

English II CR

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
RLA.S.10.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and selecting a wide variety of literature and diverse media to develop independence as readers.	Intro to Poetry Drama	Section A4 Section 1, 9
RLA.O.10.1.01	research and analyze historical, cultural, and biographical influences on literary and informational texts.	Short Story Drama	Section A6 Section 2
RLA.O.10.1.02	compare and contrast literary styles according to genre.	Drama	Section 11
RLA.O.10.1.03	extend the amount of independent reading with emphasis on fiction and nonfiction.	Novel Drama Mass Media	Section A Section 2 Section 4-19
RLA.O.10.1.04	apply various pre-reading skills and comprehension strategies for activating prior knowledge and asking questions during reading and post reading for	Drama Write to Learn Intro to Poetry	Section 2, 9 Section 2, 12 Section A3-4
RLA.O.10.1.04.a	literary experience	Intro to Poetry	Section B4
RLA.O.10.1.04.b	examining textual information	Short Story	Section A
RLA.O.10.1.04.c	performing an assigned task	Write to Persuade	Section 5-13
RLA.O.10.1.05	evaluate the author's use of specific information in text (e.g., author's purpose/perspective, main/supporting details, specific facts, statistics, definition, figurative/nonfigurative words).	Short Story Drama	Section A8 Section 9
RLA.O.10.1.06	create supportable predictions, generalizations, opinions, inferences and conclusions based upon an analysis of textual	Drama Write to Learn Oral Presentation	Section 9 Section 12 Section 7

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	information.		
RLA.O.10.1.07	interpret and explain the author's choice of literary devices used to construct meaning and define the author's/reader's purpose:		
RLA.O.10.1.07.a	symbolism	Short Story Novel	Section A12 Section C8
RLA.O.10.1.07.b	imagery		
RLA.O.10.1.07.c	irony		
RLA.O.10.1.07.d	satire		
RLA.O.10.1.07.e	cadence	Intro to Poetry	Section B7

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RLA.O.10.1.07.f	scansion	Intro to Poetry	Section B7
RLA.O.10.1.07.g	flashback		
RLA.O.10.1.07.h	foreshadowing	Drama	Section 4
RLA.O.10.1.07.i	Freytag's pyramid (exposition, rising action, climax, falling action, catastrophe, denouement)	Drama Novel	Section 3-9 Section A6-B
RLA.O.10.1.08	interpret and explain the relationships of the literary elements (e.g., setting, plot, point of view, theme, conflict, characterization, voice, tone, mood) within specific genres.	Short Story Drama	Section A5-8 Section 13
RLA.O.10.1.09	analyze the organizational patterns (e.g. problem-solution, cause-and-effect, textual features including table of contents, headings, sidebars, marginal notes, graphical representations such as tables, timelines, captions, maps, photographs) and ideas in informational and literary texts.	Personal Essay	Section A4, A9-11
RLA.O.10.1.10	extend vocabulary by developing and using new terms and phrases found in reading classical literature and informational texts using various strategies:		

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RLA.O.10.1.10.a	context clues	Intro to Poetry Short Story Drama	Section A3 Section A3 Section 1
RLA.O.10.1.10.b	affixes	Personal Essay	Section D11
RLA.O.10.1.10.c	suffixes	Personal Essay	Section D11
RLA.O.10.1.10.d	multiple meanings		
RLA.O.10.1.10.e	etymologies	Personal Essay	Section D4
RLA.O.10.1.11	critique persuasive language and techniques as found in literary and informational texts and media.	Write to Persuade	Section 6-13
RLA.S.10.2	Students will apply writing skills and strategies to communicate effectively for different purposes by using the writing process, applying grammatical and mechanical properties in writing and selecting and evaluating information for research purposes.	Write to Persuade Personal Essay	Section 15-28 Section B1, A7-A13
RLA.O.10.2.01	define topic from assigned subject/prompt and compose narrative, informative, descriptive and persuasive writings using the five-step writing process (pre-writing, drafting, revising, editing, publishing) for specific audiences	Personal Essay Write to Persuade Write to Learn	Section A7-13 Section 15-28 Section 21-26

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	by employing writing strategies that are modeled in various types of literature.		
RLA.O.10.2.02	construct a clearly worded and effectively placed thesis statement to develop a composition that addresses the assigned topic.	Personal Essay Write to Persuade Write to Learn	Section A4-7 Section 5 Section 21
RLA.O.10.2.03	evaluate, analyze, and synthesize into one's writing a variety of informational media using primary and secondary sources.	Write to Learn	Section 27, 39, 49
RLA.O.10.2.04	formulate a working research question and identify, organize and consider the relevance of known information to guide further research.	Personal Essay Write to Persuade Write to Learn	Section A4-7 Section 5 Section 21
RLA.O.10.2.05	plan and incorporate varied note taking skills to organize and synthesize information from print and electronic sources (e.g., Internet research, electronic databases for periodicals and newspapers, print reference materials) into an outline for a composition or research project (introduction, thesis/hypothesis, main points, supporting details/examples, conclusion).	Write to Learn Write to Persuade Personal Essay	Section 2 Section 15 Section A7-8
RLA.O.10.2.06	classify and prioritize different drafting strategies for specific writing tasks to frame a clear, logical progression of ideas in argumentative writing, research writing, literary analysis, and creative and reflective writing.	Write to Persuade Write to Learn	Section 19-24 Section 41
RLA.O.10.2.07	summarize, paraphrase, and use direct quotations correctly and effectively in a writing/research project in order to avoid plagiarism; recognize copyright laws and public/private domain.	Oral Presentation Write to Learn	Section 7 Section 27-39

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RLA.O.10.2.08	incorporate different transitional sentences to signal progression of ideas within and between paragraphs as well as appropriate phrases to signal organizational patterns.	Write to Learn	Section 47
RLA.O.10.2.09	revise sentences to create specific effects, variety and more precise and concise language:		
RLA.O.10.2.09.a	gerund phrase		
RLA.O.10.2.09.b	participle phrase		
RLA.O.10.2.09.c	infinitive phrase		
RLA.O.10.2.09.d	clauses		
RLA.O.10.2.10	select revision and editing strategies to correct errors in and improve organization, content, usage, mechanics and spelling. In the proofreading process, integrate the use of	Personal Essay Write to Persuade	Section A13 Section 25
RLA.O.10.2.10.a	dictionary	Short Story	Section A3

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RLA.O.10.2.10.b	spell check		
RLA.O.10.2.10.c	thesaurus		
RLA.O.10.2.10.d	style sheet or guide	Write to Learn	Section 49
RLA.O.10.2.11	develop a research topic, select approaches, write and publish a well-developed research project with documented and cited sources and computer-generated graphics, following a specified format:	Write to Learn	Section 31
RLA.O.10.2.11.a	APA		
RLA.O.10.2.11.b	MLA	Write to Learn	Section 49
RLA.O.10.2.11.c	Chicago		
RLA.S.10.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.	Mass Media Oral Presentation Personal Essay	Section 10 Section 7 Section A

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RLA.O.10.3.01	plan, research background of topic, and communicate in different settings (e.g. interpersonal, small group, whole group, panel, round table, debate) and for different purposes:		
RLA.O.10.3.01.a	inform	Oral Presentation	Section 7
RLA.O.10.3.01.b	persuade	Write to Persuade	Section 28
RLA.O.10.3.01.c	relate	Personal Essay	Section A
RLA.O.10.3.01.d	entertain		
RLA.O.10.3.02	formulate and deliver grammatically correct messages, as well as evaluate and adapt strategies for developing credibility, such as speaking truthfully and creating clear and logical messages (e.g., supporting ideas with evidence and emotional appeals in light of purpose, audience and context).	Mass Media Write to Persuade	Section 4 Section 6-8
RLA.O.10.3.03	model a variety of roles in various settings to listen actively, understand the intended message, evaluate, enjoy and/or respond to an oral message:		
RLA.O.10.3.03.a	critique oral/visual information	Write to Persuade	Section 6-13

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RLA.O.10.3.03.b	relate experiences in third person		
RLA.O.10.3.03.c	collaborate to achieve a goal		
RLA.O.10.3.03.d	mediate to reach a consensus		
RLA.O.10.3.03.e	deliver an extended extemporaneous speech	Oral Presentation	Section 7
RLA.O.10.3.03.f	participate in a panel/round table discussion		
RLA.O.10.3.04	adapt and use active listening strategies to evaluate the message, formulate a strategy and respond to		
RLA.O.10.3.04.a	intended purpose	Oral Presentation	Section 2-5
RLA.O.10.3.04.b	make predictions		

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RLA.O.10.3.04.c	construct meaning from discussion, speech, or media	Oral Presentation	Section 2-5
RLA.O.10.3.04.d	critique presentation	Oral Presentation	Section 2-5
RLA.O.10.3.05	understand, evaluate and create media communications.	Mass Media	Section 4-19
RLA.O.10.3.06	properly use private and public information.	Write to Learn	Section 27, 38, 49
RLA.O.10.3.07	plan, create, organize, and present an age appropriate media product that demonstrates an understanding of format, purpose, audience, and choice of medium.	Oral Presentation Write to Persuade	Section 7 Section 15-28