

## READINESS STANDARDS - English I

(1) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to

(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words

Connotative, Denotative

(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

Etymology, Connotative, Denotative

(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

(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils

Literary device technique, Element, Foil, Confidant, Flat, Round, Static, Stock

(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

(A) 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

Controlling idea, Purpose

(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 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

Summary, Critique, Position, Opinion

(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns

Subtle, Conclusion, Organizational pattern, Organizational structure

(13) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(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

Draft, Rhetorical device

# READINESS STANDARDS - English I

(13) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(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

Revise, Style, Subtle, Figurative language

(D) edit drafts for grammar, mechanics, and spelling

Edit, Draft, Grammar, Mechanics

(14) **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 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

Literary elements, Literary techniques, Plot elements

(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

(A) write an [analytical] essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a thesis or controlling idea; (iv) an organizing structure appropriate to purpose, audience, and context (v) relevant evidence and well-chosen details

Expository essay, Analytical essay

(17) **[Oral and] Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when [speaking and] writing. Students are expected to

(A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]

Parts of Speech

(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)

Simple sentence, Compound sentence, Complex sentence, Compound-complex

(18) **[Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(A) use conventions of capitalization

Capitalization

(B) use correct punctuation marks

Punctuation mark

(19) **[Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to

(A) spell correctly, including using various resources to determine and check correct spellings

Resource

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. The student is expected to

(B) make complex inferences about text and use textual evidence to support understanding

Inference, Textual evidence, Prediction, Draw conclusion

# SUPPORTING STANDARDS - English I

(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	Technical, Academic, Affix, Base word, Prefix, Root, Suffix
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(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)	Origin, Foreign
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(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	Analyze, Genre, Theme
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(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature	Mythical, Traditional, Classical, Influence
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(C) relate the figurative language of a literary work to its historical and cultural setting	Figurative language, Historical, Cultural, Setting
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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

(A) analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry	Diction, Imagery
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(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

(A) explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text	Dramatic convention, Monologue, Soliloquy, Dramatic irony
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(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

(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development	Non-linear plot, Flashback, Foreshadow, Sub-plot, Parallel plot, Linear plot
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(C) analyze the way in which a work of fiction is shaped by the narrator's point of view	Narrator, Point of view
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# SUPPORTING STANDARDS - English I

(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

(A) analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event	Literary essay, Interweave, Perspective
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(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

(A) explain the role of irony, sarcasm, and paradox in literary works	Irony, Sarcasm, Paradox
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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 are expected to

(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts	Compare, Contrast, Visual image
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(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes	Formality, Tone, Audience, Purpose
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(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

(B) differentiate between opinions that are substantiated and unsubstantiated in the text	Opinion, Substantiate, Unsubstantiate
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(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	Synthesize, Viewpoint
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(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	Relevance, Quality, Credibility, Oppose
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(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

(B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors’ propositions	Rhetorical device, Rhetorical structure, Proposition
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# SUPPORTING STANDARDS - English I

(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) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications)

Clarity

(B) analyze factual, quantitative, or technical data presented in multiple graphical sources

Factual, Quantitative, Technical

(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

(A) write an [analytical] essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a thesis or controlling idea; (iv) an organizing structure appropriate to purpose, audience, and context; (v) relevant evidence and well-chosen details

Expository essay, Analytical essay, Rhetorical device, Thesis, Relevant, Valid, Inference, Purpose, Audience, Context, Sentence structure, Introductory, Concluding, Transition

(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

(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence

Thesis, Position, Precise, Relevant

(C) counter-arguments based on evidence to anticipate and address objections; (v) relevant information and valid inferences

Counter-Argument, Evidence, Anticipate, Objective

(D) an organizing structure appropriate to the purpose, audience, and context

Organizational structure, Purpose, Audience, Context

(E) an analysis of the relative value of specific data, facts, and ideas

Analyze, Value

(17) **[Oral and] Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when [speaking and] writing. Students are expected to

(A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]: (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); (ii) restrictive and nonrestrictive relative clauses; (iii) reciprocal pronouns (e.g., each other, one another)

Active verb tense, Passive verb tense, Verbal, Gerund, Participle, Infinitive, Restrictive relative clause, Nonrestrictive relative clause, Reciprocal pronoun

# SUPPORTING STANDARDS - English I

(18) **[Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(B) use correct punctuation marks : (i) quotation marks to indicate sarcasm or irony; (ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions

Quotation mark, Sarcasm, Irony, Nonrestrictive phrase, Restrictive phrase

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. The student is expected to

(B) make complex inferences about text and use textual evidence to support understanding

Inference, Textual evidence