

| Standard ID | Standard Text | Edgenuity Lesson Name |
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| TX.110.31. (EI.1) | English Language Arts and Reading, English I (One Credit), Beginning with School Year 2009-2010 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: | |
| EI.1 (A) | Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes. | Improving Vocabulary with Word Parts and Context Clues Using Strategies and Word Patterns: <i>The Code Book</i> |
| EI.1 (B) | Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words. | <p><i>The Odyssey</i> : Conflict and Theme, Part 4 <i>The Odyssey</i> : Symbolism and Making Predictions, Part 5 Author’s Purpose and Viewpoint in <i>The Dark Game</i> , Part 3 Soliloquy and Figures of Speech in <i>Romeo and Juliet</i> , Part 4 Using Strategies and Word Patterns: <i>The Code Book</i> Word Choice and Evidence in <i>Wheels of Change</i> , Part 3 Word Choice and Extended Metaphor in a Poem by Maya Angelou</p> |
| EI.1 (C) | Produce analogies that describe a function of an object or its description. | Improving Vocabulary with Word Parts and Context Clues |
| EI.1 (D) | Describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., <i>caveat emptor</i> , <i>carte blanche</i> , <i>tete a tete</i> , <i>pas de deux</i> , <i>bon appetit</i> , <i>quid pro quo</i>). | Improving Vocabulary with Word Parts and Context Clues |
| EI.1 (E) | Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. | Improving Vocabulary with Word Parts and Context Clues |

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|-------------|--|--|
| (EI.2) | Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: | |
| EI.2 (A) | Analyze how the genre of texts with similar themes shapes meaning. | Comparing Accounts of Iqbal's Story Viewpoint in <i>I Know Why the Caged Bird Sings</i> |
| EI.2 (B) | Analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature. | Suspense in "The Cruel Tribute" |
| EI.2 (C) | Relate the figurative language of a literary work to its historical and cultural setting. | <i>The Odyssey</i> : Central Ideas and Character Motivation, Part 2 <i>The Odyssey</i> : Conflict and Theme, Part 4 <i>The Odyssey</i> : Symbolism and Making Predictions, Part 5 <i>The Odyssey</i> : Theme Development, Part 6 Word Choice and Extended Metaphor in a Poem by Maya Angelou |
| (EI.3) | Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry. | <i>The Odyssey</i> and Epic Poetry: An Introduction, Part 1 <i>The Odyssey</i> : Central Ideas and Character Motivation, Part 2 <i>The Odyssey</i> : Conflict and Theme, Part 4 <i>The Odyssey</i> : Symbolism and Making Predictions, Part 5 <i>The Odyssey</i> : Theme Development, Part 6 <i>The Odyssey</i> : Writing a Character Analysis, Part 3 Rhyme Scheme and Rhythm in a Sonnet by William Shakespeare Viewpoint in <i>I Know Why the Caged Bird Sings</i> |

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| (EI.3) | <p>Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.</p> <p><i>(Cont'd)</i></p> | <p>Word Choice and Extended Metaphor in a Poem by Maya Angelou</p> <p>Word Choice and Theme in "Fences" and "The Legend"</p> |
| (EI.4) | <p>Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.</p> | <p>An Introduction to Shakespeare and <i>Romeo and Juliet</i>, Part 1</p> <p>Characters and Conflict in <i>Romeo and Juliet</i>, Part 3</p> <p>Conflict Development in <i>Romeo and Juliet</i>, Part 6</p> <p>Literary Devices in <i>Romeo and Juliet</i>, Part 5</p> <p>Setting the Scene of <i>Romeo and Juliet</i>, Part 2</p> <p>Soliloquy and Figures of Speech in <i>Romeo and Juliet</i>, Part 4</p> <p>Suspense in <i>Romeo and Juliet</i>, Part 7</p> <p>Themes and Resolution in <i>Romeo and Juliet</i>, Part 8</p> |
| (EI.5) | <p>Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> | |
| EI.5 (A) | <p>Analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development.</p> | |
| EI.5 (B) | <p>Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.</p> | <p>Literary Devices in <i>Romeo and Juliet</i>, Part 5</p> <p><i>The Odyssey</i>: Central Ideas and Character Motivation, Part 2</p> <p><i>The Odyssey</i>: Writing a Character Analysis, Part 3</p> |

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|-------------|---|---|
| EI.5 (B) | Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils. <i>(Cont'd)</i> | Character and Point of View in "The Most Dangerous Game," Part 1 Characters and Conflict in <i>Romeo and Juliet</i> , Part 3 Conflict Development in <i>Romeo and Juliet</i> , Part 6 Descriptive Language and Character: <i>Iqbal</i> Setting the Scene of <i>Romeo and Juliet</i> , Part 2 Suspense in "The Cruel Tribute" Suspense in <i>Romeo and Juliet</i> , Part 7 |
| EI.5 (C) | Analyze the way in which a work of fiction is shaped by the narrator's point of view. | Character and Point of View in "The Most Dangerous Game," Part 1 Descriptive Language and Character: <i>Iqbal</i> |
| EI.5 (D) | Demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature. | <i>The Odyssey</i> and Epic Poetry: An Introduction, Part 1 <i>The Odyssey</i> : Central Ideas and Character Motivation, Part 2 <i>The Odyssey</i> : Conflict and Theme, Part 4 <i>The Odyssey</i> : Symbolism and Making Predictions, Part 5 <i>The Odyssey</i> : Theme Development, Part 6 <i>The Odyssey</i> : Writing a Character Analysis, Part 3 |
| (EI.6) | Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event. | Analyzing Functional Workplace Documents Analyzing the Series of Events in <i>Outcasts United</i> Author's Purpose and Viewpoint in <i>The Dark Game</i> , Part 3 Cause and Effect in <i>Wheels of Change</i> , Part 4 |

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| (EI.6) | <p>Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.</p> <p><i>(Cont'd)</i></p> | <p>Evaluating an Argument and Questioning: <i>The Code Book</i></p> <p>Introducing a Text in <i>Wheels of Change</i> , Part 1</p> <p>Summarizing Central Ideas in <i>The Dark Game</i> , Part 1</p> <p>Supporting Conclusions with Evidence in <i>The Dark Game</i> , Part 2</p> <p>Text Structures in <i>Wheels of Change</i> , Part 2</p> <p>The Art of Creating Suspense: Central Ideas of Two Authors</p> <p>Using Strategies and Word Patterns: <i>The Code Book</i></p> <p>Viewpoint in <i>I Know Why the Caged Bird Sings</i></p> |
| (EI.7) | <p>Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.</p> | <p><i>The Odyssey</i> : Symbolism and Making Predictions, Part 5</p> <p>Descriptive Language and Character: <i>Iqbal</i></p> <p>Literary Devices in <i>Romeo and Juliet</i> , Part 5</p> <p>Making Predictions and Visualizing with "The Most Dangerous Game," Part 2</p> <p>Rhyme Scheme and Rhythm in a Sonnet by William Shakespeare</p> <p>Soliloquy and Figures of Speech in <i>Romeo and Juliet</i> , Part 4</p> <p>Suspense in <i>Romeo and Juliet</i> , Part 7</p> <p>Word Choice and Theme in "Fences" and "The Legend"</p> |

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| (EI.8) | Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose. | <p>Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech</p> <p>Introducing a Text in <i>Wheels of Change</i> , Part 1</p> <p>Introduction to Making a Difference: <i>It's Our World, Too!</i></p> <p>Organization and Historical Context in <i>Wheels of Change</i> , Part 6</p> <p>The Art of Rhetoric in Lincoln's Second Inaugural Address</p> <p>Word Choice and Evidence in <i>Wheels of Change</i> , Part 3</p> |
| (EI.9) | Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: | |
| EI.9 (A) | Summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion. | <p>Organization and Historical Context in <i>Wheels of Change</i> , Part 6</p> <p>Summarizing Central Ideas in <i>The Dark Game</i> , Part 1</p> |
| EI.9 (B) | Differentiate between opinions that are substantiated and unsubstantiated in the text. | <p>Media Literacy</p> <p>Tracing the Central Idea in "A Quilt of a Country"</p> |
| EI.9 (C) | Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns. | <p>Supporting Conclusions with Evidence in <i>The Dark Game</i> , Part 2</p> |
| EI.9 (D) | Synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence. | <p>Comparing Accounts of Iqbal's Story</p> <p>Comparing Argumentative Texts: <i>Silent Spring</i> and "Save the Redwoods"</p> |

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| EI.9 (D) | Synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence. <i>(Cont'd)</i> | The Art of Creating Suspense: Central Ideas of Two Authors Viewpoint in <i>I Know Why the Caged Bird Sings</i> |
| (EI.10) | Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: | |
| EI.10 (A) | Analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience. | Evaluating an Argument and Questioning: <i>The Code Book</i> Supporting Conclusions with Evidence in <i>The Dark Game</i> , Part 2 Tracing the Central Idea in "A Quilt of a Country" |
| EI.10 (B) | Analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions. | Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech The Art of Rhetoric in Lincoln's Second Inaugural Address |
| (EI.11) | Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: | |
| EI.11 (A) | Analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications). | Understanding Procedures |
| EI.11 (B) | Analyze factual, quantitative, or technical data presented in multiple graphical sources. | Understanding Procedures |
| (EI.12) | Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: | |
| EI.12 (A) | Compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts. | Comparing Accounts of Iqbal's Story Media Literacy |

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| EI.12 (B) | Analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music). | Media Literacy |
| EI.12 (C) | Compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet). | Comparing Accounts of Iqbal's Story Media Literacy |
| EI.12 (D) | Evaluate changes in formality and tone within the same medium for specific audiences and purposes. | Media Literacy |
| (EI.13) | Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: | |
| EI.13 (A) | Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea. | Creating a Multimedia Presentation Speaking and Listening: Planning a Multimedia Presentation Writing a Compare-and-Contrast Essay about Presentation of Ideas Writing a Narrative about Overcoming a Challenge Writing a Research-Based Argumentative Essay about Technology Writing an Argumentative Editorial about Initiating Change |
| EI.13 (B) | Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning. | Creating a Multimedia Presentation Speaking and Listening: Planning a Multimedia Presentation Writing a Compare-and-Contrast Essay about Presentation of Ideas Writing a Narrative about Overcoming a Challenge |

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| EI.13 (B) | Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning. <i>(Cont'd)</i> | Writing a Research-Based Argumentative Essay about Technology Writing an Argumentative Editorial about Initiating Change |
| EI.13 (C) | Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed. | Creating a Multimedia Presentation Writing a Compare-and-Contrast Essay about Presentation of Ideas Writing a Narrative about Overcoming a Challenge Writing a Research-Based Argumentative Essay about Technology Writing an Argumentative Editorial about Initiating Change |
| EI.13 (D) | Edit drafts for grammar, mechanics, and spelling. | Creating a Multimedia Presentation Writing a Compare-and-Contrast Essay about Presentation of Ideas Writing a Narrative about Overcoming a Challenge Writing a Research-Based Argumentative Essay about Technology Writing an Argumentative Editorial about Initiating Change |
| EI.13 (E) | Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. | Creating a Multimedia Presentation Writing a Compare-and-Contrast Essay about Presentation of Ideas Writing a Narrative about Overcoming a Challenge |

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|-----------------|--|---|
| EI.13 (E) | Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. <i>(Cont'd)</i> | Writing a Research-Based Argumentative Essay about Technology Writing an Argumentative Editorial about Initiating Change |
| (EI.14) | Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to: | |
| EI.14 (A) | Write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot. | Writing a Narrative about Overcoming a Challenge |
| EI.14 (B) | Write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads). | Writing a Shakespearean Sonnet |
| EI.14 (C) | Write a script with an explicit or implicit theme and details that contribute to a definite mood or tone. | Setting the Scene of <i>Romeo and Juliet</i> , Part 2 |
| (EI.15) | Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: | |
| EI.15 (A) | Write an analytical essay of sufficient length that includes: | Creating a PSA Writing a Compare-and-Contrast Essay about Presentation of Ideas |
| EI.15 (A) (i) | Effective introductory and concluding paragraphs and a variety of sentence structures | |
| EI.15 (A) (ii) | Rhetorical devices, and transitions between paragraphs | Creating a PSA Writing a Compare-and-Contrast Essay about Presentation of Ideas |
| EI.15 (A) (iii) | A controlling idea or thesis | <i>The Odyssey</i> : Writing a Character Analysis, Part 3 Creating a PSA Writing a Compare-and-Contrast Essay about Presentation of Ideas |

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| EI.15 (A) (iv) | An organizing structure appropriate to purpose, audience, and context | |
| | | <i>The Odyssey</i> : Writing a Character Analysis, Part 3 Creating a PSA Writing a Compare-and-Contrast Essay about Presentation of Ideas |
| | EI.15 (A) (v) Relevant information and valid inferences. | Creating a PSA Writing a Compare-and-Contrast Essay about Presentation of Ideas |
| EI.15 (B) | Write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: | |
| EI.15 (B) (i) | Organized and accurately conveyed information | Understanding Procedures Writing an E-mail about an Important Issue |
| EI.15 (B) (ii) | Reader-friendly formatting techniques. | Understanding Procedures Writing an E-mail about an Important Issue |
| EI.15 (C) | Write an interpretative response to an expository or a literary text (e.g., essay or review) that: | |
| EI.15 (C) (i) | Extends beyond a summary and literal analysis | <i>The Odyssey</i> : Central Ideas and Character Motivation, Part 2 <i>The Odyssey</i> : Symbolism and Making Predictions, Part 5 <i>The Odyssey</i> : Theme Development, Part 6 <i>The Odyssey</i> : Writing a Character Analysis, Part 3 An Introduction to Shakespeare and <i>Romeo and Juliet</i> , Part 1 Cause and Effect in <i>Wheels of Change</i> , Part 4 Characters and Conflict in <i>Romeo and Juliet</i> , Part 3 Comparing Accounts of Iqbal’s Story Comparing Argumentative Texts: <i>Silent Spring</i> and “Save the Redwoods” Conflict Development in <i>Romeo and Juliet</i> , Part 6 Descriptive Language and Character: <i>Iqbal</i> |

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|----------------|--|--|
| EI.15 (C) (i) | Extends beyond a summary and literal analysis (<i>Cont'd</i>) | Evaluating an Argument and Questioning: <i>The Code Book</i> Introducing a Text in <i>Wheels of Change</i> , Part 1 Organization and Historical Context in <i>Wheels of Change</i> , Part 6 Supporting Conclusions with Evidence in <i>The Dark Game</i> , Part 2 Suspense in "The Cruel Tribute" The Art of Creating Suspense: Central Ideas of Two Authors The Art of Rhetoric in Lincoln's Second Inaugural Address Tracing the Central Idea in "A Quilt of a Country" Using Strategies and Word Patterns: <i>The Code Book</i> Viewpoint in <i>I Know Why the Caged Bird Sings</i> Word Choice and Evidence in <i>Wheels of Change</i> , Part 3 Word Choice and Extended Metaphor in a Poem by Maya Angelou Writing a Compare-and-Contrast Essay about Presentation of Ideas |
| EI.15 (C) (ii) | Addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations | <i>The Odyssey</i> : Central Ideas and Character Motivation, Part 2 <i>The Odyssey</i> : Symbolism and Making Predictions, Part 5 <i>The Odyssey</i> : Theme Development, Part 6 <i>The Odyssey</i> : Writing a Character Analysis, Part 3 An Introduction to Shakespeare and <i>Romeo and Juliet</i> , Part 1 Cause and Effect in <i>Wheels of Change</i> , Part 4 Characters and Conflict in <i>Romeo and Juliet</i> , Part 3 |

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| EI.15 (C) (ii) | <p>Addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations (<i>Cont'd</i>)</p> | <p>Comparing Accounts of Iqbal's Story Comparing Argumentative Texts: <i>Silent Spring</i> and "Save the Redwoods" Conflict Development in <i>Romeo and Juliet</i> , Part 6 Descriptive Language and Character: <i>Iqbal</i> Evaluating an Argument and Questioning: <i>The Code Book</i> Introducing a Text in <i>Wheels of Change</i> , Part 1 Organization and Historical Context in <i>Wheels of Change</i> , Part 6 Supporting Conclusions with Evidence in <i>The Dark Game</i> , Part 2 Suspense in "The Cruel Tribute" The Art of Creating Suspense: Central Ideas of Two Authors The Art of Rhetoric in Lincoln's Second Inaugural Address Tracing the Central Idea in "A Quilt of a Country" Using Strategies and Word Patterns: <i>The Code Book</i> Viewpoint in <i>I Know Why the Caged Bird Sings</i> Word Choice and Evidence in <i>Wheels of Change</i> , Part 3 Word Choice and Extended Metaphor in a Poem by Maya Angelou Writing a Compare-and-Contrast Essay about Presentation of Ideas</p> |
| EI.15 (C) (iii) | <p>Analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices.</p> | <p><i>The Odyssey</i> : Writing a Character Analysis, Part 3 Writing a Compare-and-Contrast Essay about Presentation of Ideas</p> |

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|-------------|---|---|
| EI.15 (D) | Produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience. | Creating a Multimedia Presentation Speaking and Listening: Planning a Multimedia Presentation |
| (EI.16) | Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: | |
| EI.16 (A) | A clear thesis or position based on logical reasons supported by precise and relevant evidence. | Writing a Research-Based Argumentative Essay about Technology Writing an Argumentative Editorial about Initiating Change Writing an E-mail about an Important Issue |
| EI.16 (B) | Consideration of the whole range of information and views on the topic and accurate and honest representation of these views. | Writing a Research-Based Argumentative Essay about Technology Writing an Argumentative Editorial about Initiating Change Writing an E-mail about an Important Issue |
| EI.16 (C) | Counter-arguments based on evidence to anticipate and address objections. | Writing a Research-Based Argumentative Essay about Technology Writing an Argumentative Editorial about Initiating Change Writing an E-mail about an Important Issue |
| EI.16 (D) | An organizing structure appropriate to the purpose, audience, and context. | Writing a Research-Based Argumentative Essay about Technology Writing an Argumentative Editorial about Initiating Change Writing an E-mail about an Important Issue |

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|-----------------|--|---|
| EI.16 (E) | An analysis of the relative value of specific data, facts, and ideas. | |
| | | Writing a Research-Based Argumentative Essay about Technology |
| | | Writing an Argumentative Editorial about Initiating Change |
| | | Writing an E-mail about an Important Issue |
| (EI.17) | Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to: | |
| EI.17 (A) | Use and understand the function of the following parts of speech in the context of reading, writing, and speaking: | |
| EI.17 (A) (i) | More complex active and passive tenses and verbals (gerunds, infinitives, participles) | Parts of Speech: Words and Basic Phrases |
| EI.17 (A) (ii) | Restrictive and nonrestrictive relative clauses | Punctuating Restrictive and Nonrestrictive Elements |
| | | Writing Coherent Sentences |
| EI.17 (A) (iii) | Reciprocal pronouns (e.g., each other, one another). | Introduction to Pronouns |
| EI.17 (B) | Identify and use the subjunctive mood to express doubts, wishes, and possibilities. | Compound and Complex Sentences |
| EI.17 (C) | Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). | Punctuating Restrictive and Nonrestrictive Elements |
| | | Writing Coherent Sentences |
| (EI.18) | Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: | |
| EI.18 (A) | Use conventions of capitalization. | Capitalization, Punctuation, and Spelling |
| EI.18 (B) | Use correct punctuation marks including: | |
| EI.18 (B) (i) | Quotation marks to indicate sarcasm or irony | Writing a Narrative about Overcoming a Challenge |

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| EI.18 (B) (ii) | Comma placement in nonrestrictive phrases, clauses, and contrasting expressions | Compound and Complex Sentences Punctuating Restrictive and Nonrestrictive Elements Writing Coherent Sentences |
| EI.18 (B) (iii) | Dashes to emphasize parenthetical information. | Punctuating Restrictive and Nonrestrictive Elements |
| (EI.19) | Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. | Capitalization, Punctuation, and Spelling Writing a Narrative about Overcoming a Challenge |
| (EI.20) | Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: | |
| EI.20 (A) | Brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic. | Creating a Multimedia Presentation Writing a Research-Based Argumentative Essay about Technology |
| EI.20 (B) | Formulate a plan for engaging in research on a complex, multi-faceted topic. | Creating a Multimedia Presentation Writing a Research-Based Argumentative Essay about Technology |
| (EI.21) | Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: | |
| EI.21 (A) | Follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry. | Creating a Multimedia Presentation Writing a Research-Based Argumentative Essay about Technology |
| EI.21 (B) | Organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs). | Creating a Multimedia Presentation Writing a Research-Based Argumentative Essay about Technology |

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| EI.21 (C) | Paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number). | Creating a Multimedia Presentation Writing a Research-Based Argumentative Essay about Technology |
| (EI.22) | Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: | |
| EI.22 (A) | Modify the major research question as necessary to refocus the research plan. | Creating a Multimedia Presentation Writing a Research-Based Argumentative Essay about Technology |
| EI.22 (B) | Evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity. | Creating a Multimedia Presentation Writing a Research-Based Argumentative Essay about Technology |
| EI.22 (C) | Critique the research process at each step to implement changes as the need occurs and is identified. | Creating a Multimedia Presentation Writing a Research-Based Argumentative Essay about Technology |
| (EI.23) | Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that: | |
| EI.23 (A) | Marshals evidence in support of a clear thesis statement and related claims. | Creating a Multimedia Presentation Writing a Research-Based Argumentative Essay about Technology |
| EI.23 (B) | Provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view. | Creating a Multimedia Presentation Writing a Research-Based Argumentative Essay about Technology |
| EI.23 (C) | Uses graphics and illustrations to help explain concepts where appropriate. | Creating a Multimedia Presentation Writing a Research-Based Argumentative Essay about Technology |

| Standard ID | Standard Text | Edgenuity Lesson Name |
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| EI.23 (D) | Uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research. | Creating a Multimedia Presentation Writing a Research-Based Argumentative Essay about Technology |
| EI.23 (E) | Uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i>) to document sources and format written materials. | Creating a Multimedia Presentation Writing a Research-Based Argumentative Essay about Technology Writing a Works Cited Page |
| (EI.24) | Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to: | |
| EI.24 (A) | Listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration. | Speaking and Listening: Effective Group Discussions |
| EI.24 (B) | Follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes. | Understanding Procedures |
| EI.24 (C) | Evaluate the effectiveness of a speaker's main and supporting ideas. | Speaking and Listening: Effective Group Discussions |
| (EI.25) | Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. | Speaking and Listening: Effective Group Discussions |

| Standard ID | Standard Text | Edgenuity Lesson Name |
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| (EI.26) | Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making. | Speaking and Listening: Effective Group Discussions |
| TX.110.30(b) | Figure 19 TAC, Reading/Comprehension Skills English I | |
| 110.31 | Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: | |
| 110.31 (A) | Reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images). | <p><i>The Odyssey</i> and Epic Poetry: An Introduction, Part 1</p> <p><i>The Odyssey</i> : Central Ideas and Character Motivation, Part 2</p> <p><i>The Odyssey</i> : Conflict and Theme, Part 4</p> <p><i>The Odyssey</i> : Symbolism and Making Predictions, Part 5</p> <p><i>The Odyssey</i> : Theme Development, Part 6</p> <p>An Introduction to Shakespeare and <i>Romeo and Juliet</i> , Part 1</p> <p>Analyzing the Series of Events in <i>Outcasts United</i></p> <p>Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech</p> <p>Author's Purpose and Viewpoint in <i>The Dark Game</i> , Part 3</p> <p>Character and Point of View in "The Most Dangerous Game," Part 1</p> <p>Characters and Conflict in <i>Romeo and Juliet</i> , Part 3</p> <p>Comparing Accounts of Iqbal's Story</p> <p>Conflict Development in <i>Romeo and Juliet</i> , Part 6</p> <p>Descriptive Language and Character: <i>Iqbal</i></p> |

| Standard ID | Standard Text | Edgenuity Lesson Name |
|-------------|--|---|
| 110.31 (A) | Reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images). <i>(Cont'd)</i> | Developing Central Ideas in <i>Wheels of Change</i> , Part 5 Evaluating an Argument and Questioning: <i>The Code Book</i> Introduction to Making a Difference: <i>It's Our World, Too!</i> Making Predictions and Visualizing with "The Most Dangerous Game," Part 2 Media Literacy Rhyme Scheme and Rhythm in a Sonnet by William Shakespeare Setting the Scene of <i>Romeo and Juliet</i> , Part 2 Summarizing Central Ideas in <i>The Dark Game</i> , Part 1 Supporting Conclusions with Evidence in <i>The Dark Game</i> , Part 2 Suspense in "The Cruel Tribute" Suspense in <i>Romeo and Juliet</i> , Part 7 The Art of Creating Suspense: Central Ideas of Two Authors The Art of Rhetoric in Lincoln's Second Inaugural Address Themes and Resolution in <i>Romeo and Juliet</i> , Part 8 Tracing the Central Idea in "A Quilt of a Country" Understanding Procedures Using Strategies and Word Patterns: <i>The Code Book</i> Word Choice and Extended Metaphor in a Poem by Maya Angelou Word Choice and Theme in "Fences" and "The Legend" |

| Standard ID | Standard Text | Edgenuity Lesson Name |
|-------------|---|---|
| 110.31 (B) | Make complex inferences about text and use textual evidence to support understanding. | <p><i>The Odyssey</i> and Epic Poetry: An Introduction, Part 1</p> <p><i>The Odyssey</i> : Central Ideas and Character Motivation, Part 2</p> <p><i>The Odyssey</i> : Conflict and Theme, Part 4</p> <p>Characters and Conflict in <i>Romeo and Juliet</i> , Part 3</p> <p>Literary Devices in <i>Romeo and Juliet</i> , Part 5</p> <p>Setting the Scene of <i>Romeo and Juliet</i> , Part 2</p> <p>Soliloquy and Figures of Speech in <i>Romeo and Juliet</i> , Part 4</p> <p>Supporting Conclusions with Evidence in <i>The Dark Game</i> , Part 2</p> <p>Viewpoint in <i>I Know Why the Caged Bird Sings</i></p> |