**English 1 Year at a Glance**

**Unit 1:**

**Stories:**

* *Hidden Figures* (excerpt) by Margot Lee Shetterly - Historical Non-Fiction
* *Booker T. and W.E.B.*  by Dudley Randall - Poem

**Focus Skills & Activities:**

* Understanding figurative language (foldables & practice)
* Writing short constructed responses
* Vocabulary Lists 1–2

**Readiness Standards-**

E1.2B: Analyze context to distinguish between the denotative and connotative meanings of words.

E1.4F: Make inferences and use evidence to support understanding.

E1.4G: Evaluate details read to determine key ideas.

E1.4H: Synthesize information from two texts to create new understanding.

E1.5B: Write responses that demonstrate understanding of texts, including comparing texts within and across genres.

E1.5C: Use text evidence and original commentary to support a comprehensive response.

E1.5D: Paraphrase and summarize texts in ways that maintain meaning and logical order.

E1.7D.i: clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and

E1.8A: Analyze the author's purpose, audience, and message within a text.

E1.9B.i: using an organizing structure appropriate to purpose, audience, topic, and context; and

E1.9B.ii: developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.

E1.9C: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.

E1.9D.i: a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;

E1.10B: Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.

**Supporting Standards-**

E1.2A: Use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary.

E1.2C: Determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.

E1.4C: Make and correct or confirm predictions using text features, characteristics of genre, and structures.

E1.4E: Make connections to personal experiences, ideas in other texts, and society.

E1.9D.ii: consistent, appropriate use of verb tense and active and passive voice;

E1.9D.iii: pronoun-antecedent agreement;

E1.9D.iv: correct capitalization;

E1.9D.v: punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and

E1.9D.vi: correct spelling; and

E1.10D: Compose correspondence in a professional or friendly structure.

**Unit 2:**

**Stories:**

* *Loser* by Aimee Bender*–* Short Story
* *At Dusk* by Natasha Trethewey- Poem

**Focus Skills & Activities:**

* Writing extended constructed responses (longer, evidence-based answers)
* Writing short constructed responses
* Vocabulary Lists 3–4

**Readiness Standards-**

E1.4F: Make inferences and use evidence to support understanding.

E1.4G: Evaluate details read to determine key ideas.

E1.4H: Synthesize information from two texts to create new understanding.

E1.5B: Write responses that demonstrate understanding of texts, including comparing texts within and across genres.

E1.5C: Use text evidence and original commentary to support a comprehensive response.

E1.5D: Paraphrase and summarize texts in ways that maintain meaning and logical order.

E1.6B: Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.

E1.6C: Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.

E1.8A: Analyze the author's purpose, audience, and message within a text.

E1.8D: Analyze how the author's use of language achieves specific purposes.

E1.8F: Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.

E1.9B.i: using an organizing structure appropriate to purpose, audience, topic, and context; and

E1.9B.ii: developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.

E1.9C: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.

**Supporting Standards-**

E1.4C: Make and correct or confirm predictions using text features, characteristics of genre, and structures.

E1.4E: Make connections to personal experiences, ideas in other texts, and society.

E1.6A: Analyze how themes are developed through characterization and plot in a variety of literary texts.

E1.6D: Analyze how the setting influences the theme.

E1.7A: Read and respond to American, British, and world literature.

E1.7B: Analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms.

E1.7C: Analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire.

E1.8B: Analyze use of text structure to achieve the author's purpose.

E1.8C: Evaluate the author's use of print and graphic features to achieve specific purposes.

E1.8E: Analyze the use of literary devices such as irony and oxymoron to achieve specific purposes.

1.9D Edit drafts using standard English conventions

**Unit 3:**

**Stories:**

* *Reading Lolita in Tehran* by Azar Nafisi- Memoir
* *Persepolis 2* by Marjane Satrapi– Graphic Memoir

**Focus Skills & Activities:**

* Exploring cultural perspectives and memoirs
* Writing both short and extended constructed responses
* Vocabulary Lists 5–6

**Readiness Standards-**

E1.4F: Make inferences and use evidence to support understanding.

E1.4G: Evaluate details read to determine key ideas.

E1.4H: Synthesize information from two texts to create new understanding.

E1.5B: Write responses that demonstrate understanding of texts, including comparing texts within and across genres.

E1.5C: Use text evidence and original commentary to support a comprehensive response.

E1.5D: Paraphrase and summarize texts in ways that maintain meaning and logical order.

E1.7D.i: clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and

E1.8A: Analyze the author's purpose, audience, and message within a text.

E1.8D: Analyze how the author's use of language achieves specific purposes.

E1.8F: Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.

E1.9B.i: using an organizing structure appropriate to purpose, audience, topic, and context; and

E1.9B.ii: developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.

E1.9C: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.

E1.10B: Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.

**Supporting Standards-**

E1.4C: Make and correct or confirm predictions using text features, characteristics of genre, and structures.

E1.4E: Make connections to personal experiences, ideas in other texts, and society.

E1.7D.ii: multiple organizational patterns within a text to develop the thesis;

E1.8B: Analyze use of text structure to achieve the author's purpose.

E1.8C: Evaluate the author's use of print and graphic features to achieve specific purposes.

**Unit 4: Exploring Argument & Survival**

**Story:**

* *Is Survival Selfish?* by Lane Wallace- Argument

**Focus Skills & Activities:**

* Practicing argumentative writing skills
* Vocabulary review (cumulative practice)
* Writing extended argumentative constructed responses
* Writing short constructed responses

**Readiness Standards-**

E1.4F: Make inferences and use evidence to support understanding.

E1.4G: Evaluate details read to determine key ideas.

E1.4H: Synthesize information from two texts to create new understanding.

E1.5B: Write responses that demonstrate understanding of texts, including comparing texts within and across genres.

E1.5C: Use text evidence and original commentary to support a comprehensive response.

E1.5D: Paraphrase and summarize texts in ways that maintain meaning and logical order.

E1.7D.i: clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and

E1.7E.i: clear arguable claim, appeals, and convincing conclusion;

E1.7E.ii: various types of evidence and treatment of counterarguments, including concessions and rebuttals; and

E1.8A: Analyze the author's purpose, audience, and message within a text.

E1.8D: Analyze how the author's use of language achieves specific purposes.

E1.8F: Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.

E1.9B.i: using an organizing structure appropriate to purpose, audience, topic, and context; and

E1.9B.ii: developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.

E1.9C: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.

E1.10C: Compose argumentative texts using genre characteristics and craft.

**Supporting Standards-**

E1.4C: Make and correct or confirm predictions using text features, characteristics of genre, and structures.

E1.4E: Make connections to personal experiences, ideas in other texts, and society.

E1.7D.ii: multiple organizational patterns within a text to develop the thesis;

E1.7E.iii: identifiable audience or reader.

E1.8B: Analyze use of text structure to achieve the author's purpose.

E1.8C: Evaluate the author's use of print and graphic features to achieve specific purposes.

E1.8G: Explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.

1.9D Edit drafts using standard English conventions

**Unit 5:**

**Focus Skills & Activities using Measuring Up lessons:**

* Analyzing evidence in argumentative texts (substantiated vs. unsubstantiated opinions)
* Comparing summaries vs. critiques
* Understanding rhetorical devices and language
* Analyzing themes, characterization, plot, diction, imagery, and point of view
* Exploring irony, paradox, and dramatic conventions
* Identifying key details, main ideas, and controlling ideas in informational texts
* Summarizing and paraphrasing
* Studying author’s purpose, audience, and message
* Reviewing vocabulary (roots, affixes, connotation, denotation, word origins)
* Benchmark reviews and essay conferences with teacher feedback

**Foundational Language Skills**

* **2A** – Use context to determine meaning of unfamiliar words
* **2B** – Analyze word parts (roots, affixes, etc.)

**Comprehension Skills**

* **4C** – Make and correct predictions, revise as needed
* **4E** – Make connections across texts and genres
* **4F** – Make inferences and use evidence
* **4G** – Paraphrase and summarize texts
* **4H** – Synthesize information across sources

**Response Skills**

* **5B** – Write responses that demonstrate understanding
* **5C** – Use text evidence to support understanding
* **5D** – Summarize key ideas
* **5G** – Evaluate details and evidence

**Author’s Purpose & Craft**

* **6A** – Explain how themes are developed
* **6B** – Analyze character development
* **6C** – Analyze plot development (linear & nonlinear)
* **6D** – Analyze diction, imagery, and tone

**Composition & Genre**

* **7A** – Analyze characteristics of argumentative texts
* **7B** – Analyze characteristics of informational texts
* **7C** – Analyze characteristics of dramatic texts
* **7Di** – Analyze informational text structures
* **7Dii** – Analyze organizational patterns in informational texts
* **7Ei** – Identify elements of argumentative structure
* **7Eii** – Analyze how evidence supports claims in arguments
* **7Eiii** – Distinguish between substantiated and unsubstantiated opinions

**Multiple Genres / Media**

* **8A** – Analyze author’s purpose, audience, and message
* **8B** – Analyze how language supports meaning
* **8C** – Analyze how style creates meaning
* **8D** – Evaluate author’s use of language (e.g., rhetorical devices)
* **8F** – Evaluate how different genres present information

**Research & Inquiry**

* **10B** – Synthesize information from multiple sources

**Unit 6: The Tragedy of Romeo and J**uliet

**Story:**

* *The Tragedy of Romeo and Juliet* (William Shakespeare)

**Focus Skills & Activities:**

* Understanding Shakespearean language and dramatic conventions
* Analyzing characterization, conflict, and theme
* Exploring figurative language, irony, and symbolism in drama
* Comparing literary themes to modern-day connections
* Comparing written work to the movie adaptation

**Academic Vocabulary:**

Annotating — marking a text with notes and/or comments

Author’s purpose — the reason an author writes about a particular topic (e.g., to persuade, to entertain, to inform, to explain, to analyze, etc.); the reason an author includes details, features, or devices in a work

Key ideas — important ideas throughout a work that support the central message, theme, tone, etc.

Summarize — to reduce large sections of text to their essential points and main ideas.

Text evidence — paraphrased or directly quoted detail(s) from a text that supports a reader’s claim, thought, inference, or analysis about the text

Flashback — a brief interruption in the plot that describes an earlier event or time in order to provide clarity, background, and context about an event currently taking place in the narrative

Setting — the time and place in which a narrative occurs. Elements of setting may include the physical, psychological, cultural, or historical background against which the story takes place.

Foreshadowing — a literary device used by an author to provide hints about future events and details that may occur later in the story

Collaboration — the process of two or more people working together to create or achieve the same thing wherein each member speaks, is heard, and takes ownership of the resulting product or activity

Correspondence — any written or digital communication exchanged between two or more people in the form of a letter, e-mail, fax, etc.

Inference — a logical guess made by connecting bits of information

Connotative meaning — the emotions or set of associations attached to a word that is implied rather than literal (e.g., feeling blue)

Denotative meaning — the dictionary definition of a word; the literal or cognitive meaning

Character foil — a secondary character who contrasts with the protagonist in order to highlight aspects of the main character’s personality. Foils may be sidekicks (e.g., Han Solo to Luke Skywalker) or enemies (e.g., The Joker to Batman).

Characterization — the method an author uses to let readers know more about the characters and their personal traits

Notetaking — the study skill of outlining or summarizing the ideas of a lecture, a book, or another source of information to aid in the retention of ideas

Conflict — in literature, the opposition of persons or forces that brings about dramatic action central to the plot of a story

Author’s craft — intentional and deliberate use of organizational patterns, text and graphic features, syntax, devices, and diction to create an effective written work

Paraphrase — restate the meaning of something in different words

Literary device — a specific convention or structure such as imagery, irony, or foreshadowing — employed by the author to produce a given effect. Literary devices are important aspects of an author’s style.

Theme — the central or universal idea of a literary work that often relates to morals and/or values and speaks to the human experience/ condition

Tone — the author’s particular attitude, either stated or implied in writing

Voice —an author’s unique articulation or expression of language created by stylistic elements such as syntax, diction, and figurative language

Mood — the atmosphere or feeling created by the writer in a literary work or passage; mood can be expressed through imagery, word choice, setting, voice, and theme. For example, the mood evoked in Edgar Allan Poe’s work is gloomy and dark.

Graphic features — picture or other image within a text

Evidence — specific details or facts that support an inference or idea

Diction — word choice that may be determined by the writer or speaker’s style, purpose, and need to communicate accurately, appropriately, and understandably to a specific audience expression

Syntax — the arrangement and sequence of words in sentences, clauses, and phrases

Citation — a reference to the author’s name, title of work, date published, publisher, and/or page numbers of quoted or paraphrased text in a shortened in-text notation or in a longer bibliographic entry

Parallel plot structure — narrative structure where the author develops two or more simultaneous plots connected by character, event, or theme

Text structure — the way or pattern in which an author organizes ideas within a text

Subplots — a secondary story in a narrative that adds complexity and depth and connects to the main plot in the contexts of setting, characters, or theme

Genre — the type or class of a work, usually categorized by form, technique, or content

Informational text —a text that presents information in order to explain, clarify, and/or educate

Text/print features — any characteristic of the text outside the main body of the text that helps convey meaning such as titles, charts, photographs, timelines, footnotes, etc.

Thesis — a statement or premise supported by arguments

Figurative language — language not intended to be taken literally but layered with meaning through the use of imagery, metaphors, and other literary devices

Literary Analysis — a close examination and interpretation of a literary work that analyzes the author’s use of language, devices, and genre characteristics to convey meaning

Literary element — the basic components of most literary works such as setting, plot, characterization, point of view, theme, tone, etc.

Word choice — the author’s thoughtful use of precise vocabulary to fully convey meaning to the reader

Meter — the basic rhythmic structure in verse, composed of stressed and unstressed syllables

Poetry — literary works focused on the expression of feelings and ideas through a distinctive style that is often rhythmical and may have elements such as meter, rhyme, and stanzas

Rhyme scheme — the pattern of rhyming lines (e.g., ABAB, ABBA)

Plot — the basic sequence of events in a story that includes the exposition, rising action, climax, falling action, and resolution

Suspense — the sustained interest created by the buildup of events and delayed resolution of the plot’s conflict

Inquiry — an act of searching for information or knowledge about a particular subject or topic

Plagiarize — to present the ideas or words of another as one’s own without crediting the source Prediction

Reliable source — a credible or believable source. Some questions to evaluate credibility might be: Is the author a respected authority on the subject? Does the author support opinions with strong argumentation and reasoning? How current is the information?

Synthesize — to combine elements and parts to form a coherent whole

Credibility — the quality of having reliable and trustworthy characteristics which may be influenced by an author having expertise on a topic, using unbiased and accurate reasoning, evidence, and sources to support ideas, and providing current and up-to-date information

Multimodal texts — the strategic integration of two or more modes of communication to create meaning, including written and spoken texts, images, gestures, music, digital texts and media, and live performances

Digital text — an electronic text read on a computer screen or other electronic device that may include images, sound, video, and other multimodal interactive and embedded elements

Audience — the intended group for a message, regardless of the medium

Aside — words spoken by an actor on stage are intended to be heard only by the audience and not by the characters on the stage

Dialogue — the lines spoken between characters in fiction or a play; Dialogue in a play is the main way in which plot, character, and other elements are established.

Drama — literary works written in a stage play format which includes dialogue and stage directions that are intended to be performed

Dramatic irony — a dramatic device in which a character says or does something that he or she does not fully grasp but is understood by the audience

Satire — Humorous criticism or exaggeration used to accentuate another character’s faults or ignorance

Soliloquy — a dramatic convention in which a speech is given by a character while or as if alone; literally, "talking to oneself"

Stage directions — descriptions or instructions in a play that provide information about characters, dialogue, setting, and actions