

Standard ID	Standard Text	Edgenuity Lesson Name
TX.110.34. (EIV.1)	English Language Arts and Reading, English IV (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:	
EIV.1 (A)	Determine the meaning of 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.	Building Vocabulary: Word Roots, Affixes, and Reference Materials Career Cluster Overview Part 1: Text Details and Context Clues in an Informational Text Word Meaning in the Preface to <i>A Dictionary of the English Language</i>
EIV.1 (B)	Analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings.	<i>Hamlet</i> , Part 2: Word Choice and Tone Part 1: Text Details and Context Clues in an Informational Text Word Meaning in the Preface to <i>A Dictionary of the English Language</i>
EIV.1 (C)	Use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation).	Building Vocabulary: Word Roots, Affixes, and Reference Materials
EIV.1 (D)	Analyze and explain how the English language has developed and been influenced by other languages.	Introduction to Anglo-Saxon Literature: <i>Beowulf</i> Word Meaning in the Preface to <i>A Dictionary of the English Language</i> Writing a Research-Based Informative Essay about Language
EIV.1 (E)	Use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.	Building Vocabulary: Word Roots, Affixes, and Reference Materials Writing a Research-Based Informative Essay about Language

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(EIV.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:	
EIV.2 (A)	Compare and contrast works of literature that express a universal theme.	Analyzing Ekphrastic Poetry Haiku and Romantic Poetry Sound and Structure in Poems by Dylan Thomas and W. B. Yeats
EIV.2 (B)	Compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions.	<i>Hamlet</i> , Part 4: Comparing and Contrasting Interpretations
EIV.2 (C)	Relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.	<i>Hamlet</i> , Part 5: Characteristics of Elizabethan Drama <i>Hamlet</i> , Part 6: Applying Literary Criticism Satire in <i>The Pardoner's Tale</i>
(EIV.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 evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.	"Mutability" and "A Defence of Poetry" by Percy Bysshe Shelley Analyzing Ekphrastic Poetry Haiku and Romantic Poetry Introduction to Anglo-Saxon Literature: <i>Beowulf</i> Sound and Structure in Poems by Dylan Thomas and W. B. Yeats
(EIV.4)	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.	<i>Hamlet</i> , Part 1: An Introduction to Elizabethan Theater <i>Hamlet</i> , Part 2: Word Choice and Tone

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(EIV.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 evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.</p> <p><i>(Cont'd)</i></p>	<p><i>Hamlet</i>, Part 3: Figurative Language and Allusions</p> <p><i>Hamlet</i>, Part 4: Comparing and Contrasting Interpretations</p> <p><i>Hamlet</i>, Part 5: Characteristics of Elizabethan Drama</p> <p><i>Hamlet</i>, Part 6: Applying Literary Criticism</p> <p><i>Hamlet</i>, Part 7: Plot and Character</p> <p><i>Hamlet</i>, Part 8: Themes</p>
(EIV.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>	
EIV.5 (A)	<p>Analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction.</p>	<p><i>Hamlet</i>, Part 7: Plot and Character</p>
EIV.5 (B)	<p>Analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters.</p>	<p>Characterization in <i>Grendel</i></p> <p>Chivalry in the Middle Ages: <i>Sir Gawain and the Green Knight</i></p>
EIV.5 (C)	<p>Compare and contrast the effects of different forms of narration across various genres of fiction.</p>	<p>Characterization in <i>Grendel</i></p> <p>Comparing and Contrasting Two Versions of <i>The War of the Worlds</i></p>
EIV.5 (D)	<p>Demonstrate familiarity with works of fiction by British authors from each major literary period.</p>	<p>“Mutability” and “A Defence of Poetry” by Percy Bysshe Shelley</p> <p><i>Hamlet</i>, Part 1: An Introduction to Elizabethan Theater</p> <p><i>Hamlet</i>, Part 2: Word Choice and Tone</p> <p><i>Hamlet</i>, Part 3: Figurative Language and Allusions</p>

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EIV.5 (D)	Demonstrate familiarity with works of fiction by British authors from each major literary period. <i>(Cont'd)</i>	<i>Hamlet</i> , Part 4: Comparing and Contrasting Interpretations <i>Hamlet</i> , Part 5: Characteristics of Elizabethan Drama <i>Hamlet</i> , Part 6: Applying Literary Criticism <i>Hamlet</i> , Part 7: Plot and Character <i>Hamlet</i> , Part 8: Themes Analyzing Ekphrastic Poetry Central Ideas and Context: <i>Utopia</i> Chivalry in the Middle Ages: <i>Sir Gawain and the Green Knight</i> Comparing and Contrasting Two Versions of <i>The War of the Worlds</i> Introduction to Anglo-Saxon Literature: <i>Beowulf</i> Satire in <i>The Pardoner's Tale</i> Sound and Structure in Poems by Dylan Thomas and W. B. Yeats
(EIV.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 the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.	"Mutability" and "A Defence of Poetry" by Percy Bysshe Shelley Argument in George Orwell's "Politics and the English Language" Part 1: An Introduction to Elizabethan England Part 2: Summarizing Central Ideas about Elizabethan England Part 3: Text Structure in an Informational Text Part 4: Writing to Evaluate Mortimer's Style Satire in Swift's "A Modest Proposal"

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(EIV.7)	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.	<p><i>Hamlet</i>, Part 2: Word Choice and Tone  <i>Hamlet</i>, Part 3: Figurative Language and Allusions            Analyzing Ekphrastic Poetry            Sound and Structure in Poems by Dylan Thomas and W. B. Yeats</p>
(EIV.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 analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.	<p>Analyzing US World War II Political Messages            Introduction to Anglo-Saxon Literature: <i>Beowulf</i></p>
(EIV.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:	
EIV.9 (A)	Summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion.	<p>Central Ideas in <i>A Vindication of the Rights of Woman</i>            Part 2: Summarizing an Author's Viewpoint in an Informational Text            Part 2: Summarizing Central Ideas about Elizabethan England</p>
EIV.9 (B)	Explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints.	<p>Comparing Eighteenth-Century Texts on Slavery</p>

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EIV.9 (C)	Make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.	<p>Central Ideas in <i>A Vindication of the Rights of Woman</i></p> <p>Part 1: An Introduction to Elizabethan England</p> <p>Part 1: Text Details and Context Clues in an Informational Text</p>
EIV.9 (D)	Synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	<p>“Mutability” and “A Defence of Poetry” by Percy Bysshe Shelley</p> <p>Comparing Eighteenth-Century Texts on Slavery</p> <p>Part 3: Using Media to Extend Understanding of an Informational Text</p>
(EIV.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:	
EIV.10 (A)	Evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text.	<p>Argument in George Orwell’s “Politics and the English Language”</p> <p>Satire in Swift’s “A Modest Proposal”</p> <p>Satire in Swift’s “A Modest Proposal” (Continued)</p>
EIV.10 (B)	Draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.	Satire in Swift’s “A Modest Proposal”
(EIV.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:	
EIV.11 (A)	Draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text.	<p>Analyzing a Procedural Text: <i>How to Find Out Anything</i></p> <p>Analyzing Career Information from the Bureau of Labor Statistics Website</p> <p>Part 3: Text Structure in an Informational Text</p>

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EIV.11 (B)	Evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.	Analyzing a Procedural Text: <i>How to Find Out Anything</i> Analyzing Career Information from the Bureau of Labor Statistics Website Part 3: Text Structure in an Informational Text
(EIV.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:	
EIV.12 (A)	Evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts.	Analyzing US World War II Political Messages Writing an Analysis of Media Messages
EIV.12 (B)	Evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media.	Analyzing US World War II Political Messages Writing an Analysis of Media Messages
EIV.12 (C)	Evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose.	Analyzing US World War II Political Messages Writing an Analysis of Media Messages
EIV.12 (D)	Evaluate changes in formality and tone across various media for different audiences and purposes.	Analyzing US World War II Political Messages Part 3: Using Media to Extend Understanding of an Informational Text Speaking and Listening: Planning a Multimedia Presentation Writing an Analysis of Media Messages
(EIV.13)	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
EIV.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.	Writing a Narrative Application Essay Writing a Persuasive E-mail

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EIV.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.  <i>(Cont'd)</i>	Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Argumentative Essay about an Ethical Issue Writing an Informative Essay about a Utopia
EIV.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 to convey meaning.	Speaking and Listening: Planning a Multimedia Presentation Writing a Literary Analysis Essay about Poetry Writing a Persuasive E-mail Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Argumentative Essay about an Ethical Issue Writing an Informative Essay about a Utopia
EIV.13 (C)	Revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.	Creating a Résumé Writing a Literary Analysis Essay about Poetry Writing a Narrative Application Essay Writing a Persuasive E-mail Writing a Research-Based Informative Essay about Language Writing a Script Writing an Analysis of Media Messages



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EIV.13 (C)	Revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.  <i>(Cont'd)</i>	Writing an Argumentative Essay about an Ethical Issue  Writing an Informative Essay about a Utopia
EIV.13 (D)	Edit drafts for grammar, mechanics, and spelling.	Creating a Résumé Writing a Literary Analysis Essay about Poetry Writing a Narrative Application Essay Writing a Persuasive E-mail Writing a Research-Based Informative Essay about Language Writing a Script Writing an Analysis of Media Messages Writing an Argumentative Essay about an Ethical Issue Writing an Informative Essay about a Utopia
EIV.13 (E)	Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Creating a Résumé Writing a Literary Analysis Essay about Poetry Writing a Narrative Application Essay Writing a Research-Based Informative Essay about Language Writing a Script Writing an Argumentative Essay about an Ethical Issue Writing an Informative Essay about a Utopia

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(EIV.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:	
EIV.14 (A)	Write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone.	
EIV.14 (B)	Write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse).	Writing a Narrative Application Essay
EIV.14 (C)	Write a script with an explicit or implicit theme, using a variety of literary techniques.	Haiku and Romantic Poetry Writing a Script
(EIV.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:	
EIV.15 (A)	Write an analytical essay of sufficient length that includes:	
EIV.15 (A) (i)	Effective introductory and concluding paragraphs and a variety of sentence structures	Creating a Museum Exhibit Writing a Literary Analysis Essay about Poetry Writing a Research-Based Informative Essay about Language
EIV.15 (A) (ii)	Rhetorical devices, and transitions between paragraphs	Creating a Museum Exhibit Writing a Literary Analysis Essay about Poetry Writing a Research-Based Informative Essay about Language
EIV.15 (A) (iii)	A clear thesis statement or controlling idea	Creating a Museum Exhibit Writing a Literary Analysis Essay about Poetry Writing a Research-Based Informative Essay about Language
EIV.15 (A) (iv)	A clear organizational schema for conveying ideas	Creating a Museum Exhibit Writing a Literary Analysis Essay about Poetry Writing a Research-Based Informative Essay about Language

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EIV.15 (A) (v)	Relevant and substantial evidence and well-chosen details	Writing a Literary Analysis Essay about Poetry Writing a Research-Based Informative Essay about Language
EIV.15 (A) (vi)	Information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources	Writing a Literary Analysis Essay about Poetry Writing a Research-Based Informative Essay about Language Writing an Informative Essay about a Utopia
EIV.15 (A) (vii)	An analysis of views and information that contradict the thesis statement and the evidence presented for it.	Writing a Research-Based Informative Essay about Language Writing an Argumentative Essay about an Ethical Issue
EIV.15 (B)	Write procedural and work-related documents (e.g., resumes, proposals, college applications, operation manuals) that include:	
EIV.15 (B) (i)	A clearly stated purpose combined with a well-supported viewpoint on the topic	Writing a Persuasive E-mail Writing an Analysis of Media Messages
EIV.15 (B) (ii)	Appropriate formatting structures (e.g., headings, graphics, white space)	Creating a Résumé Writing a Persuasive E-mail
EIV.15 (B) (iii)	Relevant questions that engage readers and address their potential problems and misunderstandings	Creating a Résumé
EIV.15 (B) (iv)	Accurate technical information in accessible language	Creating a Résumé Writing an Analysis of Media Messages
EIV.15 (B) (v)	Appropriate organizational structures supported by facts and details (documented if appropriate).	Creating a Résumé Writing a Persuasive E-mail Writing an Analysis of Media Messages

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EIV.15 (C)	Write an interpretation of an expository or a literary text that:	
EIV.15 (C) (i)	Advances a clear thesis statement	<p>Part 4: Writing an Argumentative Paragraph about an Informational Text</p> <p>Part 4: Writing to Evaluate Mortimer's Style</p> <p>Writing an Informative Essay about a Utopia</p>
EIV.15 (C) (ii)	Addresses the writing skills for an analytical essay including references to and commentary on quotations from the text	<p>Part 4: Writing an Argumentative Paragraph about an Informational Text</p> <p>Part 4: Writing to Evaluate Mortimer's Style</p> <p>Satire in Swift's "A Modest Proposal" (Continued)</p> <p>Writing an Informative Essay about a Utopia</p>
EIV.15 (C) (iii)	Analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices	<p>Introduction to Anglo-Saxon Literature: <i>Beowulf</i></p> <p>Part 4: Writing an Argumentative Paragraph about an Informational Text</p> <p>Part 4: Writing to Evaluate Mortimer's Style</p> <p>Satire in Swift's "A Modest Proposal" (Continued)</p> <p>Writing an Informative Essay about a Utopia</p>
EIV.15 (C) (iv)	Identifies and analyzes ambiguities, nuances, and complexities within the text	<p>Part 4: Writing an Argumentative Paragraph about an Informational Text</p> <p>Satire in Swift's "A Modest Proposal" (Continued)</p> <p>Writing an Informative Essay about a Utopia</p>
EIV.15 (C) (v)	Anticipates and responds to readers' questions and contradictory information.	<p>Part 4: Writing an Argumentative Paragraph about an Informational Text</p> <p>Satire in Swift's "A Modest Proposal" (Continued)</p> <p>Writing an Informative Essay about a Utopia</p>
EIV.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 appeals to a specific audience and synthesizes information from multiple points of view.	<p>Writing an Informative Essay about a Utopia</p>
		<p>Creating a Museum Exhibit</p> <p>Speaking and Listening: Planning a Multimedia Presentation</p>

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(EIV.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 (e.g., evaluative essays, proposals) to the appropriate audience that includes:	
EIV.16 (A)	A clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions).	Part 4: Writing an Argumentative Paragraph about an Informational Text Writing a Persuasive E-mail Writing an Argumentative Essay about an Ethical Issue
EIV.16 (B)	Accurate and honest representation of divergent views (i.e., in the author's own words and not out of context).	Part 4: Writing an Argumentative Paragraph about an Informational Text Writing a Persuasive E-mail Writing an Argumentative Essay about an Ethical Issue
EIV.16 (C)	An organizing structure appropriate to the purpose, audience, and context.	Part 4: Writing an Argumentative Paragraph about an Informational Text Speaking and Listening: Planning a Multimedia Presentation Writing a Persuasive E-mail Writing an Argumentative Essay about an Ethical Issue
EIV.16 (D)	Information on the complete range of relevant perspectives.	Part 4: Writing an Argumentative Paragraph about an Informational Text Writing a Persuasive E-mail Writing a Research-Based Informative Essay about Language Writing an Argumentative Essay about an Ethical Issue
EIV.16 (E)	Demonstrated consideration of the validity and reliability of all primary and secondary sources used.	Speaking and Listening: Planning a Multimedia Presentation

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EIV.16 (F)	Language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).	Speaking and Listening: Planning a Multimedia Presentation Writing an Argumentative Essay about an Ethical Issue
EIV.16 (G)	An awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.	Speaking and Listening: Planning a Multimedia Presentation Writing a Persuasive E-mail Writing an Argumentative Essay about an Ethical Issue
(EIV.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:	
EIV.17 (A)	Use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases).	Connecting Sentences and Clauses Contested Usage Parts of Speech: Gerunds, Participles, and Infinitives Sentence Structure Using Resources and Reference Materials for Editing Writing Coherent Sentences
EIV.17 (B)	Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	Connecting Sentences and Clauses Contested Usage Sentence Structure Using Punctuation Using Resources and Reference Materials for Editing Writing Coherent Sentences

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(EIV.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 correctly and consistently use conventions of punctuation and capitalization.	Capitalization, Punctuation, and Spelling Connecting Sentences and Clauses Contested Usage Sentence Structure Using Punctuation Using Resources and Reference Materials for Editing Writing Coherent Sentences
(EIV.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.	Building Vocabulary: Word Roots, Affixes, and Reference Materials Capitalization, Punctuation, and Spelling
(EIV.20)	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
EIV.20 (A)	Brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic.	Creating a Museum Exhibit Developing a Research Plan Speaking and Listening: Planning a Multimedia Presentation Writing a Research-Based Informative Essay about Language
EIV.20 (B)	Formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	Creating a Museum Exhibit Developing a Research Plan Speaking and Listening: Formal Debate Speaking and Listening: Planning a Multimedia Presentation Writing a Research-Based Informative Essay about Language

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(EIV.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:	
EIV.21 (A)	Follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source.	Creating a Museum Exhibit Speaking and Listening: Planning a Multimedia Presentation Writing a Research-Based Informative Essay about Language
EIV.21 (B)	Systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences.	Creating a Museum Exhibit Speaking and Listening: Formal Debate Speaking and Listening: Planning a Multimedia Presentation Writing a Research-Based Informative Essay about Language
EIV.21 (C)	Paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.	Creating a Museum Exhibit Speaking and Listening: Planning a Multimedia Presentation Writing a Research-Based Informative Essay about Language
(EIV.22)	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
EIV.22 (A)	Modify the major research question as necessary to refocus the research plan.	Writing a Research-Based Informative Essay about Language
EIV.22 (B)	Differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument.	Writing a Research-Based Informative Essay about Language



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EIV.22 (C)	Critique the research process at each step to implement changes as the need occurs and is identified.	Writing a Research-Based Informative Essay about Language
(EIV.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 an extended written or oral presentation that:	
EIV.23 (A)	Provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information.	Speaking and Listening: Planning a Multimedia Presentation Writing a Research-Based Informative Essay about Language
EIV.23 (B)	Uses a variety of formats and rhetorical strategies to argue for the thesis.	Speaking and Listening: Formal Debate Speaking and Listening: Planning a Multimedia Presentation Writing a Research-Based Informative Essay about Language
EIV.23 (C)	Develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments.	Speaking and Listening: Formal Debate Speaking and Listening: Planning a Multimedia Presentation Writing a Research-Based Informative Essay about Language
EIV.23 (D)	Uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i> ) to document sources and format written materials.	Speaking and Listening: Planning a Multimedia Presentation Writing a Research-Based Informative Essay about Language Writing a Works Cited Page

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EIV.23 (E)	Is of sufficient length and complexity to address the topic.	
		Creating a Museum Exhibit Speaking and Listening: Planning a Multimedia Presentation Writing a Research-Based Informative Essay about Language
(EIV.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:	
EIV.24 (A)	Listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions.	
EIV.24 (B)	Assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.	Speaking and Listening: Formal Debate
(EIV.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 formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	
		Speaking and Listening: Formal Debate Speaking and Listening: Planning a Multimedia Presentation
(EIV.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, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	Speaking and Listening: Formal Debate

Standard ID	Standard Text	Edgenuity Lesson Name
TX.110.30(b)	Figure 19 TAC, Reading/Comprehension Skills English IV	
110.34	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:	
110.34 (A)	Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images).	<p><i>Hamlet</i>, Part 1: An Introduction to Elizabethan Theater</p> <p><i>Hamlet</i>, Part 2: Word Choice and Tone</p> <p><i>Hamlet</i>, Part 3: Figurative Language and Allusions</p> <p><i>Hamlet</i>, Part 4: Comparing and Contrasting Interpretations</p> <p><i>Hamlet</i>, Part 5: Characteristics of Elizabethan Drama</p> <p><i>Hamlet</i>, Part 6: Applying Literary Criticism</p> <p><i>Hamlet</i>, Part 7: Plot and Character</p> <p><i>Hamlet</i>, Part 8: Themes</p> <p>Analyzing a Procedural Text: <i>How to Find Out Anything</i></p> <p>Analyzing Career Information from the Bureau of Labor Statistics Website</p> <p>Analyzing Ekphrastic Poetry</p> <p>Analyzing US World War II Political Messages</p> <p>Argument in George Orwell's "Politics and the English Language"</p> <p>Central Ideas and Context: <i>Utopia</i></p> <p>Central Ideas in <i>A Vindication of the Rights of Woman</i></p> <p>Characterization in <i>Grendel</i></p> <p>Comparing and Contrasting Two Versions of <i>The War of the Worlds</i></p> <p>Comparing Eighteenth-Century Texts on Slavery</p> <p>Haiku and Romantic Poetry</p> <p>Introduction to Anglo-Saxon Literature: <i>Beowulf</i></p>

Standard ID	Standard Text	Edgenuity Lesson Name
110.34 (A)	Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images). <i>(Cont'd)</i>	Part 1: An Introduction to Elizabethan England Part 1: Text Details and Context Clues in an Informational Text Part 2: Summarizing an Author's Viewpoint in an Informational Text Part 2: Summarizing Central Ideas about Elizabethan England Satire in Swift's "A Modest Proposal" Satire in Swift's "A Modest Proposal" (Continued) Satire in <i>The Pardoner's Tale</i> Sound and Structure in Poems by Dylan Thomas and W. B. Yeats Word Meaning in the Preface to <i>A Dictionary of the English Language</i>
110.34 (B)	Make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.	<i>Hamlet</i> , Part 5: Characteristics of Elizabethan Drama Comparing Eighteenth-Century Texts on Slavery Introduction to Anglo-Saxon Literature: <i>Beowulf</i> Part 1: An Introduction to Elizabethan England