Coal City Unit District #1
English I
Language Arts Curriculum

LA.E1:1 Students will demonstrate the ability to read, comprehend, and analyze grade-level appropriate literary texts, including stories, dramas, and poems.

LA.E1:1-1	Use details, direct quotes, and paraphrasing from the literary text to support understanding of its main ideas---both stated and suggested (e.g. inferences). (RL 1)
LA.E1:1-2	Determine the text's main ideas and themes in a literary text. (RL 2)
LA.E1:1-3	Analyze the development of a text's main ideas and themes by explaining how they develop throughout the literary text. (RL 2)
LA.E1:1-4	Compose an objective summary of a literary text. (RL 2)
LA.E1:1-5	Identify different styles of narration (e.g. first person, third person, and omniscient narrator). (RL 6)
LA.E1:1-6	Analyze the development of a text's characters and how their actions, thoughts, and words contribute to the story's plot or themes. (RL 3)
LA.E1:1-7	Analyze specific words and phrases (including figurative and connotative meanings) in the text to determine both what they mean individually as well as how they contribute to the text's tone and meaning as a whole. (RL 4)
LA.E1:1-8	Analyze the ways in which the author has chosen to structure and order the text (e.g. parallel plots, pacing, flashbacks, foreshadowing) as well as how those choices affect the text's mood or tone. (RL 5)
LA.E1:1-9	Analyze the point of view or cultural experience of a work of literature from outside the United States. (RL 6)
LA.E1:1-10	Compare and contrast how events and information are presented in visual and non-visual texts (e.g. art, poetry, film, etc.). (RL 7)
LA.E1:1-11	Identify allusions in texts. (RL 9)

LA.E1:2 Students will demonstrate the ability to read, comprehend, and analyze grade-level appropriate literary nonfiction texts, including speeches, essays, and blogs.

LA.E1:2-1	Use details, direct quotes, and paraphrased information from the informational text to support your understanding of its main ideas--both those that are stated directly and those that are suggested (e.g. inferences). (RI 1)
LA.E1:2-2	Analyze the development of a text's main ideas and themes by showing how they progress throughout the informational text. (RI 2)
LA.E1:2-3	Compose an objective summary of an informational text. (RI 2)
LA.E1:2-4	Analyze the ways in which the author has chosen to structure (e.g. claim, support, reasons, evidence, and counter-argument) and order the text to determine how those choices affect the central ideas. (RI 3)
LA.E1:2-5	Locate rhetorical devices (e.g. repetition, parallelism, and analogy) in an informational text. (RI 4)
LA.E1:2-6	Analyze specific words and phrases in the text to determine both what they mean individually as well as how they contribute to the informational text's tone and meaning as a whole. (RI 4)
LA.E1:2-7	Examine specific portions of informational text (sentences, paragraphs, or larger sections) to understand how they develop the author's ideas and claims. (RI 5)
LA.E1:2-8	Determine the author's purpose of the informational text. (RI 6)
LA. E1:2-9	Analyze how the author uses language to effectively communicate his/her purpose. (RI 6)
LA.E1:2-10	Compare and contrast the ways in which various media, such as newspapers, television, documentaries, blogs, and the Internet portray the same events. (RI 7)
LA.E1:2-11	Evaluate the strength of the author's claims in an informational text by examining the supporting details and reasoning and identifying any faults or weaknesses in them. (RI 8)
LA.E1:2-12	Analyze influential documents and explain how they address important themes related to United States history and culture. (RI 9)

LA.E1: 3 Students will write and develop arguments with strong evidence and valid reasoning.

LA.E1:3-1 Craft a memorable, comprehensive introduction that introduces the texts, authors, and a clear claim to discuss. (W.1a)
LA.E1:3-2 Develop the claim by using logical reasoning and strong evidence to support reasoning (e.g. direct quotations, facts, statistics, paraphrasing). (W.1b)
LA.E1:3-3 Explain how the evidence supports the claim in order to develop the argument's strength. (W.1b)
LA.E1:3-4 Distinguish the claim by addressing the opposing claims (counter-arguments). (W.1a)
LA.E1:3-5 Provide a strong concluding statement or section that summarizes the evidence presented. (W.1e)
LA.E1:3-6 Organize an argument in a logical sequence (e.g. order of likely acceptance, importance, complexity or length, familiarity, or chronological order). (W.1a)
LA.E1:3-7 Use transitional words, phrases, and clauses to link sections of the text, create a united whole, and clarify the relationship between ideas and concepts. (W.1c)
LA.E1:3-8 Establish an unbiased tone and style appropriate to the task. (W.1d)
LA.E1:3-9 Identify the essential elements of argumentative writing.

LA.E1: 4 Students will write clear, well-organized, and thoughtful informative and explanatory (including analytical) texts.

LA.E1:4-1 Craft a clear and appealing introduction that states the thesis and introduces the titles and the authors of the texts. (W.2a)
LA.E1:4-2 Develop the topic with background information and sufficient supporting details (e.g. direct quotations, facts, extended definitions, concrete details, paraphrasing). (W.2b)
LA.E1:4-3 Explain how the evidence supports the claim in order to develop the topic's strength. (W.2b)
LA.E1:4-4 Provide a strong concluding statement or section that restates the importance or relevance of the topic. (W.2f)
LA.E1:4-5 Organize an argument in a logical sequence (e.g. definition, classification, comparison/contrast, cause/effect, main idea and details) including heading and graphic organizers when appropriate. (W.2a)
LA.E1:4-6 Use transitional words, phrases, and clauses to link sections of the text, create a united whole, and clarify the relationship between ideas and concepts. (W.2c)
LA.E1:4-7 Use vivid, precise, and original language and relevant vocabulary. (W.2d)
LA.E1:4-8 Establish and maintain a tone and style appropriate to the task. (W.2e)
LA.E1:4-9 Identify the essential elements of informational writing.

LA.E1: 5 Students will write clear, well-structured, detailed narrative texts.

LA.E1:5-1	Draw readers in with a clear topic that is introduced in the exposition that has an interesting progression of events. (W.3a)
LA.E1:5-2	Develop the character through the use of realistic description and dialogue. (W.3b)
LA.E1:5-3	Use literary techniques to develop and expand on setting, events or characters. (W.3b)
LA.E1:5-4	Develop a plot around a specific theme. (W.3b)
LA.E1:5-5	Create a strong conclusion that reflects on the topic. (W.3e)
LA.E1:5-6	Build a coherent sequence and structure by using different techniques (e.g. flashbacks and foreshadowing). (W.3c)
LA.E1:5-7	Use pacing to develop the plot in a clear way. (W.3b)
LA.E1:5-8	Craft a point-of-view that is effective and consistent throughout the story. (W.3b)
LA.E1:5-9	Use precise words and sensory details (e.g. imagery, figurative language, sound devices) that keep readers interested. (W.3d)
LA.E1:5-10	Identify the essential elements of narrative writing.

LA.E1: 6 Students will produce writing--using a variety of media--that is appropriate to the task, purpose, and audience for whom they are writing. (W4)

LA.E1:6-1	Revise and refine writing to address what is most important for the purpose and audience. (W 5)
LA.E1:6-2	Use technology to share writing and provide links to other relevant information. (W 6)
LA.E1:6-3	Research both short and more complex tasks that include answering a question or solving a problem by using multiple sources. (W 7)
LA.E1:6-4	Effectively assess different sources and their relevance for supporting a task. (W 8)
LA.E1:6-5	Integrate information into the text selectively to maintain the flow of ideas by using transitions leading into the evidence.
LA.E1:6-6	Cite materials correctly according to a style manual when writing and editing. (L.3a) (W 9)

LA.E1: 7 Students will actively participate in a variety of discussions (one-on-one, in groups, teacher-led).

LA.E1:7-1	Synthesize questions, ideas, and notes from researched materials and texts to be prepared for the discussion. (SL.1a)
LA.E1:7-2	Explicitly reference evidence from the texts and other research items on the topic or issue to stimulate an interesting discussion. (SL.1a)
LA.E1:7-3	Work with others to establish goals, deadlines, and individual roles within a group. (SL.1b)
LA.E1:7-4	Initiate dialogue by asking thoughtful questions that relate to the current discussion, broader themes, or larger ideas. (SL.1c)
LA.E1:7-5	Propel conversations by responding to questions, clarifying, verifying, or challenging ideas and conclusions. (SL.1c)
LA.E1:7-6	Actively incorporate everyone into the discussion. (SL.1c)
LA.E1:7-7	Respond to different perspectives in a respectful manner. (SL.1d)
LA.E1:7-8	Summarize points of agreement or disagreement when needed to justify viewpoints. (SL.1d)
LA.E1:7-9	Integrate multiple credible and accurate sources of information. (SL 2)
LA.E1:7-10	Evaluate a speaker's point-of-view, reasoning, evidence, and rhetorical devices in an argument. (SL 3)
LA.E1:7-11	Identify any false reasoning or evidence in a speaker's argument. (SL 3)

LA.E1: 8 Students will organize and present information to listeners in a logical sequence and style that are appropriate to audience and task.

LA.E1:8-1	Introduce the claim in an engaging manner. (SL 4)
LA.E1:8-2	Present information with supporting evidence clearly, concisely, and logically. (SL 4)
LA.E1:8-3	Organize the presentation's substance and style appropriately to the purpose, audience, and task. (SL 4)
LA.E1:8-4	Transition logically in order to connect reasons and evidence to the claim. (SL 4)
LA.E1:8-5	Conclude the topic by summarizing the claim. (SL 4)
LA.E1:8-6	Adapt the formality of your speech appropriately depending on its context and purpose. (SL 6)
LA.E1:8-7	Use digital media (e.g. textual, graphical, audio, visual, and interactive elements) to enhance and add interest to presentations. (SL 5)
LA.E1:8-8	Effectively use vocal expressions to engage the audience.
LA.E1:8-9	Demonstrate nonverbal behavior that supports the verbal message.

LA.E1: 9 **Students will revise texts to improve development, organization, and use of language.**

LA.E1: 9-1	Revise information and ideas in the text for the sake of clarity, support, and relevance to topic and rhetorical purpose (e.g., central ideas, main claims, counterclaims, topic sentences, details, facts, and statistics).
LA.E1: 9-2	Relate information presented quantitatively in such forms as graphs, charts, and tables to information presented in the text.
LA.E1:9-3	Revise texts as needed to ensure that information and ideas are presented in the most logical order.
LA.E1:9-4	Revise texts as needed to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.
LA.E1:9-5	Revise texts as needed to improve the economy of word choice (e.g., to eliminate wordiness and/or redundancy).
LA.E1:9-6	Revise texts as necessary to ensure the consistency and exactness of a word, matching or improving style and tone.

LA.E1: 10 **Students will correctly use the conventions of English grammar and usage.**

LA.E1:10-1	Correct grammatically incomplete sentences (e.g., fragments and run-ons).
LA.E1:10-2	Correct problems in coordination and subordination.
LA.E1:10-3	Correct problems in parallel structure in sentences.
LA.E1:10-4	Correct problems in modifier placement (e.g., misplaced or dangling modifiers).
LA.E1:10-5	Correct inappropriate shifts in verb tense, voice, and mood as well as pronoun person and number.
LA.E1:10-6	Correct pronouns with unclear or ambiguous antecedents.
LA.E1:10-7	Correct cases in commonly confused words.
LA.E1:10-8	Correct lack of agreement between subjects and verbs.
LA.E1:10-9	Use various types of phrases (e.g., noun, verb, adjectival, adverbial, participial, prepositional, absolute) to add information, to vary sentence structure, or to combine sentences.
LA.E1:10-10	Identify simple and complete subjects and predicates.
LA.E1:10-11	Create simple sentences using action, linking, and helping verbs.
LA.E1:10-12	Locate subjects and verbs that are hard to find (e.g., inverted sentences, verbs with infinitive phrases).
LA.E1:10-13	Classify different types of phrases.
LA.E1:10-14	Identify types of phrases within sentences.
LA.E1:10-15	Use mnemonic devices to remember words that link sentences or create subordinate clauses.
LA.E1:10-16	Classify different types of sentence structures.

LA.E1:10-17	Create compound sentences using three distinct methods (e.g., coordinating conjunction, semicolon, conjunctive adverb).
LA.E1:10-18	Identify or determine whether sentences are grammatically complete (e.g., fragments and run-ons.
LA.E1:10-19	Use various types of clauses (e.g., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.E1:10-20	Create complex sentences using two distinct methods (e.g., subordinating conjunctions, relative pronouns).
LA.E1:10-21	Differentiate between independent and subordinate clauses.
LA.E1:10-22	Classify different types of clauses.
LA.E1:10-23	Identify types of clauses within sentences.
LA.E1:10-24	Construct sentences using various types of clauses including adjective, adverb, and noun clauses.
LA.E1:10-25	Construct sentences using parallel structure.

LA.E1: 11 **Students will correctly use mechanics such as capitalization, punctuation, and spelling while adhering to a particular form or style.**

LA.E1:11-1	Correct inappropriate uses of ending punctuation in cases in which the context makes the intent clear.
LA.E1:11-2	Correct inappropriate uses of colons, semicolons, and dashes to indicate sharp breaks in thought within sentences.
LA.E1:11-3	Correct inappropriate uses of possessive noun and pronouns as well as differentiate between possessive and plural forms.
LA.E1:11-4	Correct inappropriate uses of punctuation (commas and sometimes semicolons) to separate items in a series.
LA.E1:11-5	Use punctuation (commas, parenthesis, dashes) to set off nonrestrictive and parenthetical sentence elements.
LA.E1:11-6	Recognize and correct cases in which restrictive or essential sentence elements are inappropriately set off with punctuation.
LA.E1:11-7	Use punctuation correctly when creating compound and complex sentences.
LA.E1:11-8	Use or determine correct spelling, including word choice between commonly confused words. (L.2c)
LA.E1:11-9	Use, determine, or explain proper capitalization (e.g.proper nouns, dialogue, quotes, proper adjectives, starting sentences, and titles of written work). (L2)

LA.E1: 12 **Students will understand the meaning of grade-level words and phrases.**

LA.E1:12-1	Apply knowledge of language by correctly identifying the meaning of a word. (L4)
LA.E1:12-2	Infer the meaning of words based upon context clues. (L4)
LA.E1:12-3	Analyze slight differences in the meanings of similar words. (L.5b)
LA.E1:12-4	Accurately use domain-specific words and phrases. (L 6)
LA.E1:12-5	Use print and digital reference materials (e.g. dictionaries, glossaries, thesauruses) to find the pronunciation, meaning, or part of speech of words. (L.4c)
LA.E1:12-6	Explain (interpret) figures of speech in context. (L.5a)
LA.E1:12-7	Analyze the role of figures of speech in context. (L.5a)
LA.E1:12-8	Identify root words according to meaning or part of speech. (L.4b)
LA.E1:12-9	Adapt root words according to meaning or part of speech. (L.4b)

LA.E1:13 Students will know a repertoire of active reading strategies appropriate to the text and task.

LA.E1:13-1	Understand and use metacognition (e.g. different thinking voices) to track engagement and understanding in a text, recognizing that thinking about reading involves a complex set of skills that include many types of inferences.
LA.E1:13-2	Identify and use strategies to summarize what they read to check for engagement and comprehension.
LA.E1.13-3	Understand and use strategies to find thematic topics and create theme statements based on inferences.
LA.E1:13-4	Understand and use words and phrases to create visuals—either imagined or found—to support comprehension of a text or analysis of character, setting, plot, and theme.
LA.E1:13-5	Recognize that readers ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.E1:13-6	Understand and make connections (text-to-self, text-to-text, and text-to-world) to support comprehension of a text or to support analysis of character(s), setting, plot, or theme.
LA.E1:13-7	Understand and synthesize information from texts in order to create new meaning, deeping an understanding, or to change an understanding of the world around them.

Commented [1]: Metacognition

Commented [2]: Inferences

Commented [3]: Summary

Commented [4]: theme

Commented [5]: Visualize

Commented [6]: Question/Predict

Commented [7]: Connect

Commented [8]: Synthesize

LA.E1: 14 Students will know a variety of writing strategies to explore ideas and illuminate concepts for both the writer and the reader. (W.9-10)

LA.E1:14-1	Understand that authors develop, organize, and craft clear, detailed, and well-structured **ideas** in their writing.
LA.E1:14-2	Understand that **organizational** strategies clarify relationships between ideas (e.g., paragraph order, transitional words, phrases, clauses, and sentences).
LA.E1:14-3	Understand that writers craft their work according to the specific needs of an audience, creating a **voice** that will connect with them and identify a unique voice based on word choice and sentence structure in a text..
LA.E1:14-4	Understand that writers use **word choice** to convey precise, vivid meaning.
LA.E1:14-5	Understand that writers use **fluency** in sentence structure and variety in writing, crafting sentences that exhibit coherence, rhythm, and flow, effectively engaging the reader throughout the text.
LA.E1:14-6	Understand that writers either follow or refute the rules of **conventions** to enhance clarity and voice, using strategies such as RADaR (Replace, Add, Delete, Rearrange) to revise writing, integrating feedback to enhance clarity, coherence, and effectiveness.