Reading - English I

Students read grade-level text with fluency and comprehension. Students are expected to:

1. Determine the meaning of grade-level technical academic English vocabulary
2. Analyze textual context to distinguish between the denotative and connotative meaning of words
3. Use a dictionary (print or electronic) to determine or confirm meanings of words

Students understand, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

4. Analyze how the genre of texts with similar themes shapes meaning
5. Analyze the influence of mythic, classical, and traditional literature on 20th and 21st century literature
6. Relate the figurative language of a literary work to its historical and cultural setting

Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from the text to support their understanding. Students are expected to:

7. Analyze the effects of diction and imagery (controlling images, figurative language, irony, paradox, etc.) in poetry

Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from the text to support their understanding. Students are expected to:

8. Explain how dramatic conventions (monologues, soliloquies, etc.) enhance dramatic text

Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding. Students are expected to:

9. Analyze non-linear plot development (foreshadowing, flashback, subplots) and compare it to linear plot development
10. Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices including character foils
11. Analyze the way in which a work of fiction is shaped by narrator’s point of view

Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and respond providing evidence from the text to support their understanding. Students are expected to:

12. Analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event

Students understand, make inferences, and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from the text to support their understanding. Students are expected to:

13. Explain the role of irony, sarcasm, and paradox in literary works

Students analyze, make inferences, and draw conclusions about the author’s purpose in cultural, historical, and contemporary context and draw evidence from the text to support their understanding. Students are expected to:
14. Explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author’s purpose

**Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:**

15. Summarize text and distinguish between a summary that captures the main ideas and elements of a text and critique that takes a position and expresses an opinion

16. Differentiate between opinions that are substantiated and unsubstantiated in the text

17. Make subtle inferences and draw complex conclusions about the ideas in the text and their organizational patterns

18. Synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence

**Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from the text to support their analysis. Students are expected to:**

19. Analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience

20. Analyze famous speeches for the rhetorical structures and devices used to convince the reader of the author’s propositions

**Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:**

21. Analyze how messages in media are conveyed through visual and sound techniques

22. Compare and contrast coverage of the same event in various media
Writing - English I

Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

1. Plan a first draft for conveying intended meaning to multiple audiences determining appropriate topics through a range of strategies (e.g. discussion, background reading, personal interests, etc.) and developing a thesis or controlling idea
2. Structure ideas in a sustained and persuasive way (e.g. outlines, note taking, graphic organizers, etc.) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning
3. Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
4. Revise a final draft in response to feedback from peers and teachers

Students write expository texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

5. Write an analytical essay of sufficient length that includes:
   5.1. Effective introductory and concluding paragraphs and a variety of sentence structures
   5.2. A controlling idea or thesis
   5.3. An organizing structure appropriate to purpose, audience, and context
   5.4. Rhetorical devices and transitions between paragraphs
   5.5. Relevant information and valid inferences
6. Write an interpretive response to an expository or a literary text that:
   6.1. Extends beyond a summary of literary analysis
   6.2. Addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
   6.3. Identifies and discusses the aesthetic effects of an author’s use of stylistic or rhetorical devices
7. Produce a multimedia presentation with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience

Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues; students are expected to create an argumentative project that includes:

8. a clear thesis or position based on logical reasons supported by precise and relevant evidence
   8.1. Consideration of the whole range of information and views on the topic and accurate and honest representation of these views
   8.2. Counter-arguments based on evidence to anticipate and address objections
   8.3. An organizing structure appropriate to the purpose, audience, and context
   8.4. An analysis of relative value of specific data, facts, and ideas
8.5. Students are expected to write essays that include an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.
Research - English I

Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

1. Formulate a major research question to address the major research topic assigned by the teacher
2. Formulate a plan for engaging in research on a complex, multi-faceted topic

Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

3. Follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry
4. Organize information gathered from multiple sources to create a variety of graphics and forms
5. Paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (MLA)

Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

6. Modify the major research question as necessary to refocus the research plan
7. Evaluate the relevance of information to the topic to determine the reliability, validity, and accuracy of sources by examining their authority and objectivity

Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or oral presentation that:

8. Marshals evidence in support of a clear thesis statement and related claims
9. Provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view
10. Uses a style manual (MLA) to document sources and format written materials
Oral and Written Conventions - English I

Students understand the function and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

1. Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
   1.1. More complex active and passive tenses and verbals (gerunds, infinitives, participles)
   1.2. Reciprocal pronouns
2. Identify and use the subjunctive mood to express wishes, doubts, and possibilities
3. Use a variety of correctly structured sentences (e.g. compound, complex, compound-complex)
4. Use conventions of capitalization
5. Use correct punctuation marks including:
   5.1. Comma placement in nonrestrictive phrases, clauses, and contrasting expressions
   5.2. Quotation marks to indicate sarcasm or irony
   5.3. Dashes to emphasize parenthetical information
6. Spell correctly, including using various resources to determine and check correct spellings
Listening and Speaking - English I

Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.

Students are expected to:
1. Listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker’s ideas for critical reflection and by asking questions related to the content for clarification and elaboration
2. Follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes
3. Evaluate the effectiveness of a speaker’s main idea and supporting ideas

Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:
4. Give presentations using informal language, formal, and technical language effectively to meet the needs of audiences, purpose, and occasion, employing eye contact, speaking rate, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively

Students work productively with others in team. Students will continue to apply earlier standards with greater complexity. Students are expected to:
5. Participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground-rules for decision making