			Hi	storical Events and E	ras		
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.							
Students are expected to adjust fluency when reading aloud grade- level text based on the reading purpose and the nature of the text.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.		The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:							
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	SB: footnote on 105			SB: See footnotes on pages 64, 69, 72, 73, 64, 69, 97			
(B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;	TG: 53						
(D) explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, que sera sera); and			SB: footnotes pp. 30, 45, 56, 65, 68, 76, 95, 97, 105, 109, 112, 136		SB: footnote on page 23		
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	SB: 12 TG: 17, 27, 40, 52	SB: 14 TG: 17, 30, 43, 58	SB: 12 TG: 14, 17, 29, 39, 49	17, 29, 43, 54	SB: 20 TG: 17, 30, 42, 54	SB: 14 TG: 17, 28, 41, 56	SB: 12 TG: 17, 27, 39, 51
(3) Reading/Comprehension of Literary text/Theme and Genre. Students analyze, 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:							
(A) infer the implicit theme of a work of fiction, distinguishing theme from the topic;	TG: 27-27, 46-47, 54, 61	SB: 3-5, 9-13 TG: 6-9, 37	SB: 32, 122 TG: 21, 24-25, 33, 42, 51, 54, 55, 56–57, 67		SB: 3-5, 9-19 TG: 12-14, 19, 25- 26, 48-49, 52-53, 58	TG: 15-16, 18, 19, 23 24, 35, 39-40, 42, 57, 59, 67	TG: 37-38, 43, 55

			Hi	istorical Events and E	ras		
§110.18. English Language Arts and Reading, Grade 6, Beginning with	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
School Year 2009-2010. (C) compare and contrast the historical and cultural settings of two literary works.	All selections take place during the Depression era.		TG: 24, 34, 44, 56	All selections reflect the culture of Black Americans In New York during the Harlem Renaissance.	TG: 25, 38, 48	TG: 23-24, 36-37, 50- 51	TG: 22, 34, 45
(4) Reading/Comprehension of Literary Text/Poetry Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.	TG: 44; 53	TG: 18, 19, 20, 21, 37, 47, 51, 61	TG: 18, 22, 54, 67	TG: 22, 23, 32, 33, 47, 58	TG: 23, 24, 44, 59	TG: 19, 32, 34	TG: 20, 29, 32, 44, 53
(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	TG: 15-16, 19, 21- 22, 23-24, 31, 35- 36, 38-39, 41		Note: There are two fiction selections in the text.				
(A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;	45, 58, 61	TG: 24-26, 47	TG: 42	TG: 20, 36, 45	TG: 32, 43, 44	TG: 22, 31, 61	TG: 19, 33, 43, 55
(B) recognize dialect and conversational voice and explain how authors use dialect to convey character; and	TG: 19, 31	TG: 48		TG: 19, 20	TG: 20, 43, 55	TG: 29	
(C) describe different forms of point-of-view, including first- and third person.	TG: 19, 20, 45	TG: 20, 21, 48	TG: 55	TG: 30, 31	TG: 18, 34, 44		TG: 18, 19
(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.	TG: 18, 19, 21, 22, 29, 30, 32, 33, 34, 41, 43, 45, 65	TG: 22, 23, 32, 33, 34, 35, 36, 37, 44, 45, 46, 49, 50, 59, 60, 62, 63	TG: 19, 20, 21, 23, 29, 31, 32, 33, 40, 41, 42, 50, 51, 52, 53, 63, 64, 65, 66		TG: 18, 19, 21, 31, 33, 35, 36, 46, 47, 57, 58	TG: 20, 21, 30, 33, 35, 43, 44, 45, 46, 47, 48, 49	TG: 18, 21, 28, 30, 31, 40, 41, 42, 52, 54
(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.		TG: 17, 19, 27, 30, 37, 40, 43, 47, 51, 54, 58, 64	TG: 17, 18, 23, 26, 29, 31, 32, 33, 36, 39, 40, 42, 46, 49, 55, 58, 62, 69		TG: 17, 18, 20, 23, 24, 25-26, 27, 30, 32, 34, 39, 42, 43	TG: 17, 18, 19, 22, 25, 28, 52, 37-36, 38, 41, 42, 52, 56, 58, 59, 61, 63	TG: 32, 43, 44, 45, 53, 55

			Hi	istorical Events and	Eras		
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.							
(9) Reading/Comprehension of Informational Text/Culture and	TG: 23, 30, 33, 43, 45	TG: 22, 23, 32, 33, 34, 35, 36, 37, 44, 45, 46, 49, 50, 59, 60, 62, 63	TG: 19, 20, 21, 23, 29, 31, 32, 33, 40, 41, 42, 50, 51, 52, 53, 63, 64, 65, 66		TG: 15-16, 19, 21, 25 26, 28-29, 33, 36, 37 38, 45		TG: 18, 21, 28, 30, 31, 40, 41, 42, 52, 54
(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:							
(A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;	TG: 23, 26-27, 29, 35-36, 41, 45, 46, 50 51		TG: 21, 24-25, 33, 42, 51, 54, 55, 56-57, 67		26, 28-29, 33, 36, 37- 38, 45	48, 57, 62, 76	
(B) explain whether facts included in an argument are used for or against an issue;	TG: 23	TG: 30, 32, 36, 44, 45, 46, 47, 50, 60, 64	TG: 19, 53, 64, 66, 68	TG: 31, 34, 56	TG: 21, 24, 31, 33, 37-38, 55	TG: 18, 20, 29, 42, 43, 46, 47, 57	TG: 30
(C) explain how different organizational patterns (e.g., proposition- and-support, problem-and-solution) develop the main idea and the author's viewpoint; and	TG: 21, 43				TG: 19, 25-26, 35		
(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	TG: 23, 35, 42, 46	TG: 25-26, 38-39, 52 53, 68	·TG: 24, 34, 44, 56	TG: 24, 38, 48, 54	TG: 25, 38, 48	TG: 23, 36, 50	TG: 19, 33, 43, 55
(11) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive Text and provide evidence from text to support their analysis. Students are expected to:							
(A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence; and	TG: 23, 35, 42, 46	TG: 32, 25-26, 38- 39, 41-42, 49, 52-53	TG: 24, 34, 44, 56	TG: 31, 34, 56	TG: 25, 38, 48	TG: 23, 36, 50	
(B) identify simply faulty reasoning used in persuasive texts.		TG: 44			TG: 21, 24, 31, 33, 37-38, 55	TG: 47	
(12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:							
(B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.		SB: 10-11, 12-13 TG: 14	SB: 10-11 TG: 14	SB: 13	SB: 16-19 TG: 14	SB: 11-13	

			Hi	storical Events and E	ras		
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.							
(13) Reading/Media Literacy.							
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:							
(A) explain messages conveyed in various forms of media;	TG: 44, 59-60	TG: 45, 46, 63, 65				TG: 19, 21, 29	TG: 19, 33, 43, 55
(B) recognize how various techniques influence viewers' emotions;	· · ·			TG: 47			
(C) critique persuasive techniques (e.g., testimonials, bandwagon					TG: 21, 24, 31, 33,		
appeal) used in media messages; and					37-38, 55		
(14) Writing/Writing Process.							
Students use elements of the writing process (planning, drafting,							
revising, editing, and publishing) to compose text. Students are							
expected to:							
(A) plan a first draft by selecting a genre appropriate for conveying	TG: 23-24, 35-36, 46-	TG: 25-26, 38-39, 52	TG: 25, 35, 45, 57, 75	TG: 24-25, 38-39, 48	TG: 48-49, 61, 62-	TG: 23-24, 37-38, 50-	TG: 34-35, 45-46
the intended meaning to an audience, determining appropriate	47	53		49	63, 65, 66	51	
topics through a range of strategies (e.g., discussion, background							
reading, personal interests, interviews), and developing a thesis or							
controlling idea;							
(B) develop drafts by choosing an appropriate organizational strategy	TG: 23-24, 35-36, 46-	TG: 25-26, 38-39, 52	TG: 25, 35, 45, 57, 75	TG: 24-25, 38-39, 48	TG: 48-49, 61, 62-	TG: 23-24, 37-38, 50-	TG: 34-35, 45-46
(e.g., sequence of events, cause-effect, compare-contrast) and	47	53		49	63, 65, 66	51	
building on ideas to create a focused, organized, and coherent piece							
of writing;							
(C) revise drafts to clarify meaning, enhance style, include simple and	TG: 63	TG: 25-26, 38-39, 52	TG: 75	TG: 24-25, 38-39, 48	TG: 66	TG: 23-24, 37-38, 50-	TG: 61
compound sentences, and improve transitions by adding, deleting,		53		49		51	
combining, and rearranging sentences or larger units of text after							
rethinking how well questions of purpose, audience, and genre have							
been addressed;							
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 63	TG: 70	TG: 75	TG: 64	TG: 66	TG: 69	TG: 61
(E) revise final draft in response to feedback from peers and teacher	TG: 63	TG: 70	TG: 75	TG: 64	TG: 66	TG: 69	
and publish written work for appropriate audiences.							
(15) Writing/Literary Texts.							TG: 58
Students write literary texts to express their ideas and feelings about							
real or imagined people, events, and ideas. Students are expected to:							
(A) write imaginative stories that include:	TG: 43	TG: 34	TG: 21, 23, 30, 34-35,	TG: 16, 18, 30, 61	TG: 18, 19, 21, 33,		
			42, 44-45, 71-72		38-39, 58		
(i) a clearly defined focus, plot, and point of view;					TG: 38-39		
(ii) a specific, believable setting created through the use of sensory details; and					TG: 38-39		
(iii) dialogue that develops the story; and		<u> </u>			TG: 38-39	1	
(B) write poems using:		<u> </u>	TG: 22, 67	48-49	TG: 22, 23, 44, 47,	23-24	TG: 44
					57		

			Hi	istorical Events and	Eras		
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.18. English Language Arts and Reading, Grade 6, Beginning with	1						
School Year 2009-2010.							
(i) poetic techniques (e.g., alliteration, onomatopoeia);				48-49		23-24	
(ii) figurative language (e.g., similes, metaphors); and				48-49		23-24	
(16) Writing.	TG: 43	TG: 60, 62	TG: 19, 23, 42, 63		TG: 43		
Students writing about their own experiences. Students are expected							
to writing a personal narrative that has a clearly defined focus and							
communicates the importance of or reasons for actions and/or							
consequences.							
(17) Writing/Expository and Procedural Texts.			SB: 32				
Students writing expository and procedural or work-related texts to			TG: 15-16, 24-24, 59-				
communicate ideas and information to specific audiences for specific			61, 70, 71-72				
purposes. Students are expected to:							
(A) create multi-paragraph essays to convey information about a	TG: 23-24, 35-36,	TG: 25-26, 38-39, 52		TG: 38-39	TG: 21, 25-26, 48-	TG: 23-24, 37-38, 50-	
topic that:	46–47	53			49, 55, 61, 62-63	51	
(i) present effective introductions and concluding paragraphs;	TG: 23-24, 35-36,	TG: 25-26, 38-39, 52		TG: 38-39	TG: 21, 25-26, 48-	TG: 23-24, 37-38, 50-	
	46–47	53			49, 55, 61, 62-63	51	
(ii) guide and inform the reader's understanding of key ideas and	TG: 23-24, 35-36,	TG: 25-26, 38-39, 52		TG: 38-39	TG: 21, 25-26, 48-	TG: 23-24, 37-38, 50-	
evidence;	46–47	53			49, 55, 61, 62-63	51	
(iii) include specific facts, details, and examples in an appropriately	TG: 23-24, 35-36,	TG: 25-26, 38-39, 52	-	TG: 38-39	TG: 21, 25-26, 48-	TG: 23-24, 37-38, 50-	
organized structure; and	46–47	53			49, 55, 61, 62-63	51	
(iv) use a variety of sentence structures and transitions to link		TG: 25-26, 38-39, 52	-	TG: 64		TG: 23-24, 37-38, 50-	
paragraphs;		53				51	
(B) writing informal letters that convey ideas, include important						TG: 50-51	TG: 41
information, demonstrate a sense of closure, and use appropriate							
conventions (e.g., date, salutation, closing);							
(C) writing responses to literary or expository texts and provide	TG: 58				TG: 21, 55, 61, 62		
evidence from the Text to demonstrate understanding; and							
(D) produce a multimedia presentation involving text and graphics	TG: 60	TG: 67	TG: 72	TG: 61	TG: 63	TG: 66	TG: 58
using available technology.							
(18) Writing/Persuasive Texts.	TG: 56	TG: 38, 68, 69	TG: 51, 70, 73-74, 75		TG: 33, 65	TG: 23-24, 37-38, 50-	
Students writing persuasive texts to influence the attitudes or actions						51	
of a specific audience on specific issues. Students are expected to							
writing persuasive essays for appropriate audiences that establish a							
position and include sound reasoning, detailed and relevant							
evidence, and consideration of alternatives.							
(22) Research/Research Plan.	TG: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 61-62	TG: 64-65	TG: 41, 57, 58
Students ask open-ended research questions and develop a plan for							
answering them. Students are expected to:							
(23) Research/Gathering Sources.	TG: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 61-62	TG: 64-65	TG: 41, 57, 58
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:							

			Hi	istorical Events and I	Eras		
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.18. English Language Arts and Reading, Grade 6, Beginning with							
School Year 2009-2010.							
(C) record data, utilizing available technology (e.g., word processors)			TG: 70				
in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written							
notes;							
(24) Research/Synthesizing Information.	TG: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 61-62	TG: 64-65	TG: 41, 57, 58
Students clarify research questions and evaluate and synthesize	10.50 55	10.05.00	10.70	10.0102	10.0102		10.41,57,50
collected information. Students are expected to:							
(25) Research/Organizing and Presenting Ideas.	TG: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 61-62	TG: 64-65	TG: 41, 57, 58
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 an oral							
presentation that:							
(B) develops a topic sentence, summarizes findings, and uses			TG: 70				
evidence to support conclusions;							
(26) Listening and Speaking/Listening.	TG: 21, 22, 34, 41,		TG: 70		TG: 25, 32, 36, 37,		
	44, 45, 56, 59–60,				46, 47, 48, 56, 57,		
in formal and informal settings. Students will continue to apply earlier	61				58, 61, 62-63, 64		
standards with greater complexity. Students are expected to:							
(A) listen to and interpret a speaker's messages (both verbal and						TG: 43, 45, 46, 47,	
nonverbal) and ask questions to clarify the speaker's purpose and						64, 65-66, 67	
perspective;							
(27) Listening and Speaking/Speaking.	TG: 59	TG: 40, 70-72	TG: 71	TG: 61	TG: 62	TG: 43, 45, 46, 47,	
Students speak clearly and to the point, using the conventions of						64, 65-66, 67	
language. Students will continue to apply earlier standards with							
greater complexity. Students are expected to give an organized							
presentation with a specific point of view, employing eye contact,							
speaking rate, volume, enunciation, natural gestures, and							
conventions of language to communicate ideas effectively.							
(28) Listening and Speaking/Teamwork.	TG: 21, 22, 34, 41,	TG: 22, 44, 63	TG: 24-25, 31, 33, 40,		TG: 25, 32, 36, 37,	TG: 43, 45, 46, 47,	TG: 28, 31, 42
	44, 45, 56, 59–60,		52, 65, 70, 71-72, 73	44, 46, 56, 58	46, 47, 48, 56, 57,	64, 65-66, 67	
continue to apply earlier standards with greater complexity. Students	61				58, 61, 62-63, 64		
are expected to participate in student-led discussions by eliciting and							
considering suggestions from other group members and by							
identifying points of agreement and disagreement.							

	Historical Events and Eras								
			From There		A House	Times of	Wide Open		
	Dark Days:	Free At Last:	to Here:		Divided:	Change:	Spaces:		
	America's Great	The Struggle for	The Immigrant	Harlem	America's	Vietnam	American		
	Depression	Civil Rights	Experience	Renaissance	Civil War	and the 70s	Frontiers		
§110.19. English Language Arts and Reading, Grade 7, Beginning with									
School Year 2009-2010.									
(1) Reading/Fluency. Students read grade-level text with fluency and	The short fiction	The short fiction	The short fiction	The short fiction	The short fiction	The short fiction	The short fiction		
comprehension. Students are expected to adjust fluency when reading aloud	and nonfiction	and nonfiction	and nonfiction	and nonfiction	and nonfiction	and nonfiction	and nonfiction		
grade-level text based on the reading purpose and the nature of the text.	selections in the	selections in the	selections in the	selections in the	selections in the	selections in the	selections in the		
	student edition	student edition	student edition	student edition	student edition	student edition	student edition		
	allow for ample	allow for ample	allow for ample	allow for ample	allow for ample	allow for ample	allow for ample		
	read aloud	read aloud	read aloud	read aloud	read aloud	read aloud	read aloud		
	opportunities.	opportunities.	opportunities.	opportunities.	opportunities.	opportunities.	opportunities.		
(2) Reading/Vocabulary Development. Students understand new vocabulary									
and use it when reading and writing. Students are expected to:									
(A) determine the meaning of grade-level academic English words derived	SB: footnote on		SB: footnotes on	SB: footnotes on					
from Latin, Greek, or other linguistic roots and affixes;	105		pages 43, 45, 47	pages 64, 69, 72,					
				73, 64, 69, 97					
(B) use context (within a sentence and in larger sections of text) to	TG: 53								
determine or clarify the meaning of unfamiliar or ambiguous words;									
(D) identify the meaning of foreign words commonly used in written English			SB: footnotes		SB: footnote on				
with emphasis on Latin and Greek words (e.g., <i>habeus corpus, e pluribus</i>			pages 30, 45, 56,		page 23				
unum, bona fide, nemesis); and			65, 68, 76, 95,		page 23				
			97, 105, 109,						
			112, 136						
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to	SB: 12	SB: 14	SB: 12	17, 29, 43, 54	SB: 20	SB: 14	SB: 12		
determine the meanings, syllabication, pronunciations, alternate word	TG: 17, 27, 40,	TG: 17, 30, 43,	TG: 14, 17, 29,	±,, 23, 43, 34	TG: 17, 30, 42,	TG: 17, 28, 41,	TG: 17, 27, 39,		
choices, and parts of speech of words.	52	58	39, 49		54	56	51		
		50	55, 75			50	51		
(3) Reading/Comprehension of Literary Text/Theme and Genre. Students									
analyze, 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:									

	Historical Events and Eras								
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers		
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.									
(A) describe multiple themes in a work of fiction;		SB: 3-5, 9-13 TG: 6-9, 37	SB: 32, 122 TG: 21, 24-25, 33, 42, 51, 54, 55, 56–57, 67	SB: 4-14 TG: 12 All selections in the text reflect the theme of the effect of the Harlem Renaissance on black culture and black awareness.	26, 48-49, 52-53, 58	TG: 15-16, 18, 19, 23-24, 35, 39- 40, 42, 57, 59, 67			
(C) analyze how place and time influence the theme or message of a literary work.	era.	nonfiction reflect the struggle for	All selections reflect the influence of Immigration to the United States since the 1600s.	All selections reflect the culture of Black Americans In New York during the Harlem Renaissance.	TG: 25, 38, 48	TG: 23-24, 36- 37, 50-51	TG: 18, 21, 30, 41, 42		
(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.		TG: 18, 19, 20, 21, 37, 47, 51, 61		TG: 22, 23, 32, 33, 47, 58	TG: 23, 24, 44, 59		TG: 20, 29, 32, 44, 53		
(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	TG: 15-16, 19, 21 22, 23-24, 31, 35- 36, 38-39, 41		Note: There are two fiction selections in the text.						

			Hist	orical Events and	Eras		
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(A) explain the influence of the setting on plot development;		All fiction selections reflect the struggle for civil right in America from the 1920s through the 1960s in the United States.	TG: 42	TG: 20, 36, 45	TG: 20, 32, 43	TG: 22, 31, 61	TG: 19, 33, 43, 55
(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and	TG: 19, 31	TG: 24-26, 47		TG: 20, 36, 45	TG: 20, 32, 43	TG: 22, 31, 61	TG: 19, 33, 43, 55
(C) analyze different forms of point of view, including first-person, third- person omniscient, and third-person limited.	TG: 19, 20, 45	TG: 20, 21, 48	TG: 55	TG: 30, 31	TG: 18, 34, 44		TG: 18, 19
(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.	33, 34, 41, 43, 45, 65	TG: 22, 23, 32, 33, 34, 35, 36, 37, 44, 45, 46, 49, 50, 59, 60, 62, 63	TG: 19, 20, 21, 23, 29, 31, 32, 33, 40, 41, 42, 50, 51, 52, 53, 63, 64, 65, 66	TG: 18, 19, 21, 30, 31, 34, 35, 44, 46, 55, 56, 57	TG: 18, 19, 21, 31, 33, 35, 36, 46, 47, 57, 58	TG: 20, 21, 30, 33, 35, 43, 44, 45, 46, 47, 48, 49	TG: 18, 21, 28, 30, 31, 40, 41, 42, 52, 54
(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.		TG: 17, 19, 27, 30, 37, 40, 43, 47, 51, 54, 58, 64			TG: 17, 18, 20, 23, 24, 25–26, 27, 30, 32, 34, 39, 42, 43	TG: 17, 18, 19; 22, 25, 28, 52, 37 36, 38, 41, 42, 52, 56, 58, 59, 61, 63	TG: 32, 43, 44, 45, 53, 55
(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text.		TG: 22, 23, 32, 33, 34, 35, 36, 37, 44, 45, 46, 49, 50, 59, 60, 62, 63	TG: 19, 20, 21, 23, 29, 31, 32, 33, 40, 41, 42, 50, 51, 52, 53, 63, 64, 65, 66		TG: 15-16, 19, 21, 25-26, 28-29, 33, 36, 37-38, 45	TG: 20, 21, 30, 33, 35, 43, 44, 45, 46, 47, 48, 49	TG: 18, 21, 28, 30, 31, 40, 41, 42, 52, 54

			His	torical Events and	l Eras		
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.19. English Language Arts and Reading, Grade 7, Beginning with							
School Year 2009-2010. (10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:							
(A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;	TG: 23, 26-27, 29, 35-36, 41, 45, 46, 50-51		TG: 19, 24, 30, 44			TG: 15-16, 20, 21, 23-24, 35, 39- 40, 47, 48, 57, 62, 76	
(B) distinguish factual claims from commonplace assertions and opinions;	TG: 23	TG: 44, 52-53, 63	TG: 19, 53, 64, 66, 68	TG: 31, 34, 56	TG: 21, 24, 31, 33, 37-38, 55	TG: 18, 20, 29, 42, 43, 46, 47, 57	TG: 30
(C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and	TG: 21, 43						
(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.	TG: 23, 35, 42, 46	TG: 25-26, 38- 39, 52-53, 68	TG: 24, 43, 44, 56	TG: 24, 38, 48, 54	TG: 25, 38, 48	TG: 23, 36, 50	TG: 19, 33, 43
(11) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:							
(A) analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument; and	TG: 23, 35, 42, 46	TG: 44, 45, 46, 50, 52-53, 63	TG: 68		TG: 35, 47	TG: 47, 59	
(B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.		TG: 52-53			TG: 21, 24, 31, 33, 37-38, 55	TG: 47	
(12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:							
(B) explain the function of the graphical components of a text.		SB: 10-11, 12-13 TG: 14	SB: 10-11 TG: 14	SB: 13	SB: 16-19 TG: 14	SB: 11-13	

			Hist	orical Events and	l Eras		
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(13) Reading/Media Literacy. 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:							
(A) interpret both explicit and implicit messages in various forms of media;	TG: 44, 59-60	TG: 45, 46, 63, 65	SB: 9-12	TG: 47		TG: 19; 21; 29	
(C) evaluate various ways media influences and informs audiences; and		TG: 45, 46, 63, 65					TG: 43
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:							
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TG: 23-24, 35- 36, 46-47	TG: 25-25, 38- 39, 52-53	TG: 25, 35, 45, 57, 75	TG: 24-25, 38- 39, 48-49	TG: 48–49, 61, 62-63, 65, 66	TG: 23-24, 37- 38, 50-51	TG: 34-35, 45-46
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	TG: 23-24, 35- 36, 46-47	TG: 25-25, 38- 39, 52-53	TG: 25, 35, 45, 57, 75		TG: 48–49, 61, 62-63, 65, 66	TG: 23-24, 37- 38, 50-51	TG: 34-35, 45-46
(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;	TG: 63	TG: 25-25, 38- 39, 52-53	TG: 75	TG: 24-25, 38- 39, 48-49	TG: 66	TG: 23-24, 37- 38, 50-51	TG: 61
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 63	TG: 70	TG: 75	TG: 64	TG: 66	TG: 69	TG: 61
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 63	TG: 70	TG: 75	TG: 64	TG: 66	TG: 69	TG: 61
(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:							TG: 58
(A) write an imaginative story that:	TG: 43	TG: 34	TG: 21, 23, 30, 34-35, 42, 44-45, 71-72	TG: 16, 18, 30, 61	TG: 18, 19, 21, 33, 38-39, 58		
(i) sustains reader interest;					TG: 38-39		
(ii) includes well-paced action and an engaging story line;(iii) creates a specific, believable setting through the use of sensory details;					TG: 38-39 TG: 38-39		
(iv) develops interesting characters; and					TG: 38-39		

	Historical Events and Eras									
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers			
§110.19. English Language Arts and Reading, Grade 7, Beginning with										
School Year 2009-2010.										
(v) uses a range of literary strategies and devices to enhance the style and					TG: 38-39					
tone; and										
(B) write a poem using:			TG: 22, 67	48-49	TG: 22, 23, 44, 47, 57	TG: 23-24	TG: 44			
(i) poetic techniques (e.g., rhyme scheme, meter);				48-49		TG: 23-24				
(ii) figurative language (e.g., personification, idioms, hyperbole); and	TG: 43			48-49		TG: 23-24				
(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.	TG: 23-24, 35- 36, 46–47	TG: 60, 62	TG: 19, 23, 42, 63		TG: 43					
(17) Writing/Expository and Procedural Texts. Students write expository and	TG: 23-24, 35-		SB: 32				TG: 22-23, 28, 34			
procedural or work-related texts to communicate ideas and information to	36, 46–47		TG: 15-16, 24-				35, 45-46, 59, 60			
specific audiences for specific purposes. Students are expected to:			24, 59-61, 70, 71- 72				55, 15 10, 55, 00			
(A) write a multi-paragraph essay to convey information about a topic that:	TG: 23-24, 35- 36, 46–47	TG: 25, 38-39, 52 53		TG: 38-39	TG: 21, 25-26, 48 49, 55, 61, 62-63					
(i) presents effective introductions and concluding paragraphs;	TG: 23-24, 35- 36, 46–47	TG: 25, 38-39, 52 53		TG: 38-39	TG: 21, 25-26, 48 49, 55, 61, 62-63					
(ii) contains a clearly stated purpose or controlling idea;		TG: 25, 38-39, 52 53		TG: 38-39	TG: 21, 25-26, 48 49, 55, 61, 62-63					
(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;		TG: 25, 38-39, 52 53		TG: 38-39	TG: 21, 25-26, 48 49, 55, 61, 62-63					
(iv) accurately synthesizes ideas from several sources; and	TG: 58	TG: 25, 38-39, 52 53		TG: 64		TG: 23-24, 37- 38, 50-51				
(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;	TG: 60					TG: 23-24, 37- 38, 50-51				
(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;	TG: 56				TG: 37-38	TG: 50-51	TG: 41			
(C) write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; and	TG: 58- 59				TG: 21; 55; 61; 62					
(D) produce a multimedia presentation involving text and graphics using available technology.		TG: 67	TG: 72	TG: 61	TG: 63	TG: 66	TG: 58			

			Hist	orical Events and	l Eras		
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:	TG: 58- 59	TG: 38, 68, 69	TG: 51, 70, 73- 74, 75				
(A) establishes a clear thesis or position;					TG: 25, 38, 48	TG: 23-24, 37- 38, 50-51	
 (B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and (C) includes evidence that is logically organized to support the author's 					TG: 25, 38, 48 TG: 25, 38, 48	TG: 23-24, 37- 38, 50-51 TG: 23-24, 37-	
viewpoint and that differentiates between fact and opinion.						38, 50-51	
(22) Research/Research Plan. Students ask open- ended research questions and develop a plan for answering them. Students are expected to:		TG: 65-66	TG: 70	TG: 61-62	TG: 33, 65	TG: 64-65	TG: 41, 57, 58
(23) Research/Gathering Sources. 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:	TG: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 33, 65	TG: 64-65	TG: 41, 57, 58
(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and	TG: 58- 59						
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:		TG: 65-66	TG: 70	TG: 61-62	TG: 33; 65	TG: 64-65	TG: 41; 57; 58
(25) Research/Organizing and Presenting Ideas. 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 an oral presentation that:	TG: 21, 22, 34, 41, 44, 45, 56, 59–60, 61	TG: 65-66	TG: 70	TG: 61-62	TG: 33; 65	TG: 64-65	TG: 41; 57; 58
(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.	TG: 59						
(26) Listening and Speaking/Listening. Students will 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:	TG: 21, 22, 34, 41, 44, 45, 56, 59–60, 61		TG: 19; 22; 40; 65; 68; 70; 71-72				
(A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;					TG: 25; 32; 36; 37; 46; 47; 48; 56; 57; 58; 61; 62-63; 64	TG: 43; 45; 46; 47; 64; 65-66; 67	

	Historical Events and Eras									
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers			
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.										
(27) Listening and Speaking/Speaking. 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 present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.		TG: 40; 70-72	TG: 71	TG:61	TG: 62	TG: 43; 45; 46; 47; 64; 65-66; 67				
(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.		TG: 22; 44; 63	TG: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 20; 22; 31; 35; 44; 46; 56; 58	TG: 25; 32; 36; 37; 46; 47; 48; 56; 57; 58; 61; 62-63; 64	TG: 43; 45; 46; 47; 64; 65-66; 67	TG: 28; 31; 42			

				Historical Ev	ents and Eras			
			From There		A House	Times of		Wide Open
	Dark Days:	Free At Last: The	to Here:		Divided:	Change:		Spaces:
	America's Great	Struggle for Civil	The Immigrant	Harlem	America's	Vietnam	Voices of the	American
	Depression	Rights	Experience	Renaissance	Civil War	and the 70s	Holocaust	Frontiers
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010								
(1) Reading/Fluency. Students read grade-level text with fluency and	The short fiction	The short fiction	The short fiction	The short fiction	The short fiction	The short fiction	The short fiction	The short fiction
comprehension. Students are expected to adjust fluency when reading aloud	and nonfiction	and nonfiction	and nonfiction	and nonfiction	and nonfiction	and nonfiction	and nonfiction	and nonfiction
grade-level text based on the reading purpose and the nature of the text.	selections in the	selections in the	selections in the	selections in the	selections in the	selections in the	selections in the	selections in the
	student edition	student edition	student edition	student edition	student edition	student edition	student edition	student edition
	allow for ample	allow for ample	allow for ample	allow for ample	allow for ample	allow for ample	allow for ample	allow for ample
	read aloud	read aloud	read aloud	read aloud	read aloud	read aloud	read aloud	read aloud
	opportunities.	opportunities.	opportunities.	opportunities.	opportunities.	opportunities.	opportunities.	opportunities.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:								
(A) determine the meaning of grade-level academic English words derived	SB: footnote on			SB: See			SB :footnotes on	
from Latin, Greek, or other linguistic roots and affixes;	105			footnotes on			pages 51; 102	
from Latin, Greek, or other iniguistic roots and anixes,	105			pages 64; 69; 72,			pages 51, 102	
				73; 64; 69; 97;				
				, , , , , , , , , , , ,				
(B) use context (within a sentence and in larger sections of text) to determine	TG: 53							
or clarify the meaning of unfamiliar or ambiguous words or words with novel								
meanings;								
(D) identify common words or word parts from other languages that are used	1		SB: footnotes pp.	SB: See	SB: footnote on		SB: footnotes on	
in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna);			30; 45; 56; 65;	footnotes on	page 23		pages 34; 48; 86;	
and			68; 76; 95;	pages 10; 21;	puBc 20		109; 121; 122;	
			97;105; 109;	130;			129; 134; 139;	
			112; 136	150,			141	
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to	SB: 18	SB: 14	SB: 12	TG: 17; 29; 43;	SB: 20	SB: 14	SB:14	SB: p. 12
determine the meanings, syllabication, pronunciations, alternate word	TG: 17, 27; 40;	TG: 17; 30; 43;	TG: 14; 17; 29;	54	TG: 17; 30; 42;	TG: 17; 28; 41;	TG: 14; 37; 47;	TG: 17; 27; 39;
choices, and parts of speech of words.	52	58	39; 49		54	56	57	51
(3) Comprehension of Literary Text/Theme and Genre. Students analyze,								
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:								
(A) analyze literary works that share similar themes across cultures;	TG: 27-27; 46-	TG: 25-26; 38-	TG: 24; 34; 44;		TG: 25; 38; 48	TG: 23-24; 36-	TG: 22-23; 32-	
	47; 54; 61	39; 52-53	56			37; 50-51;	33; 42-43; 53-54;	
							67	

				Historical Ev	ents and Eras			
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights		Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010								
(C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.	All fiction selections reflect the struggles of the Great Depression.	All selections, both fiction and nonfiction reflect the struggle for civil right in America from the 1920s through the 1960s in the United States.	Immigration to the United States	All selections reflect the culture of Black Americans In New York during the Harlem Renaissance.	TG: 25; 38; 48	TG: 23-24; 36- 37; 50-51	TG: 22-23; 32- 33; 42-43; 53-54; 67	TG: 18; 21; 30; 41; 42
(4) Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).	TG: 44; 53	TG: 18; 19; 20; 21; 37; 47; 51; 61;	TG: 18; 22; 54; 67	TG: 22; 23; 32, 33, 47; 58	TG: 23; 24; 44; 59	TG: 19; 32; 34	TG: 17; 18; 20; 29; 30; 38; 51; 62	TG: 20; 29; 32; 44; 53
(6) Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:			Note: There are two fiction selections in the text.					
(A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;	TG: 27; 46-47; 54; 61		TG: 42; 55	TG: 20; 36; 45	TG: 20; 32; 43	TG: 22; 31; 61	TG: 28	TG: 19; 33; 43; 55
(B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and	TG: 27-27; 46- 47; 54; 61	TG: 24; 48	TG: 42; 55	TG: 20; 36; 45	TG: 20; 32; 43	TG: 22; 31; 61	TG: 15; 28; 49; 52	TG: 19; 33; 43; 55
(C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective.	TG: 19; 20; 45	TG: 20; 21; 48	TG: 55	TG; 30; 31	TG: 18; 34; 44		TG: 28; 51	
(7) Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze passages in well- known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.	22; 29; 30; 32; 33; 34; 41; 43; 45; 65	TG: 22; 23; 32; 33; 34; 35; 36; 37; 44; 45; 46; 49; 50; 59; 60; 62; 63	TG: 19; 20; 21; 23; 29; 31; 32; 33; 40; 41; 42; 50; 51 52; 53; 63; 64; 65; 66	TG: 18; 19; 21; 30; 31; 34; 35;44; 46; 55; 56; 57	TG; 18; 19; 21; 31; 33; 35, 36; 46; 47; 57; 58	TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49	TG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59; 60; 61	TG: 18; 21; 28; 30; 31; 40; 41; 42; 52; 54
(8) Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the effect of similes and extended metaphors in literary text.	TG: 18; 19; 20; 31; 53; 54; 55	TG: 17, 19; 27; 30; 37; 40; 43; 47; 51; 54; 58; 64	TG: 17; 18; 23; 26; 29; 31; 32; 33; 36; 39; 40; 42;46;49; 55; 58; 62; 69	TG: 23; 24; 32; 37; 47; 58	TG: 17; 18; 20; 23; 24; 25–26; 27; 30; 32; 34; 39; 42; 43	TG: 17, 18, 19; 22; 25; 28; 52; 37-36; 38; 41; 42 52; 56; 58; 59; 61; 63	TG: 17; 29; 52; 58; 61; 61	TG: 32; 43; 44; 45; 53; 55

				Historical Ev	vents and Eras			
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010								
(9) Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes.	TG: 23; 30; 33; 43; 45		TG: 19; 20; 21; 23; 29; 31; 32; 33; 40; 41; 42; 50; 51 52; 53; 63; 64; 65; 66	TG: 18; 19; 21; 30; 31; 34; 35;44; 46; 55; 56; 57	TG; 15-16; 19; 21; 25-26; 28-29; 33; 36; 37-38; 45		TG: 22-23; 32- 33; 42-43; 53-54; 67	TG: 18; 21; 28; 30; 31; 40; 41; 42; 52; 54
(10) Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:								
(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;	TG: 23; 26-27; 29; 35-36; 41; 45; 46; 50-51	TG: 25, 32, 41, 53, 56, 63	TG: 19; 24; 30; 44	TG: 24; 38; 48	TG: 32; 43; 44	TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49	TG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59; 60	
(B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;	TG: 23	TG: 44; 52-53; 63	TG: 19; 53; 64; 66; 68		TG: 21; 24; 31; 33; 37-38; 55	TG: 18; 20; 29; 42; 43; 46; 47; 57		TG: 30
(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence.	TG: 23; 35; 42; 46	TG: 25-26; 38- 39; 52-53; 68	TG: 19; 24; 30; 44	TG: 24; 38; 48	TG: 25; 38; 48	TG: 23; 36; 50	TG: 22-23; 32- 33; 42-43; 53-54; 67	TG: 19; 33; 43
(11) Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:								
(A) compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents; and	TG: 29; 34	TG: 52-53			TG: 25; 38; 48	TG: 23; 36; 50	TG: 40; 42; 48; 53; 58; 59; 61	
(B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.		TG: 52-53			TG: 21; 24; 31; 33; 37-38; 55	TG: 18; 20; 29; 42; 43; 46; 47; 57		
(12) Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:								
(B) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.		SB: 10-11; 12-13 TG: 14	SB: 10-11 TG: 14	SB: 13	SB:16-19 TG: 14	SB: 11-13	SB: 10-13 TG: 11	
(13) Reading/Media Literacy. 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:								

				Historical Ev	vents and Eras			
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights		Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.20. English Language Arts and Reading, Grade 8, Beginning with								
School Year 2009-2010								
(A) evaluate the role of media in focusing attention on events and informing	TG: 44; 59-60	TG: 45; 46; 63;						
opinion on issues;		65						
(C) evaluate various techniques used to create a point of view in media and		TG: 45; 46; 63;		TG: 47		TG: 19; 21; 29	TG: 31; 62	
the impact on audience; and		65						
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:								
(A) plan a first draft by selecting a genre appropriate for conveying the	TG: 23-24; 35-	TG: 25-25; 38-	TG: 25; 35; 45;	TG: 24-25; 38-	TG: 48–49; 61,	TG: 23-24; 37-	TG: 22-23; 32-	TG: 34-35; 45-46
intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	36; 46-47;	39; 52-53	57; 75	39; 48-49	62-63; 65; 66	38; 50-51	3342-43; 53-54; 67-68	
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	TG: 23-24; 35- 36; 46-47	TG: 25-25; 38- 39; 52-53	TG: 25; 35; 45; 57; 75		TG: 48–49; 61, 62-63; 65; 66	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 33; 42-43; 53-54; 67-68	TG: 34-35; 45-46
(C) revise drafts to ensure precise word choice and vivid images; consistent	TG: 63	TG: 25-25; 38-	TG: 75	TG: 24-25; 38-	TG: 66	TG: 23-24; 37-	TG: 69	TG: 61
point of view; use of simple, compound, and complex sentences; internal and		39; 52-53		39; 48-49		38; 50-51		
external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;								
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 63	TG: 70	TG: 75	TG: 64	TG: 66	TG: 69	TG: 69	TG: 61
(E) revise final draft in response to feedback from peers and teacher and	TG: 63	TG: 70	TG: 75	TG: 64	TG: 66	TG: 69	TG: 69	TG: 61
publish written work for appropriate audiences.								
(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are								
expected to:								
(A) write an imaginative story that:	TG: 58	TG: 34	TG: 21; 23; 30; 34-35; 42; 44-45; 71-72	TG: 16; 18; 30; 61	TG: 18; 19; 21; 33; 38-39; 58		TG: 30; 48	TG: 58
(i) sustains reader interest;					TG: 38-39			
(ii) includes well-paced action and an engaging story line;					TG: 38-39			
(iii) creates a specific, believable setting through the use of sensory details;					TG: 38-39			
(iv) develops interesting characters; and					TG: 38-39			
(v) uses a range of literary strategies and devices to enhance the style and tone; and					TG: 38-39			
(B) write a poem using:			TG: 22; 67	TG: 48-49	TG: 22; 23; 44; 47; 57	23-24	TG: 51	TG: 44
(i) poetic techniques (e.g., rhyme scheme, meter);				TG: 48-49	.,,,,,	23-24		
(ii) figurative language (e.g., personification, idioms, hyperbole); and				TG: 48-49		23-24		

				Historical Ev	vents and Eras			
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights		Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010								
(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.	TG: 43	TG: 60; 62	TG: 19; 23; 42; 63		TG: 43			
(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:			SB: 32 TG:15-16; 24-24; 59-61; 70; 71-72					TG: 22-23; 28; 34- 35; 45-46; 59 60
(A) write a multi-paragraph essay to convey information about a topic that:	TG: 23-24; 35- 36; 46-47	TG: 25-25; 38- 39; 52-53		TG: 38-39	TG: 21; 25-26; 48 49; 55; 61; 62-63		TG: 22-23; 32- 33; 42-43; 53-54; 67-68	
(i) presents effective introductions and concluding paragraphs;	TG: 23-24; 35- 36; 46-47	TG: 25-25; 38- 39; 52-53		TG: 38-39	TG: 21; 25-26; 48- 49; 55; 61; 62-63		TG: 22-23; 32- 33; 41; 42-43; 53- 54; 67-68	
(ii) contains a clearly stated purpose or controlling idea;	TG: 23-24; 35- 36; 46-47	TG: 25-25; 38- 39; 52-53		TG: 38-39	TG: 21; 25-26; 48 49; 55; 61; 62-63		TG: 22-23; 32- 33; 41; 42-43; 53- 54; 67-68	
(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;	TG: 23-24; 35- 36; 46-47	TG: 25-25; 38- 39; 52-53		TG: 38-39	TG: 21; 25-26; 48- 49; 55; 61; 62-63		TG: 22-23; 32- 33; 41; 42-43; 53- 54; 67-68	
(iv) accurately synthesizes ideas from several sources; and	TG: 23-24; 35- 36; 46-47	TG: 25-25; 38- 39; 52-53		TG: 64		TG: 23-24; 37- 38; 50-51		
(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;	TG: 23-24; 35- 36; 46-47					TG: 23-24; 37- 38; 50-51		
(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;						TG: 50-51		TG: 41
(C) write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and	TG: 23; 42; 51; 52; 66; 67				TG: 21; 55; 61; 62			
(D) produce a multimedia presentation involving text, graphics, images, and sound using available technology.	TG: 72	TG: 67	TG: 72	TG: 61	TG: 63	TG: 66		TG: 58
(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:	TG: 58-59	TG: 65-66	TG: 51; 70; 73- 74; 75					
(A) establishes a clear thesis or position;					TG: 25; 38; 48	TG: 23-24; 37- 38; 50-51	TG: 20; 53-54	
(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and					TG: 25; 38; 48	TG: 23-24; 37- 38; 50-51	TG: 53-54	
(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.					TG: 25; 38; 48	TG: 23-24; 37- 38; 50-51	TG: 53-54	

				Historical Ev	vents and Eras			
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights		Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010								
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 33; 65	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(23) Research/Gathering Sources. 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:	TG: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 33; 65	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 33; 65	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(25) Research/Organizing and Presenting Ideas. 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 an oral presentation that:	TG: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 33; 65	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(26) Listening and Speaking/Listening. Students will 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:	TG: 19; 22; 40; 65; 68; 70; 71-72		TG: 19; 22; 40; 65; 68; 70; 71-72				TG: 16; 20; 31; 38; 58; 60; 62; 65	
(A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;	TG: 21, 22, 34, 41, 44, 45, 56, 59 60, 61				TG: 25; 32; 36; 37; 46; 47; 48; 56; 57; 58; 61; 62-63; 64	TG: 43; 45; 46; 47; 64; 65-66; 67		
(27) Listening and Speaking/Speaking. 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 advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.	TG: 59	TG: 40; 63; 70-72	TG: 71	TG:61	TG: 62	TG: 43; 45; 46; 47; 64; 65-66; 67		
(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.	TG: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73			TG: 20; 22; 31; 35; 44; 46; 56; 58	TG: 25; 32; 36; 37; 46; 47; 48; 56; 57; 58; 61; 62-63; 64	TG: 43; 45; 46; 47; 64; 65-66; 67	TG: 15; 40; 65	TG: 28; 31; 42

	Historical Events	1					
	Dark Days	Free At Last: The Struggle for Civil Rights		Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:							
(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	SE: footnote on 105			SB: See footnotes on pages 64; 69; 72, 73; 64; 69; 97;		SB: See: footnotes on pages 51; 102	
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	TG: 53						
(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., <i>caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo</i>); and				SB: See footnotes on pages 10; 21; 130;		SB: See footnotes on pages 34; 48; 86; 109; 121; 122; 129; 134; 139; 141	
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	SE: 18 TG: 17, 27; 40; 52	SE: 14 TG: 17; 30; 43; 58	SB: 12 TG: 14; 17; 29; 39; 49	17; 29; 43; 54	SB: 14 TG: 17; 28; 41; 56	SE: 14 TG: 14; 37; 47; 57	SE: 12 TG: 15-16, 17, 25, 28, 35, 38, 47, 51, 57
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, 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:							
(A) analyze how the genre of texts with similar themes shapes meaning;	All selections (genres) reflect the theme of coping with the Great Depression	TG: 25; 38; 52	TG: 24; 34; 44; 56	TG: 24; 38; 48	TG: 23; 36; 50	TG: 22-23; 32- 33; 42-43; 53-54; 67	TG: 36-37; 46; 49- 50
(C) relate the figurative language of a literary work to its historical and cultural setting.	TG: 18; 19; 20; 31; 53; 54 ; 55	17; 18; 18; 20; 21; 23; 37; 46; 47; 51; 53;	TG: 23; 40; 55; 68	TG: 23; 24; 32; 37; 47; 58	TG: 23; 36; 50	TG: 17; 29; 52; 58; 61; 62	TG: 21; 30; 32; 40; 41; 52; 54; 55

	Historical Events						
§110.31. English Language Arts and Reading, English I, Beginning with	Dark Days	Free At Last: The Struggle for Civil Rights		Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
School Year 2009-2010							
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.	TG: 44; 53	TG: 18; 19; 20; 21; 37; 47; 51; 61;	TG: 18; 22; 54; 67	17; 29; 43; 54	TG: 19; 32; 34	TG: 17; 18; 20; 29; 30; 38; 51; 62	TG: 19; 22; 29; 54; 56
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:			Note: There are two fiction selections in the text.				
(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;	TG: 20; 31; 42		TG: 42			TG: 28	
(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	TG: 20; 31; 42	TG: 24; 48		TG: 20; 36; 45	TG: 22; 31; 61	TG: 15; 28; 49; 52	TG: 19; 33; 43; 55
(C) analyze the way in which a work of fiction is shaped by the narrator's point of view; and	TG: 20; 31; 42	TG: 20; 21; 48	TG: 55	TG: 20; 36; 45	TG: 22; 31; 61	TG: 28; 51	TG: 18; 21; 30; 41; 42
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	TG: 18; 19; 21; 22; 29; 30; 32; 33; 34; 41; 43; 45; 65	TG: 22; 23; 32; 33; 34; 35; 36; 37; 44; 45; 46; 49; 50; 59; 60; 62; 63		TG: 18; 19; 21; 30; 31; 34; 35;44; 46; 55; 56; 57	TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49	TG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59; 60; 61	TG: 18; 21; 28; 30; 31; 40; 41; 42; 52; 54
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.	TG: 18; 19; 20; 31; 53; 54 ; 55	TG: 17, 19; 27; 30; 37; 40; 43; 47; 51; 54; 58; 64	TG: 17; 18; 23; 26; 29; 31; 32; 33; 36; 39; 40; 42;46;49; 55; 58; 62; 69	TG: 23; 24; 32; 37; 47; 58	TG: 17, 18, 19; 22; 25; 28; 52; 37-36; 38; 41; 42 52; 56; 58; 59; 61; 63	TG: 17; 29; 52; 58; 61; 61	TG: 32; 43; 44; 45; 53; 55

	Historical Events	5					
	Dark Days	Free At Last: The Struggle for Civil Rights		Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to 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.	TG: 23; 30; 33; 43; 45	TG: 22; 23; 32; 33; 34; 35; 36; 37; 44; 45; 46; 49; 50; 59; 60; 62; 63	TG: 19; 20; 21; 23; 29; 31; 32; 33; 40; 41; 42; 50; 51 52; 53; 63; 64; 65; 66	TG: 18; 19; 21; 30; 31; 34; 35;44; 46; 55; 56; 57	TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49	TG: 22-23; 32- 33; 42-43; 53-54; 67	TG: 18; 21; 28; 30; 31; 40; 41; 42; 52; 54
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	TG: 23; 30; 33; 43; 45						
(A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;					TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49	TG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59; 60	
(B) differentiate between opinions that are substantiated and unsubstantiated in the text;	TG: 23	TG: 44; 52-53; 63	TG: 19; 53; 64; 66; 68		TG: 18; 20; 29; 42; 43; 46; 47; 57		TG: 30
(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and		TG: 25-26; 38- 39; 52-53; 68					
(D) 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.	TG: 23; 35; 42; 46	TG: 25-26; 38- 39; 52-53; 68	TG: 19; 24; 30; 44	TG: 24; 38; 48	TG: 23; 36; 50	TG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59; 60	TG: 19; 33; 43
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:							
(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and	TG: 29; 34	TG: 44; 52-53; 63	TG: 19; 53; 64; 66; 68	TG: 31; 34; 56	TG: 23; 36; 50	TG: 40; 42; 48; 53; 58; 59; 61	
 (B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions. (11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: 		TG: 44; 45; 46; 50; 63	TG: 68		TG; 47; 59	TG: 58	

	Historical Event	c					
	Dark Days	Free At Last: The Struggle for Civil Rights		Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010			P				
(B) analyze factual, quantitative, or technical data presented in multiple graphical sources.					SB: 11-13		
(12) Reading/Media Literacy. 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:							
(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);						TG: 31; 62	
(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and		TG: 45; 46; 63; 65		TG: 47	TG: 19; 21; 29	TG: 31; 62	
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:							
(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TG: 23-24; 35- 36; 46-47	TG: 25-25; 38- 39; 52-53	TG: 25; 35; 45; 57; 75	TG: 24-25; 38- 39; 48-49	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 33; 42-43; 53-54; 67-68	TG: 34-35; 45-46
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open- ended situations that include transitions and the rhetorical devices used to convey meaning;	TG: 23-24; 35- 36; 46-47	TG: 25-25; 38- 39; 52-53	TG: 25; 35; 45; 57; 75		TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 3342-43; 53-54; 67-68	TG: 34-35; 45-46
(C) 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;	TG: 23-24; 35- 36; 46-47	TG: 25-25; 38- 39; 52-53	TG: 76	TG: 24-25; 38- 39; 48-49	TG: 23-24; 37- 38; 50-51	TG: 69	TG: 62
 (D) edit drafts for grammar, mechanics, and spelling; and (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. 	TG: 64 TG: 64	TG: 71 TG: 71	TG: 76	TG: 65 TG: 65	TG: 69 TG: 69	TG: 69 TG: 69	TG: 62 TG: 62
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:							

	Historical Events						
		Free At Last: The Struggle for Civil Rights		Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.31. English Language Arts and Reading, English I, Beginning with							
School Year 2009-2010							
(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot;	TG: 43	TG: 34		TG: 16; 18; 30; 61		TG: 30; 48	
(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and			TG: 22; 67	TG: 48-49	23-24	TG: 51	TG: 44
(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.		TG: 23					
(15) Writing/Expository and Procedural Texts. Students write expository and			SB: 32				TG: 22-23; 28; 34
procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:			TG:15-16; 24-24; 59-61; 70; 71-72				35; 45-46; 59 60
(A) write an analytical essay of sufficient length that includes:	TG: 23-24, 35- 36, 46-47, 58, 59- 60	TG: 25-25; 38- 39; 52-53		TG: 38-39	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 33; 42-43; 53-54; 67-68	
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	TG: 23-24, 35- 36, 46-47, 58, 59- 60	TG: 25-25; 38- ·39; 52-53		TG: 38-39	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 33; 41; 42-43; 53 54; 67-68	-
(ii) rhetorical devices, and transitions between paragraphs;		TG: 25-25; 38- ·39; 52-53		TG: 38-39	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 33; 41; 42-43; 53 54; 67-68	-
(iii) a controlling idea or thesis;		TG: 25-25; 38- ·39; 52-53		TG: 38-39	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 33; 41; 42-43; 53 54; 67-68	-
(iv) an organizing structure appropriate to purpose, audience, and context; and	TG: 23-24, 35- 36, 46-47, 58, 59- 60	TG: 25-25; 38- 39; 52-53		TG: 38-39	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 33; 41; 42-43; 53 54; 67-68	-
(v) relevant information and valid inferences;	TG: 23-24, 35- 36, 46-47, 58, 59- 60				TG: 23-24; 37- 38; 50-51		
(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:			TG: 42; 52; 66				
(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.		TG: 67	TG: 72	TG: 61	TG: 66		TG: 58
		l fectionlearning co	ļ	I			

	Historical Events						
	Dark Days	Free At Last: The Struggle for Civil Rights		Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	TG: 43	TG: 38; 68; 69	TG: 51; 70; 73- 74; 75				
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;					TG: 23-24; 37- 38; 50-51	TG: 20; 53-54	
 (B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views; (C) counter-arguments based on evidence to anticipate and address 					TG: 23-24; 37- 38; 50-51 TG: 23-24; 37-	TG: 53-54	
objections; (D) an organizing structure appropriate to the purpose, audience, and context; and					38; 50-51 TG: 23-24; 37- 38; 50-51	TG: 20; 53-54	
(E) an analysis of the relative value of specific data, facts, and ideas.					TG: 23-24; 37- 38; 50-51		
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(21) Research/Gathering Sources. 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:	TG: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 58-59	TG: 65-66	TG: 70	TG: 61-62	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(23) Research/Organizing and Presenting Ideas. 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 an oral presentation that:	TG: 58-59	TG: 65-66	TG: 70	TG: 61-62	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(24) Listening and Speaking/Listening. Students will 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:			TG: 19; 22; 40; 65; 68; 70; 71-72			TG: 16; 20; 31; 38; 58; 60; 62; 65	
(A) 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;	TG: 19; 22; 40; 65; 68; 70; 71-72						

	Historical Events	5					
	Dark Days	Free At Last: The Struggle for Civil Rights		Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(25) Listening and Speaking/Speaking. 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 give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	TG: 59	TG: 40; 63; 70-72	TG: 71	TG:61	TG: 43; 45; 46; 47; 64; 65-66; 67		
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to 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.	TG: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 22; 44; 63	TG: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 20; 22; 31; 35; 44; 46; 56; 58	TG: 43; 45; 46; 47; 64; 65-66; 67	TG: 15; 40; 65	TG: 28; 31; 42

			Hist	torical Events and	Eras		
	Dark Days	Free At Last: The Struggle for Civil Rights		Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010							
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:							
(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	SE: footnote on 105			SB: See footnotes on pages 64; 69; 72, 73; 64; 69; 97;		SB: footnotes on pages 51; 102	
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	TG: 53						
(D) show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., <i>glasnost, avant-garde, coup d'état</i>); and			SB: footnotes pp. 30; 45; 56; 65; 68; 76; 95; 97;105; 109; 112; 136	SB: See footnotes on pages 10; 21; 130;		SB: footnotes on pages 34; 48; 86; 109; 121; 122; 129; 134; 139; 141	
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	SE: 18 TG: 17, 27; 40; 52	SE: 14 TG: 17; 30; 43; 58	SB: 12 TG: 14; 17; 29; 39; 49	TG: 17; 29; 43; 54	SB: 14 TG: 17; 28; 41; 56	SE: 14 TG: 14; 37; 47; 57	SE: 12 TG: 15-16, 17, 25, 28, 35, 38, 47, 51, 57
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, 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:							
(A) compare and contrast differences in similar themes expressed in different time periods;	All selections take place during the Great Depression.	TG: 25; 38; 52	TG: 24; 34; 44; 56		TG: 23; 36; 50	TG: 22-23; 32- 33; 42-43; 53-54; 67	TG: 36-37; 46; 49 50
(C) relate the figurative language of a literary work to its historical and cultural setting.	TG: 18; 19; 20; 31; 53; 54 ; 55	17; 18; 18; 20; 21; 23; 37; 46; 47; 51; 53;	TG: 23; 40; 55; 68	TG: 23; 24; 32; 37; 47; 58	TG: 18; 19; 22; 35; 42; 43	TG: 17; 29; 52; 58; 61; 62	TG: 21; 30; 32; 40; 41; 52; 54; 55
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.	TG: 44; 53	TG: 18; 19; 20; 21; 37; 47; 51; 61;	TG: 18; 22; 54; 67	17; 29; 43; 54	TG: 23; 36; 50	TG: 17; 18; 20; 29; 30; 38; 51; 62	TG: 19; 22; 29; 54; 56

Bioland 2003-2010 Image of the start of the				Hist	torical Events and	Eras		
311.0.32. English Language Arist and Reading, English IL Beginning with isolat Vex 2003-2010 Including Comprehension of Llerary Text/Drama. Students understand, make informerses and draw conclusions about the structure and elements of trama and provide evidence from text to support their understanding. Students understand, make informerses and draw conclusions about the structure and elements of text. Note: There are two fiction read for the structure and elements of text. 3) Reading/Comprehension of Llerary Text/Fiction. Students understand, make inferences and their contribution to the success of the plot so which is a variet of a variet of variet of text. Note: There are two fiction read elements of students and provide evidence from text to support their understanding. Students are expected to: 4) analyse isolated scenes and their contribution to the success of the plot so which is a variet of variet of fiction reads where during from text to support their understanding. Students are expected to: TG: 22, 32, 32, 31, 34, 42, 33, 54, 53, 44, 43, 33, 40, 41, 33, 34, 64, 67, 78, 84, 64, 64, 77, 88, 85, 56, 57, 66, 61 6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students are expected to evaluate hore of syntax and diction and thereary text/Literary nonfiction and provide evidence from exets and feature on filterary nonfiction. exet and provide evidence from exets an				to Here:	Harlem	Change:	Voices of the	Spaces:
Bioland 2003-2010 Image of the start of the		Dark Days	Rights	Experience	Renaissance	and the 70s	Holocaust	Frontiers
4) Reading/Comprehension of Uterary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of structure and elements of pace logical structure. Note: There are transferences and draw conclusions about the structure and elements of students are expected to analyze how archetypes and multis in drama affect the plot of plays. Note: There are transferences and draw conclusions about the structure and elements of students are expected to: Note: There are transferences in the transferences and draw conclusions about the structure and elements of students are expected to: Note: There are transferences in the structure and elements of students are expected to: TG: 20, 36, 45 TG: 22, 36, 50 TG: 22, 38, 55 TG: 22, 38, 50 TG: 22, 38, 50 TG: 22, 38, 50 TG: 22, 38, 42, 53, 56 TG: 22, 38, 42, 53, 56 TG: 22, 23, 32, TG: 18, 19, 21; TG: 19, 32, 10, 41; 33, 34, 44, 34, 34, 45, 45, 45, 56, 57 FG	§110.32. English Language Arts and Reading, English II, Beginning with							
nake inferences and draw conclusions about the structure and elements of trama and growing evidence from text to support their understand, make inferences and draw conclusions about the structure and elements of iction and provide evidence from text to support their understand, make inferences and draw conclusions about the structure and elements of iction and provide evidence from text to support their understand, make inferences and draw conclusions about the structure and elements of iction and provide evidence from text to support their understand, make inferences and draw conclusions about the structure and elements of iction and provide evidence from text to support their understand, make inferences and draw conclusions about the varies of iction and provide evidence from text to support their understand, make inferences and elements of iction and provide evidence from text to support their understand, make inferences and elements of iction and provide evidence from text to support their understand, subsets are expected to exist the varies of iterary nonfiction. Students are expected to exist the varies of iterary nonfiction and provide evidence from text to support their understand, subsets are expected to exist the varies of iterary nonfiction. Text Students and draw conclusions about the varies of iterary nonfiction. Text Students and draw conclusions about the varies of iterary nonfiction. Text Students and draw conclusions about the varies of iterary nonfiction. Text Students and draw conclusions about the varies of iterary nonfiction. Text Students and the effect of voice, tone, and imagery on a peech, iterary text and provide evidence from exist to support their understand, students are expected to explain the anthor's students are expected to explain the anthor's students and make inferences and draw conclusions about the varies of iterary nonfiction. Text Students and were consist and provide evidence from exist to support their understand, students are expected to explain the effect of voice, to	School Year 2009-2010							
trams and provide evidence from text to support their understanding. Students are expected to analyze how archetypes and motifs in drama affect he plot of plays. Note: There are two fiction selections in the text. Note: There are two fiction Note: There are two fiction selections in the text. Note: There are two fiction Note: There are t	(4) Reading/Comprehension of Literary Text/Drama. Students understand,							
students are expected to analyze how archetypes and motifs in drama affect Image: Internets and draw conclusions about the structure and elements of liction and provide evidence from text to support their understanding. Note: There are two first or the structure and elements of liction is selections in the text. Note: There are two first or the structure and elements of liction and provide evidence from text to support their understanding. Note: There are two first or the structure and elements of liction is selections in the text. TG: 20, 36, 45 TG: 23, 36, 50 TG: 31 a nalyze idiotate Scenes and their contribution to the success of the plot is a whole in a variety of works of fiction. TG: 24, 48 TG: 10, 20, 211, 30, 31, 24, 33, 35, 43, 44, 31, 39, 40, 41; 30, 31, 44, 43, 45, 46, 55, 56 TG: 10, 10, 11, 39, 40, 41; 30, 31, 40, 41, 13, 31, 44, 45, 46, 55, 56, 56, 56, 56, 56, 56, 56, 56, 5	make inferences and draw conclusions about the structure and elements of							
he plot of plays. Note: Three are two fiction a paroide evidence from text to support their understanding. Students and elements of iction and provide evidence from text to support their understanding. Students are expected to: Note: Three are two fiction and provide evidence from text to support their understanding. Students are expected to: TG: 20; 36; 45 TG: 23; 36; 50 TG: 31. 8) analyze differences in the characters' moral dilemmas in works of fiction cross different countries or cultures; TG: 22; 33; 52, 62 TG: 29; 36; 50 TG: 22; 36; 50 TG: 22; 23; 32: 33; 42-43; 53: 54; 55 6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students mether expected to evaluate for one soft their understanding. Students are expected to evaluate for one soft their understanding. Students are expected to evaluate for one soft their understanding. Students are evaluate their encess and the effect of voice, tone, and magery on a paech, literary rest, for other one of strats and diction and the effect of voice, tone, and magery on a paech, literary nonfiction on Literary nonfiction. TG: 17, 19; 27; TG: 17; 18; 23; TG: 27; 27; 58; 59; 58; 56; 56; 57 TG: 17, 18; 19; 21; TG: 17, 19; 23; TG: 19; 20; 21; TG: 18; 21; 28; TG: 19; 20; 2	drama and provide evidence from text to support their understanding.							
5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the success of the plot sa whole in a variety of works of fiction; Note: There are two fictions in the text. 1) analyze isolated scenes and their contribution to the success of the plot is as whole in a variety of works of fiction; TG: 22; 32; 32; 32; 33; 34; 44; 33; 34; 44; 33; 34; 44; 33; 34; 44; 33; 34; 44; 4	Students are expected to analyze how archetypes and motifs in drama affect							
nake inferences and draw conclusions about the structure and elements of iction and provide evidence from text to support their understanding.two fiction selections in the text.TG: 20, 36, 45TG: 23, 26, 50TG: 31A) analyze differences in the characters' moral dilemmas in works of fiction is a whole in a variety of works of fiction; as a whole in a variety of works of fiction; is a whole in a variety of works of fiction; is a whole in a variety of works of fiction; is a whole in a variety of works of fiction; is a whole in a variety of works of fiction; is a whole in a variety of works of fiction; is a whole in a variety of works of fiction; is a whole in a variety of works of fiction; is a whole in a variety of works of fiction; is a whole in a variety of works of literary restructures; is a whole in a variety of works of literary nonfiction and provide evidence torm ext to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a peech, interary rest, draw conclusions about the variet draw conclusions about the variet of voice, tone, and imagery on a peech, interary casa, or other forms of literary nonfiction.TG: 17, 19, 27; is 13, 24, 245, 25; is 56; 57TG: 17, 18, 19; is 16; 17, 18, 19; is 16; 17, 18, 19; is 23; 24, 640; 55; is 26; 263TG: 17, 18, 19; is 16; 16; 17, 18,	the plot of plays.							
internal provide evidence from text to support their understanding. students are expected to:selections in the text.rest. <t< td=""><td></td><td></td><td></td><td>Note: There are</td><td></td><td></td><td></td><td></td></t<>				Note: There are				
students are expected to:text.TG: 20, 36, 45TG: 23, 36, 50TG: 22, 32, 32, 33, 42, 43, 33, 34, 44, 53, 54, 55A) analyze differences in the characters' moral dilemmas in works of fictionTG: 22, 23, 32, 33, 42, 43, 53, 46, 55TG: 20, 21, 10, 10, 10, 10, 10, 10, 10, 10, 10, 1	make inferences and draw conclusions about the structure and elements of			two fiction				
A) analyze isolated scenes and their contribution to the success of the plot is a whole in a variety of works of fiction; TG: 22; 36; 45 TG: 23; 36; 50 TG: 23; 36; 50 TG: 22; 23; 32; 33; 42-43; 53-54; 55 B) analyze differences in the characters' moral dilemmas in works of fiction; TG: 22; 23; 32; 33; 42-43; 53-54; 55 TG: 19; 20; 21; 33; 34; 43; 34; 44; 33; 34; 44; 31; 33; 40; 41; 33; 34; 43; 34; 44; 31; 33; 40; 41; 33; 34; 43; 44; 45; 45; 45; 46; 47; 48; 49; 50; 59; 60; TG: 19; 20; 21; 30; 31; 34; 41; 31; 34; 40; 41; 32; 29; 31; 32; TG: 19; 20; 21; 30; 31; 34; 41; 31; 34; 40; 41; 31; 34; 40; 41; 31; 34; 40; 41; 31; 34; 44; 45; 45; 56; TG: 22; 23; 32; 49; 50; 59; 60; TG: 19; 20; 21; 30; 31; 34; 41; 31; 34; 44; 45; 45; 45; 47; 48; 49; 50; 59; 60; TG: 19; 20; 21; 30; 31; 34; 41; 31; 34; 44; 41; 31; 34; 40; 41; 31; 34; 44; 45; 45; 56; 7) Reading/Comprehension of Literary monfiction. TG: 17; 19; 27; 7G: 17; 19; 23; 49; 50; 59; 60; TG: 17; 18; 23; 62; 63 TG: 17; 18; 19; 56; 57 TG: 17; 18; 19; 49; 50; 59; 59; TG: 17; 18; 19; 49; 50; 59; 59; 7) Reading/Comprehension of Literary monfiction. TG: 17; 19; 27; 7G: 17; 19; 20; 47; 51; 54; 64; 64; 42; 42; 46; 49; 55; 56; 52; 64; TG: 19; 20; 11; 33; 34; 43; 33; 44; 43; 33; 35; 41; 42; 52; 56; 58; 59; TG: 12; 20; 21; 33; 34; 44; 33; 32; 43; 44; 33; 32; 43; 44; 33; 32; 43; 44; 33; 32; 43; 44; 33; 32; 43; 44; 33; 32; 43; 44; 33; 32; 43; 44; 33; 32; 42; 42; 53; 55; TG: 18; 21; 28; 33; 34; 44; 33; 32; 42; 42; 53; 54; 56; 57 TG: 18; 21; 21; 49; 50; 59; 59; TG: 18; 21; 21; 33; 34; 44; 33; 32; 44; 42; 53; 54; 45; 55; <t< td=""><td>fiction and provide evidence from text to support their understanding.</td><td></td><td></td><td>selections in the</td><td></td><td></td><td></td><td></td></t<>	fiction and provide evidence from text to support their understanding.			selections in the				
as a whole in a variety of works of fiction;Image: Construction of Literary Text/Literary Nonfiction StudentsTG: 24; 48TG: 22; 33; 22; 33; 50TG: 22; 33; 33; 32; 33; 33; 33; 34; 35; 35; 35; 55TG: 19; 33; 43; 33; 33; 34; 35; 36; 33; 34; 44; 55; 556) Reading/Comprehension of Literary Text/Literary Nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate herefore sand draw conclusions about the varied structure signal conclusions about the varied structure signal conclusions about the varied structure signal conclusions about the varied structure parterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate the evaluate signal conclusions about the varied structure and the effect of voice, tone, and imagery on a peech, literary text/sensory Language. Students are expected to explain the uncertainty and literary nonfiction.TG: 17, 19; 27; 33; 43; 44; 55; 55; 55; 55; 55; 55; 55; 55; 55	Students are expected to:			text.				
B) analyze differences in the characters' moral dilemmas in works of fictionTG: 22; 48TG: 22; 36; 50TG: 22: 33; 32: 33; 42: 43; 33: 54: 55G) Reading/Comprehension of Literary Text/Literary Nonfiction. Students and fraw conclusions about the variedTG: 22; 23; 32: 33; 43; 45; 33; 45: 45; 55TG: 20: 21; 30; 31: 44: 33; 34: 44; 53; 55TG: 20: 21; 30; 31: 34: 33; 35: 34; 44; 31; 39; 40; 41; 30; 31: 40; 41; 42; 46; 49; 55; 56; 577) Reading/Comprehension of Literary Text/Sensory Language. Students increaces and draw conclusions about how an author's ensory language creates imagery in literary norks.TG: 17, 19, 27; TG: 17, 18; 23; TG: 23; 24; 32; TG: 17, 18, 19; 22; 55; 58; 59; 61; 61TG: 22, 23; 32; 37; 47; 58TG: 22, 23; 32; 37; 47; 58TG: 22, 23; 32; 56; 58; 59; 56; 518) Reading/Comprehension of Informational Text/Culture and History. students analyze, make inferences and draw conclusions about the author's avidence from the text to support their understanding. Students are expected to explain the unction of symbolism, allegory, and allusions in literary works.TG: 22; 23; 32; TG: 19; 22; TG: 22; 25; 52; 56; 55; 59; 61; 61; 63TG: 20; 21, 30; TG: 22, 23; 32; 30; 31: 34; 33; 36; 34; 44; 33; 35; 34; 44; 33; 35; 34; 44; 33; 34; 24; 35; 34; 44; 33; 34; 24; 35; 34; 44; 33; 34; 24; 35; 34; 44; 33; 34; 24; 35; 34; 44; 33; 34; 24; 35; 34; 44; 33; 34; 24;					TG: 20; 36; 45	TG: 23; 36; 50	TG: 31	
cross different countries or cultures;33; 42-43; 53-54; 556) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied tructural patterns and features of literary nonfiction met to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a ippeech literary resay, or other forms of literary nonfiction.TG: 12; 23; 23; 23; 23; 33; 34; 43; 33; 35; 34; 44; 43; 30; 31; 40; 41; 33; 34; 44; 55; 55; 55; 55; 55; 55; 55; 55; 5								
c			TG: 24; 48			TG: 23; 36; 50	,	
6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied tructural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate he role of syntax and diction and the effect of voice, tone, and imagery on a igpeech, literary essay, or other forms of literary nonfiction.TG: 12, 23, 33, 33, 43, 43, 33, 35, 43, 44, 33, 33, 54, 34, 44, 35, 44, 45, 55, 57TG: 16, 19, 21, 30, 31, 40, 41, 33, 35, 43, 44, 33, 39, 40, 41, 30, 31, 40, 41, 35, 40, 41, 42, 56, 55, 57TG: 17, 49, 27, 48, 45, 46, 55, 57TG: 16, 19, 21, 44, 50, 58, 59, 59, 60, 60, 61TG: 17, 29, 52, 54TG: 17, 19, 27, 56, 57TG: 17, 19, 23, 33, 54, 34, 44, 45, 56, 55, 57TG: 17, 18, 19, 37, 47, 58TG: 17, 18, 19, 37, 47, 58TG: 17, 18, 19, 21, 73, 47, 58TG: 17, 72, 95, 52, 58, 59, 60, 61, 637) Reading/Comprehension of Literary Text/Sensory Language. Students nesoroy language creates imagery in literary text and provide evidence from ext to support their understanding. Students are expected to explain the unction of symbolism, allegory, and allusions in literary works.TG: 17, 19, 27, 58, 53, 56, 66TG: 17, 18, 19, 21, 73, 73, 67, 84, 14, 24TG: 17, 29, 52, 58, 59, 61, 61TG: 17, 29, 52, 58, 59, 61, 618) Reading/Comprehension of Informational Text/Culture and History. students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the nost important details.TG: 16, 59, 59, 5	across different countries or cultures;							55
and estand, make inferences and draw conclusions about the varied trructural patterns and features of literary nonfiction and provide evidence rom text to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.33; 34; 35; 36; 37; 44; 54, 46; 33; 40; 41; 42; 33; 40; 41; 42; 35; 44; 46; 55; 62; 6330; 31; 34; 33; 35; 43; 44; 45; 46; 55; 66; 6531; 39; 40; 41; 48; 50; 58; 59; 60; 6130; 31; 40; 41; 48; 50; 58; 59; 61; 6130; 31; 40; 41; 48; 50; 58; 59; 61; 6130; 31; 40; 41; 48; 50; 58; 59; 61; 6130; 31; 40; 41; 48; 50; 58; 59; 58; 62; 6930; 31; 40; 41; 49; 45; 45; 58; 58; 62; 6930; 31; 44; 45; 45; 58; 63; 6430; 31; 44; 45; 53; 5530; 31; 40; 41; 45; 53; 5580; Reading/Comprehension of Informational Text/Culture and History. students analyze, make inferences and draw conclusions about the author's support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textus elements that support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textus eleme								
structural patterns and features of literary nonfiction and provide evidence rom text to support their understanding. Students are expected to evaluate he role of syntax and diction and the effect of voice, tone, and imagery on a peech, literary essay, or other forms of literary nonfiction.37; 44; 45; 46; 49; 50; 59; 60; 50; 51; 52; 53; 62; 6335; 44; 46; 55; 56; 5745; 46; 47; 48; 4948; 50; 58; 59; 60; 6142; 52; 5477) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from ext to support their understanding. Students are expected to explain the unction of symbolism, allegory, and allusions in literary works.TG: 17, 19; 27; 42; 45; 49; 55; 58; 62; 69TG: 18; 19; 21; 30; 37; 40; 43; 42; 45; 49; 55; 58; 62; 69TG: 18; 19; 21; 30; 37; 47; 58TG: 22; 23; 25; 28; 52; 37; 47; 58TG: 22; 23; 32; 37; 47; 58TG: 18; 19; 21; 30; 37; 40; 43; 43; 45; 46; 55; 58; 59; 61; 61TG: 82; 22; 32; 22; 55; 58; 59; 61; 61TG: 82; 22; 25; 26; 52; 55; 58; 59; 61; 61TG: 82; 22; 32; 22; 55; 58; 59; 61; 63TG: 82; 22; 23; 22; 25; 26; 52; 55; 58; 59; 61; 63TG: 82; 22; 32; 23; 32; 31; 32; 33; 33; 34; 44; 33; 42; 44; 45; 46; 43; 45; 46; 33; 34; 34; 44; 45; 46; 45; 46; 46; 46; 56; 66TG: 18; 19; 21; 30; 31; 34; 33; 34; 24; 45; 46; 45; 46; 49; 50; 59; 56; 57TG: 18; 19; 21; 30; 31; 34; 33; 34; 24; 45; 46; 45; 46; 49; 50; 59; 56; 57TG: 18; 19; 21; 40; 41; 42; 45; 46; 45; 46; 49; 50; 56; 57TG: 18; 19; 21; 40; 41; 42; 45; 46; 45; 46; 40; 55; 56; 57TG: 18; 19; 21; 40; 41; 42; 45; 46; 45; 46; 40; 55; 56								
rom text to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction. 7) Reading/Comprehension of Literary Text/Sensory Language. Students and to their understanding. Students are expected to evaluate to support their understanding. Students are expected to evaluate to support their understanding. Students are expected to explain the unction of symbolism, allegory, and allusions in literary works. 8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's expected to analyze the controlling idea and specific purpose of a passage and the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the text and the less important details. 9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about the author's orvide evidence from text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the text as upport and elaborate it, including bot the most important details and the less important details. 9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about texpository text and provide evidence from text to support their understanding. Students are								
he role of syntax and diction and the effect of voice, tone, and imagery on a ppeech, literary essay, or other forms of literary nonfiction.62; 6363; 64; 65; 66Image: Comprehension of Literary Text/Sensory Language. Students anderstand, make inferences and draw conclusions about how an author's anderstand, make inferences and draw conclusions about how an author's ext to support their understanding. Students are expected to explain the unction of symbolism, allegory, and allusions in literary text and provide evidence from turction of symbolism, allegory, and allusions in literary works.TG: 17, 19; 27; 30; 37; 40; 43; 26; 29; 31; 32; 33; 36; 39; 40; 42; 46; 49; 55; 58; 62; 69TG: 17, 18, 19; 27; 51; 54; 58; 36; 61; 61TG: 17, 29; 52; 58; 61; 61TG: 21, 23; 24; 32; 37; 36; 39; 40; 45; 53; 55TG: 17, 18, 19; 27; 52; 56; 58; 59; 61; 63TG: 17, 19; 27; 37; 40; 43; 45; 53; 55TG: 17, 18, 19; 27; 52; 52; 56; 58; 59; 61; 61TG: 22; 23; 32; 37; 40; 43; 45; 53; 55TG: 17, 18, 19; 27; 52; 52; 56; 58; 59; 61; 63TG: 22; 23; 32; 30; 31; 34; 33; 35; 43; 44; 33; 35; 43; 44; 43; 55; 56; 57TG: 18, 19; 21; 31; 39; 40; 41; 42; 52; 54; 49TG: 16; 19; 21; 31; 39; 40; 41; 42; 55; 56; 59;9) Reading/Comprehension of Informational Text/Expository Text. Students and the textual elements that support and elaborate it, including both the nost important details and the less important details.TG: 16; 19; 21; 31; 39; 40; 41; 42; 55; 56; 57TG: 16; 19; 21; 31; 39; 40; 41; 43; 50; 58; 59;TG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59; <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>42; 52; 54</td>								42; 52; 54
speech, literary essay, or other forms of literary nonfiction.TG: 17, 19, 27; 10, 37; 40; 43; 26; 29; 31; 32; 33; 36; 39; 40; 44; 55; 56; 58; 59; 58; 62; 69TG: 23, 24, 32; 37; 47; 58TG: 17, 18, 19; 22; 25; 28; 52; 58; 61; 61TG: 32, 43; 44; 45; 53; 558) Reading/Comprehension of Informational Text/Culture and History. students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage most important details and the less important details.TG: 22; 23; 32; 33; 43; 45; 36; 33; 40; 41; 42; 33; 40; 41; 42; 33; 40; 41; 42; 33; 40; 41; 42; 35; 64; 65; 66TG: 18; 19; 21; 30; 31; 34; 33; 35; 33; 44; 42; 33; 35; 43; 44; 33; 42-43; 53-54; 33; 35; 43; 44; 42; 52; 54;TG: 18; 19; 21; 30; 31; 34; 33; 35; 43; 44; 33; 42-43; 53-54; 49TG: 18; 19; 21; 30; 31; 34; 33; 35; 43; 44; 33; 42-43; 53-54; 49TG: 18; 21, 28; 33; 35; 43; 44; 33; 42-43; 53-54; 49TG: 18; 21, 28; 33; 35; 43; 44; 33; 42-43; 53-54; 49TG: 18; 21, 28; 33; 35; 43; 44; 42; 52; 54;9) Reading/Comprehension of Informational Text/Expository Text. Students and the text us upport their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage for the text to support their understanding. Students are expected to analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are for the text as upport and elaborate it, including both the nost important details and the less important details.TG:					56; 57	49	60; 61	
7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the untion of symbolism, allegory, and allusions in literary works.TG: 17, 19, 27; 30; 37, 40; 43; 26; 29; 31; 32; 37; 40; 43; 42; 46; 49; 55; 58; 62; 69TG: 17, 18, 19; 27; 51; 54; 58; 37; 47; 58TG: 17, 18, 19; 27; 52; 56; 58; 59; 61; 63TG: 17, 19; 27; 37; 47; 58TG: 17, 18, 19; 27; 52; 58; 61; 61TG: 17, 19; 27; 37; 47; 58TG: 17, 18, 19; 27; 52; 55; 58; 59; 61; 63TG: 17, 19; 27; 37; 47; 58TG: 17, 18, 19; 27; 52; 55; 58; 61; 61TG: 17, 19; 27; 37; 47; 58TG: 17, 18, 19; 27; 27; 52; 55; 58; 59; 61; 63TG: 17, 19; 27; 37; 47; 58TG: 17, 18, 19; 27; 37; 47; 58TG: 17, 18, 19; 27; 27; 52; 55; 58; 61; 61TG: 17, 19; 27; 37; 47; 58TG: 17, 18, 19; 27; 27; 52; 55; 55; 55; 55; 55; 55; 55; 55; 55			62; 63	63; 64; 65; 66				
anderstand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the junction of symbolism, allegory, and allusions in literary works.30; 37; 40; 43; 47; 51; 54; 58; 6426; 29; 31; 32; 33; 36; 39; 40; 42; 46; 49; 55; 58; 62; 6937-36; 38; 41; 42; 52; 56; 58; 59; 61; 6358, 61; 6145; 53; 558) Reading/Comprehension of Informational Text/Culture and History. students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.TG: 16; 19; 21; 33; 44; 45; 46; 45; 65; 66TG: 16; 19; 21; 31; 34; 35; 44; 46; 55; 56; 57TG: 16; 19; 21; 31; 34; 34; 34; 42; 52; 54; 49TG: 16; 19; 21; 31; 34; 34; 34; 42; 52; 54; 49TG: 16; 19; 21; 31; 39; 40; 41; 42; 52; 54;9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected form text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.TG: 16; 19; 21; 31; 39; 40; 41; 42; 50; 58; 59;TG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59; </td <td>speech, literary essay, or other forms of literary nonfiction.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	speech, literary essay, or other forms of literary nonfiction.							
anderstand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the junction of symbolism, allegory, and allusions in literary works.30; 37; 40; 43; 47; 51; 54; 58; 58; 62; 6937; 47; 5822; 25; 28; 52; 37-36; 38; 41; 42; 52; 56; 58; 59; 61; 6358, 61; 6145; 53; 558) Reading/Comprehension of Informational Text/Culture and History. students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.TG: 16; 19; 20; 21; 33; 42; 43; 45; 36; 50; 51; 52; 53; 56; 57TG: 16; 19; 21; 31; 34; 33; 35; 43; 44; 42; 52; 56; 58; 59; 63; 64; 65; 66TG: 16; 19; 21; 31; 34; 33; 35; 43; 44; 42; 52; 54;TG: 16; 19; 21; 31; 39; 40; 41; 42; 52; 54;9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected form text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.TG: 16; 19; 21; 31; 39; 40; 41; 42; 50; 58; 59; 56; 57TG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59;9) Reading/Compre	(7) Reading/Comprehension of Literary Text/Sensory Language, Students		TG: 17, 19: 27:	TG: 17: 18: 23:	TG: 23: 24: 32:	TG: 17, 18, 19:	TG: 17: 29: 52:	TG: 32: 43: 44:
sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the function of symbolism, allegory, and allusions in literary works.47; 51; 54; 58; 6433; 36; 39; 40; 42;46;49; 55; 58; 62; 6937-36; 38; 41; 42 52; 56; 58; 59; 61; 63Image: constraint of the symbolism, allegory, and allusions in literary works.TG: 22; 23; 32; 33; 34; 35; 36; 23; 29; 31; 32; 30; 31; 34; 33; 35; 43; 46; 55; 45; 56; 57TG: 19; 20; 21; 30; 31; 34; 33; 35; 43; 44; 33; 35; 43; 44; 33; 35; 43; 44; 33; 42-43; 53-54; 30; 31; 40; 41; 42; 52; 54;9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.TG: 20; 21; 30; 37; 44; 45; 46; 49; 50; 59; 60; 62; 63TG: 19; 20; 21; 30; 31; 34; 33; 35; 44; 46; 55; 45; 45; 56; 57TG: 10; 20; 21; 30; 33; 35; 44; 46; 55; 45; 46; 47; 48; 49TG: 20; 21; 30; 30; 31; 40; 41; 42; 52; 54; 42; 52; 54;9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students areTG: 10; 10; 10; 10; 10; 10; 10; 10; 10; 10;								
exet to support their understanding. Students are expected to explain the function of symbolism, allegory, and allusions in literary works.6442;46;49; 55; 58; 62; 6952; 56; 58; 59; 61; 6316: 22-23; 32- 33; 35; 43; 44; 33; 35; 43; 44; 33; 35; 43; 44; 33; 35; 43; 44; 33; 40; 41; 42; 45; 46; 57TG: 19; 20; 21; 30; 31; 34; 33; 35; 43; 44; 33; 40; 41; 42; 45; 46; 57TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49TG: 22; 23; 32- 30; 31; 34; 33; 35; 43; 44; 45; 46; 47; 48; 49TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49TG: 20; 21; 30; 30; 31; 34; 33; 35; 43; 44; 45; 46; 47; 48; 49TG: 12; 22; 32- 30; 31; 34; 33; 35; 43; 44; 45; 46; 47; 48; 49TG: 16; 19; 21; 32; 49TG: 18; 19; 21; 33; 35; 43; 44; 45; 46; 47; 48; 49TG: 16; 19; 21; 32; 49; 46; 55; 56; 57TG: 16; 19; 21; 31; 39; 40; 41; 42; 52; 54;TG: 16; 19; 21; 31; 39; 40; 41; 42; 52; 54;9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students areTG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59;					- , ,			-,,
Sunction of symbolism, allegory, and allusions in literary works.58, 62, 6961, 63TG: 22-23, 32- 33, 34, 35, 36; 33, 34, 44; 45; 56; 56; 57TG: 20, 21, 30; 33, 35, 43; 44; 33, 35, 43, 44; 33, 35, 43, 44; 33, 35, 43, 44; 45, 46; 56; 57TG: 20, 21, 30; 33, 35, 43; 44; 33, 35, 43, 44; 33, 35, 43, 44; 45, 46; 55; 56; 57TG: 20, 21, 30; 33, 35, 43; 44; 33, 35, 43, 44; 45, 46; 55; 56; 57TG: 20, 21, 30; 33, 35, 43; 44; 45, 46; 55; 56; 57TG: 20, 21, 30; 33, 35, 43; 44; 45, 46; 55; 56; 57TG: 20, 21, 30; 33, 35, 43; 44; 45, 46; 55; 56; 57TG: 20, 21, 30; 33, 35, 43; 44; 45, 46; 55; 56; 57TG: 18, 19, 21; 33, 35, 43; 44; 45, 46; 55; 56; 57TG: 16; 47, 48; 45; 46; 47; 48; 46; 42; 52; 54;TG: 16; 19; 21; 31, 39; 40; 41; 42; 52; 54;9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are evidence from text to support their understanding. Students areTG: 16; 19; 21; 31; 39; 40; 41; 42; 55; 56;								
8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.TG: 22; 23; 32; 33; 42; 45; 46; 49; 50; 59; 60; 62; 63TG: 19; 20; 21; 33; 43; 45; 36; 33; 40; 41; 42; 35; 44; 46; 55; 56; 57TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49TG: 22-23; 32- 33; 35; 44; 46; 55; 45; 46; 47; 48; 42; 52; 54;TG: 18; 21; 28; 30; 31; 40; 41; 42; 52; 54;9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students areTG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59;TG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59;			-					
Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details. 9) Reading/Comprehension of Informational Text/Expository Text. Students are browide evidence from text to support their understanding. Students are expository text and provide evidence from text to support their understanding. Students are expository text and brow conclusions about expository text and provide evidence from text to support their understanding. Students are exposed to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details. 9) Reading/Comprehension of Informational Text/Expository Text. Students are evidence from text to support their understanding. Students are evidence from text to support their understanding. Students are evidence from text to support their understanding. Students are evidence from text to support their understanding. Students are evidence from text to support their understanding. Students are evidence from text to support their understanding. Students are evidence from text to support their understanding. Students are evidence from text to support their understanding. Students are evidence from text to support their understanding. Students are evidence from text to support their understanding. Students are evidence from text to support their understanding. Students are evidence from text to support their understanding. Students are evidence from text to support their understanding. Students are evidence from text to support their understanding. Students are evidence from text to support their understanding. Students are evidence from text to support their understanding. Students are evidence fr				, ,				
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evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.49; 50; 59; 60; 62; 6350; 51 52; 53; 63; 64; 65; 6656; 5749499) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and porvide evidence from text to support their understanding. Students are49; 50; 59; 60; 62; 6350; 51 52; 53; 63; 64; 65; 6656; 574949	Students analyze, make inferences and draw conclusions about the author's		33; 34; 35; 36;	23; 29; 31; 32;	30; 31; 34;	33; 35; 43; 44;	33; 42-43; 53-54;	30; 31; 40; 41;
expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details. 9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are	purpose in cultural, historical, and contemporary contexts and provide		37; 44; 45; 46;	33; 40; 41; 42;	35;44; 46; 55;	45; 46; 47; 48;	67	42; 52; 54;
and the textual elements that support and elaborate it, including both the most important details and the less important details. 9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are	evidence from the text to support their understanding. Students are		49; 50; 59; 60;	50; 51 52; 53;	56; 57	49		
most important details and the less important details. 9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are	expected to analyze the controlling idea and specific purpose of a passage		62; 63	63; 64; 65; 66				
9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are	and the textual elements that support and elaborate it, including both the							
analyze, make inferences and draw conclusions about expository text and 31; 39; 40; 41; 48; 50; 58; 59; 48; 50; 58; 59;	most important details and the less important details.							
analyze, make inferences and draw conclusions about expository text and 31; 39; 40; 41; 48; 50; 58; 59; 48; 50; 58; 59;	(9) Reading/Comprehension of Informational Text/Expository Text, Students						TG: 16: 19: 21:	
brovide evidence from text to support their understanding. Students are 48; 50; 58; 59;								
	expected to:						60	

			Hist	torical Events and	l Eras		
	Dark Days	Free At Last: The Struggle for Civil Rights		Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010							
(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts;		TG: 44; 52-53; 63					
(D) 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.		TG: 25-26; 38- 39; 52-53; 68	TG: 19; 24; 30; 44	TG: 24; 38; 48	TG: 23; 36; 50	TG: 22-23; 32- 33; 42-43; 53-54; 67	TG: 19; 33; 43
(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments; and		TG: 44; 52-53; 63			TG: 23; 36; 50		
(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:							
(A) evaluate text for the clarity of its graphics and its visual appeal; and			SB: 10-11 TG: 14				
(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).					SB: 11-13		
(12) Reading/Media Literacy. 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:							
 (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; 		TG: 45; 46; 63; 65		TG: 47	TG: 19; 21; 29		
(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);						TG: 31; 62	
(C) examine how individual perception or bias in coverage of the same event influences the audience; and		TG: 45; 46; 63; 65					
(13) Writing/Writing Process. Students use elements of the writing process(planning, drafting, revising, editing, and publishing) to compose text.Students are expected to:							
(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TG: 23-24; 35- 36; 46-47	TG: 25-25; 38- 39; 52-53	TG: 25; 35; 45; 57; 75	TG: 24-25; 38- 39; 48-49	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 3342-43; 53-54; 67-68	TG: 34-35; 45-46

			Hist	orical Events and	l Eras		
	Dark Days	Free At Last: The Struggle for Civil Rights		Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.32. English Language Arts and Reading, English II, Beginning with							
School Year 2009-2010							
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open- ended situations that include transitions and rhetorical devices used to convey meaning;	TG: 23-24; 35- 36; 46-47	TG: 25-25; 38- 39; 52-53	TG: 25; 35; 45; 57; 75		TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 3342-43; 53-54; 67-68	TG: 34-35; 45-46
(C) 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;	TG: 23-24; 35- 36; 46-47	TG: 25-25; 38- 39; 52-53	TG: 76	TG: 24-25; 38- 39; 48-49	TG: 23-24; 37- 38; 50-51	TG: 69	TG: 62
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 64	TG: 71	TG: 76	TG: 65	TG: 69	TG: 69	TG: 62
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 64	TG: 71		TG: 65	TG: 69	TG: 69	TG: 62
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.Students are responsible for at least two forms of literary writing. Students are expected to:							
(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;	TG: 43	TG: 34		TG: 16; 18; 30; 61		TG: 30; 48	
(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and			TG: 22; 67	48-49	23-24	TG: 51	TG: 44
(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.		TG: 23					
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:			SB: 32 TG:15-16; 24-24; 59-61; 70; 71-72				TG: 22-23; 28; 34- 35; 45-46; 59 60
(A) write an analytical essay of sufficient length that includes:	TG: 23–24, 35–36, 46–47, 58, 59–60	TG: 25-25; 38- 39; 52-53		TG: 38-39	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 33; 42-43; 53-54; 67-68	
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	TG: 23–24, 35–36, 46–47, 58, 59–60	TG: 25-25; 38- 39; 52-53		TG: 38-39	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 33; 41; 42-43; 53 54; 67-68	-
(ii) rhetorical devices, and transitions between paragraphs;	TG: 23–24, 35–36, 46–47, 58, 59–60	TG: 25-25; 38- 39; 52-53		TG: 38-39	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 33; 41; 42-43; 53 54; 67-68	-

			Hist	orical Events and	Eras		
	Dark Days	Free At Last: The Struggle for Civil Rights		Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010							
(iii) a thesis or controlling idea;	TG: 23–24, 35–36, 46–47, 58, 59–60	TG: 25-25; 38- 39; 52-53		TG: 38-39	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 33; 41; 42-43; 53- 54; 67-68	
(iv) an organizing structure appropriate to purpose, audience, and context;	TG: 23–24, 35–36, 46–47, 58, 59–60	TG: 25-25; 38- 39; 52-53		TG: 38-39	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 33; 41; 42-43; 53- 54; 67-68	
(v) relevant evidence and well-chosen details; and	TG: 23–24, 35–36, 46–47, 58, 59–60			TG: 38-39	TG: 23-24; 37- 38; 50-51		
(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement;					TG: 23-24; 37- 38; 50-51		
(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:			TG: 42; 52; 66				
(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.	TG: 60	TG: 67	TG: 72	TG: 61	TG: 66		TG: 58
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	TG: 43	TG: 38; 68; 69	TG: 51; 70; 73- 74; 75	TG: 60-61			
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;					TG: 23-24; 37- 38; 50-51	TG: 20; 53-54	
(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context);					TG: 23-24; 37- 38; 50-51	TG: 53-54	
(C) counter-arguments based on evidence to anticipate and address objections;					TG: 23-24; 37- 38; 50-51		
 (D) an organizing structure appropriate to the purpose, audience, and context; (E) an analysis of the relative value of specific data, facts, and ideas; and 					TG: 23-24; 37- 38; 50-51 TG: 23-24; 37-	TG: 20; 53-54	
					38; 50-51		
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 58 59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	IG: 41; 57; 58

			Hist	orical Events and	Eras		
	Dark Days	Free At Last: The Struggle for Civil Rights		Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010							
(21) Research/Gathering Sources. 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:	TG: 58-59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 58-59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57; 58
(23) Research/Organizing and Presenting Ideas. 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 an oral presentation that:	TG: 58-59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57; 58
(24) Listening and Speaking/Listening. Students will 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:			TG: 19; 22; 40; 65; 68; 70; 71-72			TG: 16; 20; 31; 38; 58; 60; 62; 65	
(A) 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;	TG: 19; 22; 40; 65; 68; 70; 71-72						
(25) Listening and Speaking/Speaking. 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 advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	TG: 59	TG: 40; 63; 70-72	TG: 71	TG:61	TG: 43; 45; 46; 47; 64; 65-66; 67		
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to 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.	TG: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 22; 44; 63	TG: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 20; 22; 31; 35; 44; 46; 56; 58	TG: 43; 45; 46; 47; 64; 65-66; 67	TG: 15; 40; 65	TG: 28; 31; 42

			His	torical Events and	Eras		
	Dark Days	Free At Last: The Struggle for Civil Rights		Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.33. English Language Arts and Reading, English III, Beginning with	,						
School Year 2009-2010							
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:							
(A) determine the meaning of grade-level technical academic English words	SB: footnote on			SB: See		SB: footnotes on	
in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	105			footnotes on pages 64; 69; 72, 73; 64; 69; 97;		pages 51; 102	
(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	TG: 53						
(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and			SB: Footnotes pp. 30; 45; 56; 65; 68; 76; 95; 97;105; 109; 112; 136	SB: See footnotes on pages 10; 21; 130;		SB: footnotes on pages 34; 48; 86; 109; 121; 122; 129; 134; 139; 141	
(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.	SB: 18 TG: 17, 27; 40; 52	SB: 14 TG: 17; 30; 43; 58	SB: 12 TG: 14; 17; 29; 39; 49	17; 29; 43; 54	SB: 14 TG: 17; 28; 41; 56	SB: 14 TG: 14; 37; 47; 57	SB: 12 TG: 15-16, 17, 25, 28, 35, 38, 47, 51, 57
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, 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:							
(A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;	TG: 22; 23; 31; 33; 35; 43; 45; 46; 53; 56	TG: 25; 38; 52	TG: 24; 43; 44; 56; 73	TG: 30; 31; 32; 33; 34; 44;	TG: 23; 36; 50	TG: 22-23; 32- 33; 42-43; 53-54; 67	TG: 19; 33; 43
(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	TG: 223; 35; 46	TG: 25; 38; 52	TG: 19; 20; 23, 31, 32, 33;50; 52; 65; 68	TG: 24; 38; 48	TG: 23; 36; 50	TG: 21; 31; 39; 48; 50; 59; 60; 61	TG: 19; 33; 43
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.	TG: 44; 53	TG: 18; 19; 20; 21; 37; 47; 51; 61;	TG: 18; 22; 54; 67	17; 29; 43; 54	TG: 23; 36; 50	TG: 17; 18; 20; 29; 30; 38; 51; 62	TG: 19; 22; 29; 54; 56

			Hist	torical Events and	Eras		
	Dark Days	Free At Last: The Struggle for Civil Rights		Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010							
(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the themes and characteristics in different periods of modern American drama.							
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:			Note: There are two fiction selections in the text.				
(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;	TG: 18; 19; 20; 31; 53; 54 ; 55	TG: 24; 48		TG: 20; 36; 45	TG: 22; 30; 61	TG: 17; 29; 52; 58; 61; 63	TG: 43 ;45; 53; 55; 113
(B) analyze the internal and external development of characters through a range of literary devices;	TG: 20; 31; 42; 55	TG: 24; 48		TG: 20; 36; 45	TG: 22; 31; 61	TG: 22-23; 32- 33; 42-43; 53-54; 67	TG: 19; 33; 43; 55
(C) analyze the impact of narration when the narrator's point of view shifts from one character to another; and				TG; 30; 31			
(D) demonstrate familiarity with works by authors in American fiction from each major literary period.	The selections reflect the era of the Great Depression.						
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.	TG: 18; 19; 21; 22; 29; 30; 32;			TG: 18; 19; 21; 30; 31; 34; 35;44; 46; 55; 56; 57	45; 46; 47; 48;		TG: 18; 21; 28; 30; 31; 40; 41; 42; 52; 54
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.	TG: 18; 19; 20; 31; 53; 54 ; 55	TG: 17, 19; 27; 30; 37; 40; 43; 47; 51; 54; 58; 64	TG: 17; 18; 23; 26; 29; 31; 32; 33; 36; 39; 40; 42;46;49; 55; 58; 62; 69	TG: 23; 24; 32; 37; 47; 58	TG: 17, 18, 19; 22; 25; 28; 52; 37-36; 38; 41; 42 52; 56; 58; 59; 61; 63	TG: 17; 29; 52; 58; 61; 61	TG: 32; 43; 44; 45; 53; 55

	Historical Events and Eras									
	Dark Days	Free At Last: The Struggle for Civil Rights		Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers			
§110.33. English Language Arts and Reading, English III, Beginning with		0 0								
School Year 2009-2010										
(8) Reading/Comprehension of Informational Text/Culture and History.	TG: 23; 30; 33;	TG: 22; 23; 32;	TG: 17; 19; 20;			TG: 22-23; 32-	TG: 18; 21; 28;			
Students analyze, make inferences and draw conclusions about the author's	43; 45	33; 34; 35; 36;	26; 29; 36; 39;			33; 42-43; 53-54;	30; 31; 40; 41;			
purpose in cultural, historical, and contemporary contexts and provide		37; 44; 45; 46;	46; 49; 58; 62;			67	42; 52; 54			
evidence from the text to support their understanding. Students are		49; 50; 59; 60;	64; 68; 69							
expected to analyze how the style, tone, and diction of a text advance the		62; 63								
author's purpose and perspective or stance.										
(9) Reading/Comprehension of Informational Text/Expository Text. Students										
analyze, make inferences and draw conclusions about expository text and										
provide evidence from text to support their understanding. Students are										
expected to:										
(A) summarize a text in a manner that captures the author's viewpoint, its	TG: 23; 26- 27;	TG: 25-25; 38-	TG: 19; 24; 30;	TG: 18		TG: 33; 40; 43-				
main ideas, and its elements without taking a position or expressing an	29; 35-36; 41;	39; 52-53	44			44;				
opinion;	45; 46; 50-51;									
	54; 58									
(B) distinguish between inductive and deductive reasoning and analyze the										
elements of deductively and inductively reasoned texts and the different										
ways conclusions are supported;										
(C) make and defend subtle inferences and complex conclusions about the		TG: 25-25; 38-								
ideas in text and their organizational patterns; and		39; 52-53								
(D) synthesize ideas and make logical connections (e.g., thematic links,	TG: 23; 35; 46	TG: 25-25; 38-	TG: 24; 43; 44;	TG: 24; 38; 48	TG: 23; 36; 50	TG: 22-23; 32-	TG: 19; 33; 43			
author analyses) between and among multiple texts representing similar or		39; 52-53	56; 73			33; 42-43; 53-54;				
different genres and technical sources and support those findings with						67				
textual evidence.										
(10) Reading/Comprehension of Informational Text/Persuasive Text.										
Students analyze, make inferences and draw conclusions about persuasive										
text and provide evidence from text to support their analysis. Students are										
expected to:										
(A) evaluate how the author's purpose and stated or perceived audience	TG: 18; 22; 29;	TG: 44; 45, 46,	TG: 19; 20; 32;	TG: 31; 34; 56	TG: 20; 32	TG: 61				
affect the tone of persuasive texts; and	33; 34	47; 50; 63	66							
(11) Reading/Comprehension of Informational Text/Procedural Texts.										
Students understand how to glean and use information in procedural texts										
and documents. Students are expected to:						+				
(B) translate (from text to graphic or from graphic to text) complex, factual,		TG: 67	SB: 10-11		SB: 11-13					
quantitative, or technical information presented in maps, charts,			TG: 14							
illustrations, graphs, timelines, tables, and diagrams.										

			His	torical Events and	Eras		
	Dark Days	Free At Last: The Struggle for Civil Rights		Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010							
(12) Reading/Media Literacy. 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:							
 (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; 		TG: 45; 46; 63; 65			TG: 19; 21; 29		
 (C) evaluate the objectivity of coverage of the same event in various types of media; and (13) Writing/Writing Process. Students use elements of the writing process 				TG: 47		TG: 31; 62	
(planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:							
(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TG: 23–24; 35–36; 46–47	TG: 25-25; 38- 39; 52-53	TG: 25; 35; 45; 57; 77	TG: 24-25; 38- 39; 48-49	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 3342-43; 53-54; 67-68	TG: 34-35; 45-46
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open- ended situations that include transitions and rhetorical devices to convey meaning;	TG: 23–24; 35- 36; 46-47	TG: 25-25; 38- 39; 52-53	TG: 25; 35; 45; 57; 77		TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 3342-43; 53-54; 67-68	TG: 34-35; 45-46
(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	TG: 23–24; 35- 36; 46-47	TG: 25-25; 38- 39; 52-53	TG: 77	TG: 24-25; 38- 39; 48-49	TG: 23-24; 37- 38; 50-51	TG: 69	TG: 63
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 65	TG: 72	TG: 77	TG: 66	TG: 69	TG: 69	TG: 63
 (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. (14) Writing/Literary Texts. Students write literary texts to express their 	TG: 65	TG: 72	TG: 77	TG: 66	TG: 69	TG: 69	TG: 63
ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:							

			Hist	orical Events and	l Eras		
	Dark Days	Free At Last: The Struggle for Civil Rights		Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010							
(A) write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;	TG: 43	TG: 34	TG: 21; 23; 30; 34-35; 42; 44-45; 71-72	TG: 16; 18; 30; 61		TG: 30; 48	
(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and			TG: 22; 67	48-49	23-24	TG: 51	
(C) write a script with an explicit or implicit theme, using a variety of literary techniques.		TG: 23					
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:							TG: 22-23; 28; 34- 35; 45-46; 59 60
(A) write an analytical essay of sufficient length that includes:	TG: 23-24; 35- 36; 46-47; 58, 59 60	TG: 25-25; 38- 39; 52-53	SB: 32 TG:15-16; 24-24; 59-61; 70; 71-72	TG: 38-39		TG: 22-23; 32- 33; 42-43; 53-54; 67-68	
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	TG: 23-24; 35- 36; 46-47; 58, 59 60	TG: 25-25; 38- 39; 52-53		TG: 38-39	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 33; 41; 42-43; 53 54; 67-68	-
(ii) rhetorical devices, and transitions between paragraphs;		TG: 25-25; 38- 39; 52-53		TG: 38-39	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 33; 41; 42-43; 53 54; 67-68	-
(iii) a clear thesis statement or controlling idea;	TG: 23-24; 35- 36; 46-47; 58, 59 60	TG: 25-25; 38- 39; 52-53		TG: 38-39	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 33; 41; 42-43; 53 54; 67-68	-
(iv) a clear organizational schema for conveying ideas;	TG: 23-24; 35- 36; 46-47; 58, 59 60	TG: 25-25; 38- 39; 52-53		TG: 38-39	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 33; 41; 42-43; 53 54; 67-68	-
(v) relevant and substantial evidence and well-chosen details; and	TG: 23-24; 35- 36; 46-47; 58, 59 60			TG: 38-39	TG: 23-24; 37- 38; 50-51		
(vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;					TG: 23-24; 37- 38; 50-51		
(C) write an interpretation of an expository or a literary text that:			TG: 42; 52; 66				

			Hist	orical Events and	Eras		
	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here:	Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.33. English Language Arts and Reading, English III, Beginning with							
School Year 2009-2010							
(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	TG: 60	TG: 67	p. 72	TG: 61	TG: 66		TG: 58
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:		TG: 38; 68; 69	TG: 51; 70; 73- 74; 75	TG: 60-61			
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;					TG: 23-24; 37- 38; 50-51	TG: 20; 53-54	
(B) accurate and honest representation of divergent views (i.e., in the					TG: 23-24; 37-	TG: 53-54	
author's own words and not out of context);					38; 50-51		
(C) an organizing structure appropriate to the purpose, audience, and					TG: 23-24; 37-	TG: 53-54	
context;					38; 50-51		
(D) information on the complete range of relevant perspectives;					TG: 23-24; 37- 38; 50-51	TG: 53-54	
(E) demonstrated consideration of the validity and reliability of all primary					TG: 23-24; 37-	TG: 53-54	
and secondary sources used; and					38; 50-51		
(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).					TG: 23-24; 37- 38; 50-51		
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 58- 59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(21) Research/Gathering Sources. 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:	TG: 58-59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 58-59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(23) Research/Organizing and Presenting Ideas. 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 an extended written or oral presentation that:		TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58

			Hist	orical Events and	Eras		
	Darile David	Free At Last: The Struggle for Civil	The Immigrant	Harlem	Times of Change: Vietnam	Voices of the	Wide Open Spaces: American
§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010	Dark Days	Rights	Experience	Renaissance	and the 70s	Holocaust	Frontiers
(24) Listening and Speaking/Listening. Students will 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:			TG: 19; 22; 40; 65; 68; 70; 71-72				
(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and	TG: 19; 22; 40; 65; 68; 70; 71-72					TG: 16; 20; 31; 38; 58; 60; 62; 65	
(25) Listening and Speaking/Speaking. 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 give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	TG: 59	TG: 40; 63; 70-72	TG: 71	TG:61	TG: 43; 45; 46; 47; 64; 65-66; 67		
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	TG: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 22; 44; 63	TG: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 20; 22; 31; 35; 44; 46; 56; 58	TG: 43; 45; 46; 47; 64; 65-66; 67	TG: 15; 40; 65	TG: 28; 31; 42

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§110.34. English Language Arts and Reading, English IV, Beginning with School Year 2009-2010							
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:							
(A) determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	SB: footnote on 105			SB: See footnotes on pages 64; 69; 72, 73; 64; 69; 97;		SB: See footnotes on pages 51; 102	
 (B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings; 	TG: 53						
(D) analyze and explain how the English language has developed and been influenced by other languages; and			SB: See Footnotes pp. 30; 45; 56; 65; 68; 76; 95; 97;105; 109; 112; 136	SB: See footnotes on pages 10; 21; 130;		SB: See footnotes on pages 34; 48; 86; 109; 121; 122; 129; 134; 139; 141	
(E) use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.	SB: 18 TG: 17, 27; 40; 52	SB: 14 TG: 17; 30; 43; 58	SB: 12 TG: 14; 17; 29; 39; 49	17; 29; 43; 54	SB: 14 TG: 17; 28; 41; 56	SB: 14 TG: 14; 37; 47; 57	SB: 12 TG: 15-16, 17, 25, 28, 35, 38, 47, 51, 57
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, 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:							
(A) compare and contrast works of literature that express a universal theme;	TG: 22; 23; 31; 33; 43; 45; 53; 56	TG: 25; 38; 52	TG: 24; 43; 44; 56; 73	TG: 30; 31;32; 33; 34; 44;	TG: 23; 36; 50	TG: 22-23; 32- 33; 42-43; 53-54; 67	TG: 19; 33; 43
(C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.	The plot, setting, and characters of all selections are related to the Great Depression.	TG: 25; 38; 52	TG: 24; 43; 44; 56; 73	All fiction selections reflect the historical, social, and economic effects of the Harlem Renaissance.	TG: 23; 36; 50	TG: 22-23; 32- 33; 42-43; 53-54; 67	TG: 19; 33; 43

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	Dark Days	Free At Last: The Struggle for Civil Rights		Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
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 (3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time 	TG: 44; 53	TG: 18; 19; 20; 21; 37; 47; 51; 61;	TG: 18; 22; 54; 67	17; 29; 43; 54	TG: 23; 36; 50	TG: 17; 18; 20; 29; 30; 38; 51; 62	TG: 19; 22; 29; 54; 56
periods.							
(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.							
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:			Note: There are two fiction selections in the text.				
(A) analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction;	TG: 41; 43; 54	TG: 24; 48	TG: 42		TG: 22; 30; 61	TG: 28	
(B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;	TG: 20; 31; 42; 55	TG: 24; 48	TG: 42; 55	TG: 30; 31; 32; 33; 34; 44;	TG: 22; 30; 61	TG: 22-23; 32- 33; 42-43; 53-54; 67	TG: 19; 33; 43; 55
(C) compare and contrast the effects of different forms of narration across various genres of fiction; and					TG: 22; 30; 61		
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.	TG: 18; 19; 21; 22; 29; 30; 32; 33; 34; 41; 43; 45; 65	TG: 22; 23; 32; 33; 34; 35; 36; 37; 44; 45; 46; 49; 50; 59; 60; 62; 63	TG: 19; 29; 23; 32; 40; 41; 42; 50; 51; 65; 66	TG: 18; 19; 21; 30; 31; 34; 35;44; 46; 55; 56; 57	45; 46; 47; 48;	TG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59; 60; 61	TG: 18; 21; 28; 30; 31; 40; 41; 42; 52; 54
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.	TG: 18; 19; 20; 31; 53; 54	TG: 17, 19; 27; 30; 37; 40; 43; 47; 51; 54; 58; 64	TG: 17; 18; 23; 26; 29; 31; 32; 33; 36; 39; 40; 42;46;49; 55; 58; 62; 69	TG: 23; 24; 32; 37; 47; 58	TG: 17, 18, 19; 22; 25; 28; 52; 37-36; 38; 41; 42 52; 56; 58; 59; 61; 63	TG: 17; 29; 52; 58; 61; 61	TG: 32; 43; 44; 45; 53; 55

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School Year 2009-2010							
(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.	TG: 23; 30; 33; 43; 45	TG: 22; 23; 32; 33; 34; 35; 36; 37; 44; 45; 46; 49; 50; 59; 60; 62; 63	TG: 17; 19; 20; 26; 29; 36; 39; 46; 49; 58; 62; 64; 68; 69		TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49	TG: 22-23; 32- 33; 42-43; 53-54; 67	TG: 18; 21; 28; 30; 31; 40; 41; 42; 52; 54;
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:							
(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	TG: 23; 26- 27; 29; 35-36; 41; 45; 46; 50-51; 54; 58	TG: 25-25; 38- 39; 52-53	TG: 19; 24; 30; 44	TG: 18		TG: 33; 40; 43- 44;	
(B) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints;	TG: 29; 34	TG: 25-25; 38- 39; 52-53		TG: 31; 34			
(D) synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	TG: 23; 35; 46	TG: 25-25; 38- 39; 52-53	TG: 24; 43; 44; 56; 73	TG: 24; 38; 48	TG: 23; 36; 50	TG: 22-23; 32- 33; 42-43; 53-54; 67	TG: 19; 33; 43
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:							
(A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and		TG: 44; 45, 46, 47; 50; 63			TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49		
(B) draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.	TG: 29; 34	TG: 44; 45, 46, 47; 50; 63	TG: 19		TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49		

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(12) Reading/Media Literacy. 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:							
 (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; 		TG: 45; 46; 63; 65		TG: 47			
(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose; and		TG: 45; 46; 63; 65			TG: 19; 21; 29		
(D) evaluate changes in formality and tone across various media for different audiences and purposes.						TG: 31; 62	
(13) Writing/Writing Process. Students use elements of the writing process(planning, drafting, revising, editing, and publishing) to compose text.Students are expected to:							
(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TG: 23-24; 35- 36; 46-47;	TG: 25-25; 38- 39; 52-53	TG: 25; 35; 45; 57; 77	TG: 24-25; 38- 39; 48-49	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 3342-43; 53-54; 67-68	TG: 34-35; 45-46
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open- ended situations that include transitions and the rhetorical devices to convey meaning;	TG: 23-24; 35- 36; 46-47;	TG: 25-25; 38- 39; 52-53	TG: 25; 35; 45; 57; 77	TG: 24-25; 38- 39; 48-49	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 33; 42-43; 53-54; 67-68	TG: 34-35; 45-46
(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	TG: 65	TG: 25-25; 38- 39; 52-53	TG: 77	TG: 24-25; 38- 39; 48-49	TG: 23-24; 37- 38; 50-51	TG: 69	TG: 63
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 65	TG: 72	TG: 77	TG: 66	TG: 69	TG: 69	TG: 63
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 65	TG: 72	TG: 77	TG: 66	TG: 69	TG: 69	
 (14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to: 							

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School Year 2009-2010							
(A) write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone;	TG: 43	TG: 34	TG: 21; 23; 30; 34-35; 42; 44-45; 71-72	TG: 16; 18; 30; 61		TG: 30; 48	
(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and			TG: 22; 67	48-49	23-24	TG: 51	
(C) write a script with an explicit or implicit theme, using a variety of literary techniques.		TG: 23					
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:							TG: 22-23; 28; 34 35; 45-46; 59 60
(A) write an analytical essay of sufficient length that includes:	TG: 23–24; 35–36; 46–47	TG: 25-25; 38- 39; 52-53	SB: 32 TG:15-16; 24-24; 59-61; 70; 71-72	TG: 38-39		TG: 22-23; 32- 33; 42-43; 53-54; 67-68	
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	TG: 23–24; 35–36; 46–47	TG: 25-25; 38- 39; 52-53		TG: 38-39	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 33; 41; 42-43; 53- 54; 67-68	
(ii) rhetorical devices, and transitions between paragraphs;	TG: 23–24; 35–36; 46–47	TG: 25-25; 38- 39; 52-53		TG: 38-39	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 33; 41; 42-43; 53- 54; 67-68	
(iii) a clear thesis statement or controlling idea;	TG: 65	TG: 25-25; 38- 39; 52-53		TG: 38-39	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 33; 41; 42-43; 53- 54; 67-68	
(iv) a clear organizational schema for conveying ideas;	TG: 65	TG: 25-25; 38- 39; 52-53		TG: 38-39	TG: 23-24; 37- 38; 50-51	TG: 22-23; 32- 33; 41; 42-43; 53- 54; 67-68	
(v) relevant and substantial evidence and well-chosen details;				TG: 38-39	TG: 23-24; 37- 38; 50-51		
(vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; and					TG: 23-24; 37- 38; 50-51		
(C) write an interpretation of an expository or a literary text that:			TG: 42; 52; 66				

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	TG: 60	TG: 67	p. 72	TG: 61	TG: 66		TG: 58
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:		TG: 38; 68; 69	TG: 51; 70; 73- 74; 75	TG: 60-61			
(A) a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions);					TG: 23-24; 37- 38; 50-51	TG: 20; 53-54	
(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);					TG: 23-24; 37- 38; 50-51	TG: 53-54	
(C) an organizing structure appropriate to the purpose, audience, and context;					TG: 23-24; 37- 38; 50-51	TG: 53-54	
(D) information on the complete range of relevant perspectives;					TG: 23-24; 37- 38; 50-51	TG: 53-54	
(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used;					TG: 23-24; 37- 38; 50-51	TG: 53-54	
(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs); and					TG: 23-24; 37- 38; 50-51	TG: 53-54	
(G) an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.					TG: 23-24; 37- 38; 50-51	TG: 53-54	
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 58- 59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57; 58
(21) Research/Gathering Sources. 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:	TG: 58- 59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57; 58
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 58- 59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57; 58

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(23) Research/Organizing and Presenting Ideas. 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 an extended written or oral presentation that:		TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57; 58
(24) Listening and Speaking/Listening. Students will 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:			TG: 19; 22; 40; 65; 68; 70; 71-72				
(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and	TG: 19; 22; 40; 65; 68; 70; 71-72					TG: 16; 20; 31; 38; 58; 60; 62; 65	
(25) Listening and Speaking/Speaking. 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 formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	TG: 59	TG: 40; 63; 70-72	TG: 71	TG:61	TG: 43; 45; 46; 47; 64; 65-66; 67		
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	TG: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 22; 44; 63		TG: 20; 22; 31; 35; 44; 46; 56; 58	TG: 43; 45; 46; 47; 64; 65-66; 67	TG: 15; 40; 65	TG: 28; 31; 42