

**Global Student Network
Global Virtual Curriculum
Academic Standards
English 09**

Lesson One: Identification of Types of Nouns/Pronouns

Identification of Types of Nouns/Pronouns

Standard Benchmark and Indicator
S04. Reading Applications: Informational, Technical and Persuasive Text
C. Analyze whether graphics supplement textual information and promote the author's purpose. (08-10)
03. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays. (09)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (08-10)
04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience. (09)
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice. (09)
10. Use available technology to compose text. (09)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)
S02. Writing Applications
A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. (08-10)
06. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes. (09)

Lesson Two: Verb Types, Principal Parts, Tenses and Verbals

Verb Types, Principal Parts, Tenses and Verbals

Standard Benchmark and Indicator
S04. Reading Applications: Informational, Technical and Persuasive Text
C. Analyze whether graphics supplement textual information and promote the author's purpose. (08-10)
03. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays. (09)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (08-10)
04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure

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and point of view) to address purpose and audience. (09)
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice. (09)
10. Use available technology to compose text. (09)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)
S02. Writing Applications
A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. (08-10)
06. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes. (09)

Lesson Three: Identification of Modifiers

Identification of Modifiers

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07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences;
08. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to
10. Use available technology to compose text. (09)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)

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B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)
S02. Writing Applications
A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. (08-10)
06. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes. (09)

Lesson Four- Conjunctions, Interjections, and Grammar Review

Conjunctions, Interjections, and Grammar Review

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S04. Reading Applications: Informational, Technical and Persuasive Text
C. Analyze whether graphics supplement textual information and promote the author's purpose. (08-10)
03. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays. (09)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)

Lesson Five – Analyzing the Sentence: Subject-Verb-Complements

Analyzing the Sentence: Subject-Verb-Complements

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S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)

Lesson Six: Sentence Combining-Parallel Structure

Sentence Combining-Parallel Structure

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S04. Reading Applications: Informational, Technical and Persuasive Text
B. Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences. (08-10)
04. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial, transfer, glittering generalities, emotional word repetition, bait and switch) and examples of propaganda, bias and stereotyping. (09)
S01. Writing Processes
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (09)
10. Use available technology to compose text. (09)
12. Add and delete information and details to better elaborate on stated central idea and to more effectively accomplish purpose. (09)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)

Lesson Seven: Working on Vocabulary Skills-Synonyms, Antonyms, Context Clues, Analogies

Working on Vocabulary Skills-Synonyms, Antonyms, Context Clues, Analogies

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
A. Use context clues and text structures to determine the meaning of new vocabulary. (08-10)
01. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect. (09)
B. Examine the relationships of analogical statements to infer word meanings. (08-10)
02. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships. (09)
E. Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary. (08-10)
05. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies). (09)
F. Use multiple resources to enhance comprehension of vocabulary. (08-10)
06. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. (09)
S01. Writing Processes
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-

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10)

14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (09)

Lesson Eight: Problems with Word Usage, Vocabulary Review

Problems with Word Usage, Vocabulary Review

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S02. Acquisition of Vocabulary

A. Use context clues and text structures to determine the meaning of new vocabulary. (08-10)

01. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect. (09)

B. Examine the relationships of analogical statements to infer word meanings. (08-10)

02. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships. (09)

E. Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary. (08-10)

05. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies). (09)

Lesson Nine: Capitalization and Punctuation

Capitalization and Punctuation

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S03. Writing Conventions

A. Use correct spelling conventions. (08-10)

01. Use correct spelling conventions. (09)

B. Use correct punctuation and capitalization. (08-10)

02. Use correct punctuation and capitalization. (09)

C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)

03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)

04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)

05. Use proper placement of modifiers. (09)

06. Maintain the use of appropriate verb tenses. (09)

Lesson Ten: Paragraph Development- Prewriting-Purpose-Audience

Paragraph Development - Prewriting - Purpose - Audience

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B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. (08-10)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (09)
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
08. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (09)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice. (09)
10. Use available technology to compose text. (09)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. (09)
D. Edit to improve sentence fluency, grammar and usage. (08-10)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (09)
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (09)
F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (08-10)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (09)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
S02. Writing Applications
A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. (08-10)
01. Write narratives that: (09)
01. include an organized, well developed structure. (09)
01. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense); (09)
01. use a range of strategies and literary devices including figurative language and specific narration; and, (09)
S04. Research
C. Organize information from various resources and select appropriate sources to support central ideas, concepts and themes. (08-10)
04. Compile and organize important information and select appropriate sources to support central ideas, concepts and themes. (09)

Lesson Eleven: Types of Paragraphs

Types of Paragraphs

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S01. Writing Processes
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. (09)
D. Edit to improve sentence fluency, grammar and usage. (08-10)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (09)
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (09)
F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (08-10)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (09)

Lesson Twelve: Developing and Writing the Persuasive Paragraph

Developing and Writing the Persuasive Paragraph

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12. Add and delete information and details to better elaborate on stated central idea and to more effectively accomplish purpose. (09)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. (09)
D. Edit to improve sentence fluency, grammar and usage. (08-10)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or

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capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (09)
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (09)
F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (08-10)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (09)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)
S02. Writing Applications
E. Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details. (08-10)
05. Write persuasive compositions that: (09)
05. cite sources of information. (09)
05. support arguments with detailed evidence; (09)
05. exclude irrelevant information; and (09)
05. establish and develop a controlling idea; (09)

Lesson Thirteen – Developing and Writing Descriptive Paragraphs

Developing and Writing Descriptive Paragraphs

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09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice. (09)
10. Use available technology to compose text. (09)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (09)
12. Add and delete information and details to better elaborate on stated central idea and to more effectively accomplish purpose. (09)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. (09)
D. Edit to improve sentence fluency, grammar and usage. (08-10)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (09)
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (09)
F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (08-10)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (09)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)
S02. Writing Applications
A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. (08-10)
01. Write narratives that: (09)
01. include an organized, well developed structure. (09)
01. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense); (09)
01. use a range of strategies and literary devices including figurative language and specific narration; and, (09)

Lesson Fourteen: Developing and Writing Narrative Paragraphs

Developing and Writing Narrative Paragraphs

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interviews or surveys). (09)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (09)
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
06. Organize writing to create a coherent whole, with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (09)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (09)
08. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (09)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice. (09)
10. Use available technology to compose text. (09)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (09)
12. Add and delete information and details to better elaborate on stated central idea and to more effectively accomplish purpose. (09)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. (09)
D. Edit to improve sentence fluency, grammar and usage. (08-10)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (09)
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (09)
F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (08-10)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (09)
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01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)
S02. Writing Applications
A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. (08-10)
01. Write narratives that: (09)
01. include an organized, well developed structure. (09)
01. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense); (09)
01. use a range of strategies and literary devices including figurative language and specific narration; and, (09)

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Lesson Fifteen: Developing and Writing Expository Paragraphs

Developing and Writing Expository Paragraphs

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S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (08-10)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (09)
04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience. (09)
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. (08-10)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (09)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (09)
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
06. Organize writing to create a coherent whole, with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (09)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (09)
08. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (09)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice. (09)
10. Use available technology to compose text. (09)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (09)
12. Add and delete information and details to better elaborate on stated central idea and to more effectively accomplish purpose. (09)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. (09)
D. Edit to improve sentence fluency, grammar and usage. (08-10)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (09)
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (09)
F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (08-10)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (09)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)

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S02. Writing Applications

A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. (08-10)

01. Write narratives that: (09)

01. use a range of strategies and literary devices including figurative language and specific narration; and, (09)

Lesson Sixteen: Writing Business Letters

Writing Business Letters

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A. Use correct spelling conventions. (08-10)

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A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)
S02. Writing Applications
A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. (08-10)
01. Write narratives that: (09)
01. use a range of strategies and literary devices including figurative language and specific narration; and, (09)
C. Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and include appropriate details and exclude extraneous details and inconsistencies. (08-10)
03. Write business letters, letters to the editor and job applications that: (09)
03. include appropriate facts and details; (09)
03. exclude extraneous details and inconsistencies; and (09)
03. provide a sense of closure to the writing. (09)
03. address audience needs, stated purpose and context in a clear and efficient manner; (09)
03. follow the conventional style appropriate to the text using proper technical terms; (09)

Lesson Seventeen: Writing the Composition, Choosing the Subject, Gathering Information, Outlining, Evaluating, Using Transitions

Writing the Composition, Choosing the Subject, Gathering Information, Outlining, Evaluating, Using Transitions

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and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (09)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (09)
08. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (09)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice. (09)
10. Use available technology to compose text. (09)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (09)
12. Add and delete information and details to better elaborate on stated central idea and to more effectively accomplish purpose. (09)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. (09)
D. Edit to improve sentence fluency, grammar and usage. (08-10)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (09)
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (09)
F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (08-10)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (09)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)

Lesson Eighteen: Writing Persuasive Compositions

Writing Persuasive Compositions

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05. Use organizational strategies (e.g., notes and outlines) to plan writing. (09)
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
06. Organize writing to create a coherent whole, with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (09)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (09)
08. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (09)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice. (09)
10. Use available technology to compose text. (09)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (09)
12. Add and delete information and details to better elaborate on stated central idea and to more effectively accomplish purpose. (09)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. (09)
D. Edit to improve sentence fluency, grammar and usage. (08-10)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (09)
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (09)
F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (08-10)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (09)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)
S02. Writing Applications
D. Use documented textual evidence to justify interpretations of literature or to support a research topic. (08-10)
04. Write informational essays or reports, including research, that: (09)
04. support the main ideas with facts, details, examples and explanations from sources; and (09)
04. document sources and include bibliographies. (09)
04. pose relevant and tightly drawn questions that engage the reader; (09)
04. provide a clear and accurate perspective on the subject; (09)
04. create an organizing structure appropriate to the purpose, audience and context; (09)
E. Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details. (08-10)
05. Write persuasive compositions that: (09)

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05. cite sources of information. (09)
05. support arguments with detailed evidence; (09)
05. exclude irrelevant information; and (09)
05. establish and develop a controlling idea; (09)
S04. Research
B. Evaluate the usefulness and credibility of data and sources. (08-10)
02. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). (09)
E. Communicate findings, reporting on the substance and processes orally, visually and in writing, or through multimedia. (08-10)
07. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas. (09)

Lesson Nineteen: Literature Overview, Poetry, Figurative Language, Sound Devices

Literature Overview, Poetry, Figurative Language, Sound Devices

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S02. Acquisition of Vocabulary
C. Recognize the importance and function of figurative language. (08-10)
03. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns. (09)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (08-10)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (09)
S05. Reading Applications: Literary Text
F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. (08-10)
09. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax. (09)
11. Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts. (09)

Lesson Twenty: Poetry, Symbols, Figurative Language

Poetry, Symbols, Figurative Language

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
C. Recognize the importance and function of figurative language. (08-10)
03. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns. (09)
S05. Reading Applications: Literary Text
E. Analyze the use of a genre to express a theme or topic. (08-10)
06. Analyze how an author's choice of genre affects the expression of a theme or topic. (09)
F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. (08-10)
09. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax. (09)

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Lesson Twenty-one: “Ex-Basketball Player” by John Updike- Personification, Similes, Writing about Literature

“Ex-Basketball Player” by John Updike- Personification, Similes, Writing about Literature

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S02. Acquisition of Vocabulary
B. Examine the relationships of analogical statements to infer word meanings. (08-10)
02. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships. (09)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (08-10)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (09)
S01. Writing Processes
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. (08-10)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (09)
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (09)
08. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (09)
D. Edit to improve sentence fluency, grammar and usage. (08-10)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (09)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)

Lesson Twenty-two: “The Tell Tale Heart” by Edgar Allen Poe - Elements of the Short Story

The Tell Tale Heart” by Edgar Allen Poe - Elements of the Short Story

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate texts. (08-10)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (09)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (08-10)

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02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (09)
C. Use appropriate self-monitoring strategies for comprehension. (08-10)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (09)
S05. Reading Applications: Literary Text
A. Analyze interactions between characters in literary text and how the interactions affect the plot. (08-10)
01. Identify and explain an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies. (09)
B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text. (08-10)
02. Analyze the influence of setting in relation to other literary elements. (09)
E. Analyze the use of a genre to express a theme or topic. (08-10)
06. Analyze how an author's choice of genre affects the expression of a theme or topic. (09)
F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. (08-10)
09. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax. (09)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (08-10)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (09)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (09)
04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience. (09)
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. (08-10)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (09)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (09)
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (09)
08. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (09)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice. (09)
10. Use available technology to compose text. (09)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (09)
12. Add and delete information and details to better elaborate on stated central idea and to more effectively accomplish purpose. (09)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. (09)
D. Edit to improve sentence fluency, grammar and usage. (08-10)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (09)
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (09)

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F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (08-10)

17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (09)

S03. Writing Conventions

A. Use correct spelling conventions. (08-10)

01. Use correct spelling conventions. (09)

B. Use correct punctuation and capitalization. (08-10)

02. Use correct punctuation and capitalization. (09)

C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)

03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)

04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)

05. Use proper placement of modifiers. (09)

06. Maintain the use of appropriate verb tenses. (09)

S02. Writing Applications

B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge. (08-10)

02. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge. (09)

Lesson Twenty-three: Research – Locating Information and Citing Sources

Research - Locating Information and Citing Sources

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S04. Research

A. Formulate open-ended research questions suitable for investigation and adjust questions as

01. Compose open-ended questions for research, assigned or personal interest, and modify

B. Evaluate the usefulness and credibility of data and sources. (08-10)

02. Identify appropriate sources and gather relevant information from multiple sources (e.g., school

03. Determine the accuracy of sources and the credibility of the author by analyzing the sources'

C. Organize information from various resources and select appropriate sources to support central

04. Compile and organize important information and select appropriate sources to support central

D. Use style guides to produce oral and written reports that give proper credit for sources (e.g., words,

05. Integrate quotations and citations into written text maintain a flow of ideas. (09)

06. Use style guides to produce oral and written reports that give proper credit for sources and include

E. Communicate findings, reporting on the substance and processes orally, visually and in writing, or

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through multimedia. (08-10)

07. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas. (09)

Lesson Twenty-four: “The Pit and the Pendulum” by Edgar Allen Poe Point of View, Learning New Words, Comparing/contrasting Literature

“The Pit and the Pendulum” by Edgar Allen Poe

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01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (09)
04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience. (09)
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. (08-10)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (09)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (09)
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (09)
08. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (09)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice. (09)
10. Use available technology to compose text. (09)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (09)
12. Add and delete information and details to better elaborate on stated central idea and to more effectively accomplish purpose. (09)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. (09)
D. Edit to improve sentence fluency, grammar and usage. (08-10)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (09)
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (09)
F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (08-10)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (09)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)
S02. Writing Applications
B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge. (08-10)
02. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge. (09)

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Lesson Twenty-five: “Contents of the Dead Man’s Pockets” by Jack Finney – Figures of Speech, Elements of the Short Story, Context Clues

"Contents of the Dead Man's Pockets" by Jack Finney

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S02. Acquisition of Vocabulary
A. Use context clues and text structures to determine the meaning of new vocabulary. (08-10)
01. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect. (09)
C. Recognize the importance and function of figurative language. (08-10)
03. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns. (09)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate texts. (08-10)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (09)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (08-10)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (09)
C. Use appropriate self-monitoring strategies for comprehension. (08-10)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (09)
S05. Reading Applications: Literary Text
B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text. (08-10)
02. Analyze the influence of setting in relation to other literary elements. (09)
C. Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text. (08-10)
05. Interpret universal themes across different works by the same author and different authors. (09)
E. Analyze the use of a genre to express a theme or topic. (08-10)
06. Analyze how an author's choice of genre affects the expression of a theme or topic. (09)
F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. (08-10)
07. Explain how foreshadowing and flashback are used to shape plot in a literary text. (09)
09. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax. (09)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (08-10)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (09)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (09)
04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience. (09)
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. (08-10)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (09)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (09)
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
06. Organize writing to create a coherent whole, with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in

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the writing. (09)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (09)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)
S02. Writing Applications
B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge. (08-10)
02. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge. (09)

Lesson Twenty-six: “The Storyteller” by Saki (H.H. Munroe) - Elements of the Short Story, Irony, Satire

The Storyteller” by Saki (H.H. Munroe) - Elements of the Short Story, Irony, Satire

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10. Explain how authors use symbols to create broader meanings. (09)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (08-10)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (09)
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. (08-10)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (09)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (09)
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (09)
08. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (09)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice. (09)
10. Use available technology to compose text. (09)
12. Add and delete information and details to better elaborate on stated central idea and to more effectively accomplish purpose. (09)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. (09)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)
S02. Writing Applications
B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge. (08-10)
02. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge. (09)

Lesson Twenty-seven: “The Bride Comes to Yellow Sky” by Stephen Crane - Indirect/direct Characterization, Elements of the Short Story, Point of View, Vocabulary

The Bride Comes to Yellow Sky” by Stephen Crane - Indirect/direct Characterization, Elements of the Short Story, Point of View, Vocabulary

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recalling and summarizing and making inferences and drawing conclusions. (09)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (08-10)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (09)
C. Use appropriate self-monitoring strategies for comprehension. (08-10)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (09)
S05. Reading Applications: Literary Text
A. Analyze interactions between characters in literary text and how the interactions affect the plot. (08-10)
01. Identify and explain an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies. (09)
B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text. (08-10)
02. Analyze the influence of setting in relation to other literary elements. (09)
04. Evaluate the point of view used in a literary text. (09)
C. Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text. (08-10)
03. Identify ways in which authors use conflicts, parallel plots and subplots in literary texts. (09)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (08-10)
04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience. (09)
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. (08-10)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (09)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (09)
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
06. Organize writing to create a coherent whole, with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (09)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (09)
08. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (09)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice. (09)
10. Use available technology to compose text. (09)
12. Add and delete information and details to better elaborate on stated central idea and to more effectively accomplish purpose. (09)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. (09)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (09)
D. Edit to improve sentence fluency, grammar and usage. (08-10)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (09)
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (09)
F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such

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as electronic resources and graphics. (08-10)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (09)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)
S02. Writing Applications
B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge. (08-10)
02. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge. (09)

Lesson Twenty-eight: “The Raven” by Edgar Allen Poe - Narrative Poetry-Figurative Language, Setting, Atmosphere, Plot, Vocabulary

“The Raven” by Edgar Allen Poe

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G. Explain techniques used by authors to develop style. (08-10)
10. Explain how authors use symbols to create broader meanings. (09)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (08-10)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (09)
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. (08-10)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (09)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (09)
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (09)
08. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (09)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice. (09)
10. Use available technology to compose text. (09)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (09)
12. Add and delete information and details to better elaborate on stated central idea and to more effectively accomplish purpose. (09)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. (09)
D. Edit to improve sentence fluency, grammar and usage. (08-10)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (09)
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (09)
F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (08-10)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (09)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)
S02. Writing Applications
B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge. (08-10)
02. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge. (09)

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Lesson Twenty-nine- Creative Writing- Writing an Interesting, Organized Narrative

Creative Writing- Writing an Interesting, Organized Narrative

Standard Benchmark and Indicator
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (08-10)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (09)
04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience. (09)
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. (08-10)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (09)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (09)
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
06. Organize writing to create a coherent whole, with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (09)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (09)
08. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (09)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice. (09)
10. Use available technology to compose text. (09)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (09)
12. Add and delete information and details to better elaborate on stated central idea and to more effectively accomplish purpose. (09)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. (09)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (09)
D. Edit to improve sentence fluency, grammar and usage. (08-10)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (09)
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (09)
F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (08-10)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (09)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)

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03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)
S02. Writing Applications
A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. (08-10)
01. Write narratives that: (09)
01. include an organized, well developed structure. (09)
01. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense); (09)
01. use a range of strategies and literary devices including figurative language and specific narration; and, (09)

Lesson Thirty - "John F. Kennedy's Inauguration Speech" - Non Fiction, Persuasion, Rhetorical Devices

"John F. Kennedy's Inauguration Speech" - Non Fiction, Persuasion, Rhetorical Devices

Standard Benchmark and Indicator

04. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive
08. Identify the features of rhetorical devices used in common types of public documents, including
C. Analyze whether graphics supplement textual information and promote the author's purpose. (08-
03. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays. (09)
05. Analyze an author's implicit and explicit argument, perspective or viewpoint in text. (09)
06. Analyze the author's development of key points to support argument or point of view. (09)
E. Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop
02. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)
S02. Writing Applications
D. Use documented textual evidence to justify interpretations of literature or to support a research
04. Write informational essays or reports, including research, that: (09)
04. support the main ideas with facts, details, examples and explanations from sources; and (09)

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04. support the main ideas with facts, details, examples and explanations from sources; and (09)
04. document sources and include bibliographies. (09)
04. pose relevant and tightly drawn questions that engage the reader; (09)
04. provide a clear and accurate perspective on the subject; (09)
04. create an organizing structure appropriate to the purpose, audience and context; (09)

Lesson Thirty-one- “Neighbor Rosicky” By Willa Cather - Direct/Indirect Characterization

“Neighbor Rosicky” By Willa Cather - Direct/Indirect Characterization

Standard Benchmark and Indicator

09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to
10. Use available technology to compose text. (09)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of
12. Add and delete information and details to better elaborate on stated central idea and to more
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify
D. Edit to improve sentence fluency, grammar and usage. (08-10)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and

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informal language. (09)
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (09)
F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (08-10)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (09)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)

Lesson Thirty-two- “Neighbor Rosicky” – Chapter II - Figures of Speech, Characterization, Theme

“Neighbor Rosicky” - Chapter II - Figures of Speech, Characterization, Theme

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A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (08-10)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (09)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (09)
04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience. (09)
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. (08-10)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (09)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (09)
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
06. Organize writing to create a coherent whole, with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (09)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (09)
08. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (09)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice. (09)
10. Use available technology to compose text. (09)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (09)
12. Add and delete information and details to better elaborate on stated central idea and to more effectively accomplish purpose. (09)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. (09)
D. Edit to improve sentence fluency, grammar and usage. (08-10)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (09)
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (09)
F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (08-10)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (09)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)
S02. Writing Applications
B. Write responses to literature that extend beyond the summary and support references to the text,

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other works, other authors or to personal knowledge. (08-10)

02. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge. (09)

Lesson Thirty-three- “Neighbor Rosicky” –Chapter III - Characterization, Flashback, Conflict

“Neighbor Rosicky” -Chapter III - Characterization, Flashback, Conflict

Standard Benchmark and Indicator

F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. (08-10)

07. Explain how foreshadowing and flashback are used to shape plot in a literary text. (09)

S01. Writing Processes

A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (08-10)

01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (09)

03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (09)

04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience. (09)

B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. (08-10)

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07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (09)
08. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (09)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice. (09)
10. Use available technology to compose text. (09)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (09)
12. Add and delete information and details to better elaborate on stated central idea and to more effectively accomplish purpose. (09)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. (09)
D. Edit to improve sentence fluency, grammar and usage. (08-10)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (09)
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (09)
F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (08-10)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (09)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)

Lesson Thirty-four- “Neighbor Rosicky” -Chapter IV - Theme, Motivation, Imagery, Characterization

“Neighbor Rosicky” -Chapter IV - Theme, Motivation, Imagery, Characterization

Standard Benchmark and Indicator

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(08-10)
01. Identify and explain an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies. (09)
C. Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text. (08-10)
05. Interpret universal themes across different works by the same author and different authors. (09)
E. Analyze the use of a genre to express a theme or topic. (08-10)
06. Analyze how an author's choice of genre affects the expression of a theme or topic. (09)
F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. (08-10)
07. Explain how foreshadowing and flashback are used to shape plot in a literary text. (09)
09. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax. (09)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (08-10)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (09)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (09)
04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience. (09)
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. (08-10)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (09)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (09)
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (09)
08. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (09)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice. (09)
10. Use available technology to compose text. (09)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (09)
12. Add and delete information and details to better elaborate on stated central idea and to more effectively accomplish purpose. (09)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. (09)
D. Edit to improve sentence fluency, grammar and usage. (08-10)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (09)
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (09)
F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (08-10)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (09)
S03. Writing Conventions

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A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)
S02. Writing Applications
B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge. (08-10)
02. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge. (09)

Lesson Thirty-five: "Neighbor Rosicky" - Chapter V - Characterization, Motivation

"Neighbor Rosicky" - Chapter V - Characterization, Motivation

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04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience. (09)
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. (08-10)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (09)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (09)
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (09)
08. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (09)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice. (09)
10. Use available technology to compose text. (09)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (09)
12. Add and delete information and details to better elaborate on stated central idea and to more effectively accomplish purpose. (09)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. (09)
D. Edit to improve sentence fluency, grammar and usage. (08-10)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (09)
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (09)
F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (08-10)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (09)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (09)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (09)
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)
06. Maintain the use of appropriate verb tenses. (09)
S02. Writing Applications
B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge. (08-10)
02. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge. (09)

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Lesson Thirty-six- “Neighbor Rosicky” – Chapter VI - Personification, Symbolism, Figurative Language, Characterization, Reading for Enjoyment

“Neighbor Rosicky” - Chapter VI - Personification, Symbolism, Figurative Language, Characterization, Reading for Enjoyment

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
B. Examine the relationships of analogical statements to infer word meanings. (08-10)
02. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships. (09)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate texts. (08-10)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (09)
04. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). (09)
05. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). (09)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (08-10)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (09)
C. Use appropriate self-monitoring strategies for comprehension. (08-10)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (09)
S05. Reading Applications: Literary Text
A. Analyze interactions between characters in literary text and how the interactions affect the plot. (08-10)
01. Identify and explain an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies. (09)
B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text. (08-10)
02. Analyze the influence of setting in relation to other literary elements. (09)
C. Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text. (08-10)
03. Identify ways in which authors use conflicts, parallel plots and subplots in literary texts. (09)
05. Interpret universal themes across different works by the same author and different authors. (09)
E. Analyze the use of a genre to express a theme or topic. (08-10)
06. Analyze how an author's choice of genre affects the expression of a theme or topic. (09)
F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. (08-10)
07. Explain how foreshadowing and flashback are used to shape plot in a literary text. (09)
09. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax. (09)

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G. Explain techniques used by authors to develop style. (08-10)
10. Explain how authors use symbols to create broader meanings. (09)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (08-10)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (09)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (09)
04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience. (09)
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. (08-10)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (09)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (09)
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
06. Organize writing to create a coherent whole, with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (09)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (09)
08. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (09)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice. (09)
10. Use available technology to compose text. (09)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (09)
12. Add and delete information and details to better elaborate on stated central idea and to more effectively accomplish purpose. (09)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. (09)
D. Edit to improve sentence fluency, grammar and usage. (08-10)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (09)
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (09)
F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (08-10)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (09)
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03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (09)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (09)
05. Use proper placement of modifiers. (09)

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06. Maintain the use of appropriate verb tenses. (09)

S02. Writing Applications

B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge. (08-10)

02. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge. (09)