fluency	Section 4
B.1.3	Demonstrate organization, unity, and coherence by using transitions and sequencing:		
B.1.3.a	Read the draft from the intended audience's point of view to evaluate clarity of purpose.		
B.1.3.b	Evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.	Ideas Organization	Section 1-2 Section 1-3
B.1.3.c	Evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth and coherent.	Organization	Section 3
B.1.3.d	Evaluate whether ideas are adequately developed. Move, add, delete, or replace text for clarity, audience, and purpose.	Organization	Section 3

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B.1.3.e	Evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate.	Voice	Section 3
B.1.3.f	Evaluate whether sentence structures are varied in type, length, and complexity.	Organization	Section 3
B.1.4	Editing, Proofreading, and Evaluating:		
B.1.4.a	Apply Standard English usage, correct spelling and usage in text. Correct errors in grammatical conventions (e.g., complete sentences, independent and dependent (restrictive/nonrestrictive) clauses, conjunctions for subordination, correlation, and coordination, subject verb agreement, consistent verb tense, pronoun-antecedent relationship, noun and pronoun agreement, use of prepositional phrases, adverbs, and adjectives).	Research Conventions	Section 4-7 Section 1-4
B.1.4.b	Employ specified proofreading strategies and consults resources (e.g., spell checks, personal spelling lists, or dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations	Research Conventions	Section 4-7 Section 1-4
B.1.4.c	Use a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited. Check against original source for accuracy	Research	Section 4-7
B.1.4.d	Demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.	Research	Section 4-7

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B.1.5	Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	Sentence Fluency	Section 1-3
B.1.6	Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how own writing achieves its purpose, ask for feedback, and respond to classmates' writing).	Conventions	Section 1-4
B.2	The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.		
B.2.1	Compose fictional, biographical, or autobiographical narratives or short stories that:		
B.2.1.a	create and develop characters including character motivation, gestures, and feelings.	Biography Presentation Word Choice	Section 4 Section 6 Section 5
B.2.1.b	create and develop a plot utilizing the key elements: exposition, rising action, climax, falling action, resolution, and conclusion.	Word Choice	Section 3
B.2.1.c	create and develop an appropriate point of view.	Word Choice	Section 3
B.2.1.d	create and develop a setting with a narrative that is relevant to the overall meaning of the work.	Biography Word Choice	Section 3 Section 3

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B.2.1.e	use a range of narrative devices such as dialogue, suspense, foreshadowing, characterization, and flashback.		
B.2.2	Compose expository compositions, including analytical essays and research reports that:		
B.2.2.a	integrates evidence in support of a thesis including information on all relevant perspectives.	Sentence Fluency Research	Section 6 Section 1-4
B.2.2.b	quotes, summarizes, and paraphrases information and ideas from a variety of primary and secondary sources accurately and coherently.	Research	Section 1-7
B.2.2.c	integrates a variety of suitable, valid reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.	Research	Section 1-7
B.2.2.d	integrates visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.		
B.2.2.e	identifies and addresses reader's potential misunderstandings, biases, and expectations.		
B.2.2.f	uses technical terms and notations accurately.	Research	Section 1-7

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B.2.3	Compose persuasive/argumentative compositions that:		
B.2.3.a	include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.	Research Sentence Fluency	Section 1-7 Section 6
B.2.3.b	use exposition, narration, and description to support the main argument.	Organization	Section 3-7
B.2.3.c	clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.	Research	Section 1-7
B.2.3.d	effectively address reader's concerns, counterclaims, biases, and expectations		
B.2.4	Create documents related to career development that:		
B.2.4.a	use a conventional format to write a formal letter, email, or memorandum.	Presentation	Section 1,2,6
B.2.4.b	present information purposefully and in brief to meet the need of the intended audience.	Presentation	Section 1,2,6

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B.2.4.c	use appropriate vocabulary and professional writing etiquette (e.g. formal language, appropriate salutation, and closing, etc.).	Word Choice	Section 3
B.2.5	Write reflective papers that may address one of the following purposes:		
B.2.5.a	express the individual's insight into conditions or situations, detailing the author's role in the outcome of the event.	Sentence Fluency	Section 4
B.2.5.b	connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.	Word Choice	Section 1-5
B.2.5.c	complete a self-evaluation on a class performance.		
B.2.6	Write responses to literature that:		
B.2.6.a	demonstrate the significant ideas of literary works.	Word Choice	Section 5
B.2.6.b	support important ideas and viewpoints through accurate and detailed reference to the text or to other works.	Research	Section 1-7

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B.2.6.c	demonstrate awareness of author's style and an appreciation of the effects created.	Word Choice	Section 1-4
B.2.6.d	identify and assess the impact of ambiguities, nuances, and complexities within the text.		
B.2.7	Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.		
B.2.8	Write friendly, formal letters, emails, and memorandum, and continue to produce other writing forms introduced in earlier grades.	Ideas	Section 6
B.2.9	Use appropriate essay test-taking and time-writing strategies that:		
B.2.9.a	budget time for prewriting, drafting, revising, and editing.	Research	Section 1-7
B.2.9.b	prioritize the question/prompt.	Research	Section 1-7
B.2.9.c	identify the common directives from the prompt (identify command verbs: explain, compare, evaluate, define, and develop, etc.).		

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B.2.9.d	analyze the question or prompt and determine the appropriate mode of writing.		
B.2.9.e	apply appropriate organizational methods to thoroughly address the prompt.	Research	Section 1-7
B.2.9.f	evaluate work using editing checklist or rubric if available.	Research	Section 1-7
B.2.10	Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.	Research	Section 1-7
B.3	The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing and participate independently and in groups to create oral presentations.	Sentence Fluency	Section 3
B.3.1	Demonstrate correct use of Standard English in speaking and writing.	Research	Section 1-7
B.3.1.a	Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).		
B.3.1.b	Use correct verb forms and tenses.	Ideas	Section 5

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B.3.1.c	Use correct subject-verb agreement.	Ideas	Section 5
B.3.1.d	Use active and passive voice.	Sentence Fluency	Section 3
B.3.1.e	Identify and correctly use linking, transitive, and intransitive verbs.	Ideas	Section 5
B.3.1.f	Use nominative, objective, and possessive nouns and pronouns correctly.	Ideas	Section 5
B.3.1.g	Use abstract, concrete, and collective nouns correctly.		
B.3.1.h	Correct pronoun/antecedent agreement and clear pronoun reference.	Ideas	Section 5
B.3.1.i	Correct types, forms, and cases of pronouns	Ideas	Section 5
B.3.1.j	Use correct forms of positive, comparative, and superlative adjectives.	Ideas	Section 5

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B.3.2	Demonstrate appropriate language mechanics in writing.		
B.3.2.a	Apply capitalization rules appropriately in writing.		
B.3.2.b	Use correct formation of plurals.		
B.3.2.c	Demonstrate correct use of punctuation and recognize its effect on sentence structure including:		
B.3.2.c.i	commas	Conventions	Section 2
B.3.2.c.ii	quotation marks	Conventions	Section 2
B.3.2.c.iii	apostrophes, colons, and semicolons	Conventions	Section 2
B.3.2.c.iv	hyphens, dashes, parentheses, and brackets		

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B.3.2.d	Demonstrate correct use of punctuation in research writing including:		
B.3.2.d.i	formal outline	Research	Section 1-7
B.3.2.d.ii	parenthetical documentation	Research	Section 1-7
B.3.2.d.iii	works cited/bibliography	Research	Section 1-7
B.3.2.e	Use correct spelling including:		
B.3.2.e.i	commonly misspelled words and homonyms	Conventions	Section 3
B.3.2.e.ii	spell consonant changes correctly	Conventions	Section 3
B.3.2.e.iii	spell correctly Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes).	Introduction	Study Skills

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B.3.3	Demonstrate appropriate sentence structure in writing.		
B.3.3.a	Identify and use parallel structure.		
B.3.3.b	Correct dangling and misplaced modifiers.		
B.3.3.c	Correct run-on sentences.		
B.3.3.d	Correct fragments.		
B.3.3.e	Correct comma splices.	Conventions	Section 3
B.3.3.f	Differentiate between dependent/independent and restrictive/nonrestrictive (essential/nonessential) clauses.	Sentence Fluency	Section 3
B.3.3.g	Write effective simple, compound, complex, and compound-complex sentences.	Sentence Fluency	Section 3

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C	The student will demonstrate thinking skills in listening and speaking.		
C.1	The student will listen for information and for pleasure.		
C.1.1	Focus attention on the speaker's message.		
C.1.2	Use knowledge of language and develop vocabulary to accurately interpret the speaker's message.		
C.1.3	Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.		
C.1.4	Monitor speaker's message and clarity and understanding to formulate and provide effective verbal and nonverbal feedback.		
C.1.5	Use feedback to evaluate own effectiveness and set goals for future presentations.		
C.2	The student will express ideas and opinions in group or individual situations.		

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C.2.1	Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.	Ideas Discussion Biography	Section 4 Section 5 Section 3
C.2.2	Prepare, organize, and present a variety of informative messages effectively.	Ideas Discussion Biography	Section 4 Section 5 Section 3
C.2.3	Analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.	Voice	Section 1
D	The student will interpret, evaluate, and compose visual messages.		
D.1	The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.		
D.1.1	Document the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs and attitudes).		
D.1.2	Indicate how symbols, images, sounds, and other conventions are used in visual media (e.g., time lapse in films; set elements that identify a particular time period or culture).		
D.2	The student will evaluate visual and electronic media, such as film, as compared with print messages.		

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D.2.1	Select people with special interests and expectations who are the target audience for particular messages or products in visual media.		
D.2.2	Define and design language and content that reflect the target audience for particular messages and products (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for a particular audience).		
D.3	The student will create a visual message that effectively communicates an idea.		
D.3.1	Create media products to include a billboard, cereal box, short editorials, and a three- minute documentary or print ad to engage specific audiences.		
D.3.2	Create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.		