

Putnam City Schools English I PASS Curriculum Map

Textbooks: Literature Book—**McDougal Literature**; Writing/Grammar/Usage—**Language Network**

Benchmark Test Windows: 1st Quarter—Sept. 1-Sept. 15; 2nd Quarter—Dec. 1-10; 4th Quarter (3rd Benchmark)—May 4-13; EOI=Skill covered on English II EOI

English I PASS Reading/Literature	Q1	Q2	Q3	Q4	Activities/Resources
PASS R/L Vocabulary 1.1. - Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.		1 ques.		EOI	
PASS R/L Vocabulary 1.2. Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.	1 ques.	1 ques.		1 ques. EOI	
PASS R/L Vocabulary 1.3. Expand vocabulary through wide reading, listening, and discussing.					
PASS R/L Vocabulary 1.4 (1.3). Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.		2 ques.		EOI	
PASS R/L Vocabulary 1.5. (1.4) - Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotations and denotations.	1 ques.	1 ques.		EOI	
PASS R/L Comprehension 2.1.a. Literal Understanding - Examine the structures and format of functional workplace documents, including graphics and headers, and explain how authors use the features to achieve their purpose.				EOI	
PASS R/L Comprehension 2.1b Literal Understanding - Draw upon own background to provide connections to text.	1 ques.	1 ques.		EOI	
PASS R/L Comprehension 2.1. c. Literal Understanding - Monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning.	1 ques.	1 ques.		EOI	
PASS R/L Comprehension 2.1.d. Literal Understanding - Recognize text structures such as compare and contrast, cause and effect, and chronological ordering.				1 ques. EOI	
PASS R/L Comprehension 2.1.e. Literal Understanding - Use				EOI	

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study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts					
PASS R/L Comprehension 2.2.a. Inferences and Interpretation - Analyze characteristics of text, including its structure, word choice, and intended audience.		1 ques.		EOI	
PASS R/L Comprehension 2.2.b. Inferences and Interpretation - Draw inferences such as conclusions, generalizations, predictions,; support them with text evidence and personal experience.	6 ques.	2 ques.		5 ques. EOI	
PASS R/L Comprehension 2.2c. Inferences and Interpretation - Recognize influences on a reader's response to a text (e.g., personal experience to a text (e.g., personal experience and values; perspective shaped by age, gender, class, or nationality).					
PASS R/L Comprehension 2.3.a. Summary and Generalization - Identify the main idea and supporting details by producing summaries of text.	1 ques.	1 ques.		5 ques. EOI	
PASS R/L Comprehension 2.3.b. Summary and Generalization - Use text features and elements to support inferences and generalizations about information.	1 ques.	1 ques.		1 ques. EOI	
PASS R/L Comprehension 2.3.c. Summary and Generalization - Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures. (B2 - Not as it refers to research or outlining...)	1 ques.			EOI	
PASS R/L Comprehension 2.4.a. Analysis and Evaluation - Discriminate between fact and opinion in fiction and nonfiction.				EOI	
PASS R/L Comprehension 2.4.b. Analysis and Evaluation - Recognize deceptive and/or faulty arguments in persuasive texts.				EOI	
PASS R/L Comprehension 2.4.c. Analysis and Evaluation - Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.	2 ques.			2 ques. EOI	
PASS R/L Comprehension 2.4.d. Analysis and Evaluation -	1 ques.	1 ques.		1 ques.	

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Identify techniques (e.g., language, organization, tone, context) used to convey point of view or impressions.				EOI	
PASS R/L Literature 3.1.a. Literary Genres - Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.	1 ques.	2 ques.		2 ques. EOI	
PASS R/L Literature 3.1.b. Literary Genres - Analyze the characteristics of subgenres including tragedy, sonnet, epic, lyric, and narrative poetry.	1 ques.	1 ques.		EOI	
PASS R/L Literature 3.2.a. Literary Elements - Recognize the author's treatment of elements of fiction, including plot, conflict, character, setting, theme, mood, point of view, with emphasis on how they are addressed and resolved. Recognize the theme (general observation about life or human nature) within a text.	2 ques.	6 ques.		1 ques. EOI	
PASS R/L Literature 3.2.b. Literary Elements - Explain how author's voice and/or choice of a narrator affect the characterization and the point of view, tone, plot, mood and credibility of a text.	4 ques.	1 ques.		2 ques. EOI	
PASS R/L Literature 3.2.c. Literary Elements - Recognize and understand the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.	1 ques.	1 ques.		4 ques. EOI	
PASS R/L Literature 3.2.d. Literary Elements - Analyze interactions between characters in a literary text and explain the way those interactions affect the plot in narrative text.	1 ques.	1 ques.		EOI	
PASS R/L Literature 3.2.e. Literary Elements - Analyze characters and identify author's point of view.				EOI	
PASS R/L Literature 3.2.f. Literary Elements - Identify literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.		1 ques.		EOI	
PASS R/L Literature 3.3.a. Figurative Language and Sound	2 ques.	3 ques.		3 ques.	

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Devices - Identify and explain figurative language such as metaphor, personification, and simile.				EOI	
PASS R/L Literature 3.3.b. Figurative Language and Sound Devices - Identify and explain sound devices including alliteration, onomatopoeia, and rhyme.	1 ques.			2 ques. EOI	
PASS R/L Literature 3.3.c. Figurative Language and Sound Devices - Identify the melodies of literary language, including its use of evocative words, rhythms and rhymes.		1 ques.		1 ques. EOI	
PASS R/L Literature 3.3.d. Figurative Language and Sound Devices - Recognize and interpret poetic elements such as metaphor, simile, personification, and the effect of sound on meaning.				EOI	
PASS R/L Literature 3.4.a. Literary Works - Analyze and evaluate works of literature and the historical context in which they were written.	1 ques.	1 ques.		EOI	
PASS R/L Literature 3.4.b. Literary Works - Analyze and evaluate literature from various cultures to broaden cultural awareness.				EOI	
PASS R/L Literature 3.4.c. Literary Works - Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.		2 ques.		EOI	
PASS R/L Research and Information 4.1.a. Accessing Information - Select the best source for a given purpose. Access information from a variety of primary and secondary sources.	1 ques.	1 ques.		1 ques. EOI	
PASS R/L Research and Information 4.1.b. Accessing Information - Skim text for an overall impression and scan text for particular information.				EOI	
PASS R/L Research and Information 4.1.c. Accessing Information - Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).	1 ques.			1 ques. EOI	
PASS R/L Research and Information 4.2.a. Interpreting Information - Summarize, paraphrase, and/or quote relevant information.		1 ques.		1 ques. EOI	
PASS R/L Research and Information 4.2.b. Interpreting				EOI	

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Information - Determine the author's viewpoint to evaluate source credibility and reliability.					
PASS R/L Research and Information 4.2.c. Interpreting Information - Organize and convert information into different forms such as charts, graphs and drawings to create multiple formats to interpret information for multiple audiences and purposes, and cite sources completely.				EOI	
PASS R/L Research and Information 4.2.d. Interpreting Information - Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.				EOI	
PASS R/L Research and Information 4.2.e. Interpreting Information - Draw conclusions from information gathered.	1 ques.			EOI	
English I PASS Grammar/Usage/Mechanics	Q1	Q2	Q3	Q4	
PASS GUM 3.1.a. Standard English Usage - Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect; who's, whose; its, it's; desert, dessert; rise, raise). (EOI, PSAT)	2 ques.	1 ques.		EOI	
PASS GUM 3.1.b. Standard English Usage - Use correct verb forms and tenses. (Correct verb tense - EOI, PSAT, SAT, ACT,)	1 ques.	1 ques.		1 ques. EOI	
PASS GUM 3.1.c. Standard English Usage - Use correct subject-verb agreement. (EOI, PSAT, SAT, ACT) Ex: s-v inverted order; s-v separated by prepositional phrase, appositive, or other interrupter; etc.	1 ques.			2 ques. EOI	
PASS GUM 3.1.d. Standard English Usage - Distinguish active and passive voice. (EOI, ACT)		1 ques.		1 ques. EOI	
PASS GUM 3.1.e. Standard English Usage - Identify and correctly use liking, transitive, and intransitive verbs.					
PASS GUM 3.1.f. (old 3.1e) Standard English Usage - Use nominative, objective, and possessive nouns and pronouns correctly.	1 ques.	1 ques.		1 ques. EOI	
PASS GUM 3.1.g. Standard English Usage - Use abstract, concrete, and collective nouns correctly.					

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PASS GUM 3.1.h. Standard English Usage - Use correct pronoun/antecedent agreement and clear pronoun reference. (EOI, PSAT, SAT, ACT) Ex: He gave it to Tim and (I, me, myself).	1 ques.	1 ques.		1 ques. EOI	
PASS GUM 3.1.i. Standard English Usage - Correct types, forms, and cases of pronouns.				EOI	
PASS GUM 3.1.j. (old 3.1f) Standard English Usage - Use correct forms of positive, comparative, and superlative adjectives and adverbs.		1 ques.		EOI	
PASS GUM 3.2.a. Mechanics and Spelling - Apply capitalization rules appropriately in writing including but not limited to the following:	2 ques.	1 ques.		EOI	
<ul style="list-style-type: none"> ▪ GUM 3.2.a. Capitalize geographical names (towns, cities, countries, states, counties, islands, bodies of water, forests, parks, streets, mountains, continents). 					
<ul style="list-style-type: none"> ▪ GUM 3.2.a. Capitalize brand names of business products. 					
<ul style="list-style-type: none"> ▪ GUM 3.2.a. Capitalize historical events/ periods, special events, calendar items. 					
<ul style="list-style-type: none"> ▪ GUM 3.2.a. Capitalize a word showing family relationship when the word is used before or in place of person's name. (EOI) 					
<ul style="list-style-type: none"> ▪ GUM 3.2.a. Capitalize first/last words and all important words in titles of books, newspapers, magazines, poems, short stories, historical documents, movies, television programs, works of art and music. 					
<ul style="list-style-type: none"> ▪ GUM 3.2.a. Do not capitalize directions. 					
PASS GUM 3.2.b. Mechanics and Spelling - Review how to make plural and possessive forms of nouns. (EOI, PSAT, SAT, ACT)		1 ques.		EOI	
PASS GUM 3.2.c. Mechanics and Spelling - Demonstrate correct use of punctuation and recognize its effect on sentence structure including but not limited to the following:	2 ques.	1 ques.		3 ques. EOI	

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<ul style="list-style-type: none"> ▪ GUM 3.2.c.i Use commas to separate items in a series. (ACT) 					
<ul style="list-style-type: none"> ▪ GUM 3.2.c.i Use a comma before <i>and</i>, <i>but</i>, <i>for</i>, <i>nor</i>, <i>or</i>, <i>so</i>, and <i>yet</i> when they join independent clauses. (PSAT, SAT) (Don't use a comma before the conjunction that joins compound verbs!) 					
<ul style="list-style-type: none"> ▪ GUM 3.2.c.i. Use commas to set off nonessential participial phrases. 					
<ul style="list-style-type: none"> ▪ GUM 3.2.c.i. Use commas to set off nonessential clauses. (PSAT, SAT) 					
<ul style="list-style-type: none"> ▪ GUM 3.2.c.i. Use a comma after an introductory adverb clause. (EOI, PSAT, SAT) 					
<ul style="list-style-type: none"> ▪ GUM 3.2.c.i. Use a comma after a succession of introductory prepositional phrases. 					
<ul style="list-style-type: none"> ▪ GUM 3.2.c.i. Use a comma to set off appositives/appositive phrases. 					
<ul style="list-style-type: none"> ▪ GUM 3.2.c.i. Use a comma to set off parenthetical expressions. (PSAT, SAT, ACT) 					
<ul style="list-style-type: none"> ▪ GUM 3.2.c.i. Use commas to separate items in dates and addresses. 					
<ul style="list-style-type: none"> ▪ GUM 3.2.c.ii Use quotation marks to enclose a direct quotation. 					
<ul style="list-style-type: none"> ▪ GUM 3.2.c.ii. Place commas and periods inside closing quotation marks. 					
<ul style="list-style-type: none"> ▪ GUM 3.2.c.iii. Use quotation marks to enclose titles of short works, such as short stories, poems, essays, articles, songs, episodes of television series, and chapters and other parts of books. 					
<ul style="list-style-type: none"> ▪ GUM 3.2.c.iii. Italicize titles of books, plays, periodicals, films, television programs, works of art, long musical compositions; names of trains, ships, aircraft, and spacecraft. (Underlining is italics when you are writing by 					

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hand.)					
<ul style="list-style-type: none"> ▪ GUM 3.2.c.iii. Use apostrophe and <i>-s</i> for the possessive form of a singular noun; use an apostrophe alone to form the possessive of a plural noun ending in <i>-s</i>.(EOI, PSAT, SAT) 					
<ul style="list-style-type: none"> ▪ GUM 3.2.c.iii. Use an apostrophe and <i>-s</i> to form the possessive of a plural noun not ending in <i>-s</i>. (ACT) 					
<ul style="list-style-type: none"> ▪ GUM 3.2.c.iii. Use a colon before a list of items to mean <i>note what follows</i> (not following a verb or preposition). 					
<ul style="list-style-type: none"> ▪ GUM 3.2.c.iii.Use a semicolon between independent clauses joined by conjunctive adverbs or transitional expressions followed by a comma (however, therefore, nevertheless, moreover, furthermore, etc.) (PSAT, SAT, ACT) 					
<ul style="list-style-type: none"> ▪ GUM 3.2.c.iv. Use a hyphen to divide a compound adjective that precedes a noun. (ACT) 					
<ul style="list-style-type: none"> ▪ GUM 3.2.c.iv. Use a dash to mean <i>namely, in other words, that is</i>, and similar expressions before an explanation. (ACT) 					
<ul style="list-style-type: none"> ▪ GUM 3.2.c.iv. Demonstrate correct use of parentheses. 					
<ul style="list-style-type: none"> ▪ GUM 3.2.c.iv. Demonstrate correct use of brackets 					
<ul style="list-style-type: none"> ▪ GUM 3.2.d. Demonstrate correct use of punctuation in research writing including: (i.) formal outline; (ii) parenthetical documentation; iii. works cited/bibliography. 					
<ul style="list-style-type: none"> ▪ GUM 3.2.e. (old 3.2d) Use correct spelling including (i.) commonly misspelled words and homonyms;(ii.) spell consonant changes correctly (Example: recede/recession; transmit; transmission; (iii.) spell correctly Greek and Latin 		1 ques.			

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derivatives (words that come from a base or common root word by applying correct spelling of bases and affixes (prefixes and suffixes).					
PASS GUM 3.3.a. Sentence Structure - Identify and use parallel structure in writing (direct objects, predicate nominatives, gerund phrases, participial phrases, infinitive phrases, prepositional phrases, etc.). (EOI, PSAT, SAT, ACT)	1 ques.	1 ques.		1 ques. EOI	
PASS GUM 3.3.b. Sentence Structure - Correct dangling and misplaced modifiers. (EOI, PSAT, SAT, ACT)	1 ques.	1 ques.		1 ques. EOI	
PASS GUM 3.3.c. Sentence Structure - Correct run-on sentences.	1 ques.	1 ques.		1 ques. EOI	
GUM 3.3.d. Sentence Structure - Identify and correct sentence fragments during the revising and editing stages of the writing process. (EOI, PSAT, SAT, ACT)	1 ques.	1 ques.		1 ques. EOI	
GUM 3.3.e. Sentence Structure - Correct comma splices.				EOI	
GUM 3.3.f. Sentence Structure - Differentiate between dependent/independent and restrictive/nonrestrictive (essential/nonessential) clauses.					
GUM 3.3.g. Sentence Structure - Write effective simple, compound, complex, and compound-complex sentences.				EOI	
English I PASS Writing/Grammar/Usage/Mechanics	Q1	Q2	Q3	Q4	
Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.				EOI	
PASS W 1.0 Writing Process. The student will use the writing process to write coherently and refine composition skills.				EOI	

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PASS W 1.1.a. Writing Process – Use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, or reading to generate ideas and gather information.				EOI	
PASS W 1.1.b. Writing Process – Determine main idea by evaluating results of prewriting activities to select an appropriate topic.				EOI	
PASS W 1.1.c. Writing Process – Identify audience and purpose for writing: i. consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, or share an experience or emotion); ii. understand the characteristics of a specific audience for the writing task.				EOI	
PASS W 1.1.d. Writing Process – Identify appropriate mode/genre.				EOI	
PASS W 1.1.e. Writing Process – Develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.				EOI	
PASS W 1.1.f. Writing Process – Revise drafts.				EOI	
PASS W 1.1.g. Writing Process – Edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.				EOI	
PASS W 1.1.h. Writing Process – Refine selected pieces to publish for general and specific audiences.				EOI	
PASS W 1.2.a. Writing Process – Use elaboration to develop an idea: Draft a text with a clear controlling idea or thesis.				EOI	
PASS W 1.2.b. Writing Process – Develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.				EOI	
PASS W 1.2.c. Writing Process – Apply different methods of support, such as facts, reasons, examples, sensory details.				EOI	
PASS W 1.2.d. Writing Process – Apply a consistent and appropriate point of view.				EOI	

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<p>PASS W 1.3 Writing Process – Demonstrate organization, unity, and coherence by using transitions and sequencing:</p> <ul style="list-style-type: none"> a. Read the draft from the intended audience's point of view to evaluate clarity of purpose. b. Evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece. c. Evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth and coherent. d. Evaluate whether ideas are adequately developed. Move, add, delete, or replace text for clarity, audience, and purpose. e. Evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate. f. Evaluate whether sentence structures are varied in type, length, and complexity. 				EOI	
<p>PASS W 1.4 Writing Process – Editing, Proofreading, and Evaluating:</p> <ul style="list-style-type: none"> a. Apply Standard English usage, correct spelling and usage in text. Correct errors in grammatical conventions (e.g., complete sentences, independent and dependent (restrictive/nonrestrictive) clauses, conjunctions for subordination, correlation, and coordination, subject verb agreement, consistent verb tense, pronoun-antecedent relationship, noun and pronoun agreement, use of prepositional phrases, adverbs, and adjectives). b. Employ specified proofreading strategies and consult resources (e.g., spell checks, personal spelling lists, or dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations. c. Use a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited. Check against original source for accuracy. d. Demonstrate an understanding of the ethics of writing by creating a document free from plagiarism. 				EOI	
<p>PASS W 1.5 Writing Process – Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.</p>				EOI	

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<p>PASS W 1.6 Writing Process - Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how own writing achieves its purpose, ask for feedback, and respond to classmates' writing).</p>				EOI	
<p>PASS W 2.0 Modes and Forms of Writing. The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 9, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 500 to 750 words. Final drafts are formatted appropriately for the mode. Begin writing documents related to career development. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>				EOI	
<p>PASS W 2.1 Modes and Forms of Writing. Compose fictional, biographical, or autobiographical narratives or short stories that</p> <ol style="list-style-type: none"> a. create and develop characters including character motivation, gestures, and feelings; b. create and develop a plot utilizing the key elements: exposition, rising action, climax, falling action, resolution, and conclusion; c. create and develop an appropriate point of view; d. create and develop a setting with a narrative that is relevant to the overall meaning of the work; e. use a range of narrative devices such as dialogue, suspense, foreshadowing, characterization, and flashback 				EOI	
<p>PASS W 2.2 Modes and Forms of Writing. Compose expository compositions, including analytical essays and research reports that</p> <ol style="list-style-type: none"> a. integrate evidence in support of a thesis including information on all relevant perspectives; b. quote, summarize, and paraphrase information and ideas from a variety of primary and secondary sources accurately and coherently c. integrate a variety of suitable, valid reference sources, including word, pictorial, audio, and Internet sources to locate information in support of topic; d. integrate visual aids by using technology to organize and 				EOI	

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<p>record information on charts, data tables, maps, and graphs;</p> <p>e. identify and address reader's potential misunderstandings, biases, and expectations;</p> <p>f. use technical terms and notations accurately</p>					
<p>PASS W 2.3. Modes and Forms of Writing – Compose persuasive/argumentative compositions that</p> <p>a. include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion;</p> <p>b. use exposition, narration, and description to support the main argument;</p> <p>c. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning</p> <p>d. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning;</p> <p>e. effectively address reader's concerns, counterclaims, biases, and expectations.</p>				EOI	
<p>PASS W 2.4. Modes and Forms of Writing – Create documents related to career development that</p> <p>a. use a conventional format to write a formal letter, e-mail, or memorandum;</p> <p>b. present information purposefully and in brief to meet the need of the intended audience;</p> <p>c. use appropriate vocabulary and professional writing etiquette (e.g. formal language, appropriate salutation, and closing, etc.).</p>				EOI	
<p>PASS W 2.5 Modes and Forms of Writing – Write reflective papers that may address one of the following purposes:</p> <p>a. express the individual's insight into conditions or situations, detailing the author's role in the outcome of the event;</p> <p>b. connect lessons from literature, history, current events, and movies/media to personal experiences and ideas;</p> <p>c. complete a self-evaluation on a class performance.</p>				EOI	

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<p>PASS W 2.6 Modes and Forms of Writing - Write responses to literature that</p> <ul style="list-style-type: none"> a. demonstrate the significant ideas of literary works; b. support important ideas and viewpoints through accurate and detailed reference to text or to other works; c. demonstrate awareness of author's style and an appreciation of the effects created; d. identify and assess the impact of ambiguities, nuances, and complexities within the text. 				EOI	
<p>PASS W 2.7 Modes and Forms of Writing - Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.</p>				EOI	
<p>PASS W 2.8 Modes and Forms of Writing - Write friendly letters, formal letters, e-mails, and memorandum, and continue to produce other writing forms introduced in earlier grades.</p>				EOI	
<p>PASS W 2.9. Modes and Forms of Writing - Use appropriate timed-writing and essay test-taking strategies that</p> <ul style="list-style-type: none"> a. budget time for prewriting, drafting, revising, and editing; b. prioritize the question/prompt c. identify the common directives from the prompt (identify command verbs: <i>explain, compare, evaluate, define, and develop, etc.</i>); d. analyze the question or prompt and determine the appropriate mode of writing including narrative, descriptive, expository, persuasive, and reflective; e. apply appropriate organizational methods to thoroughly address the prompt; f. evaluate work using editing checklist or rubric including the state's writing rubric: • Oklahoma's English II EOI writing rubric for the following five writing traits: <ol style="list-style-type: none"> 1. Ideas and Development 2. Organization, Unity, and Coherence 3. Word Choice 4. Sentences and Paragraphs 5. Grammar, Usage, and Mechanics 				EOI	

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<p>PASS W 2.10. Modes and Forms of Writing - Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.</p>				EOI	
<p>PASS Oral Language/Listening and Speaking - The student will demonstrate thinking skills in listening and speaking. Formulate thoughtful judgment about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing.</p>					
<p>PASS Listening 1.0 - The student will listen for information and for pleasure.</p> <p>1.1 Focus attention on the speaker's message.</p> <p>1.2 Use knowledge of language and develop vocabulary to accurately interpret the speaker's message.</p> <p>1.3 Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.</p> <p>1.4 Monitor speaker's message and clarity and understanding to formulate and provide effective verbal and nonverbal feedback.</p> <p>1.5 Use feedback to evaluate own effectiveness and set goals for future presentations.</p>					
<p>PASS Speaking 2.0 - The student will express ideas and opinions in group or individual situations.</p> <p>2.1 Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.</p> <p>2.2 Prepare, organize, and present a variety of informative messages effectively.</p> <p>2.3 Analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.</p>					
<p>PASS Visual Literacy: The student will interpret, evaluate, and compose visual messages.</p>					

Putnam City Schools English I PASS Curriculum Map

<p>PASS Visual Literacy 1.0 Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.</p> <p>1.1 Document the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs and attitudes).</p> <p>1.2 Indicate how symbols, images, sounds, and other conventions are used in visual media (e.g., time lapse in films; set elements that identify a particular time period or culture.).</p>					
<p>PASS Evaluate Media 2.0 - The student will evaluate visual and electronic media, such as film, as compared with print messages.</p> <p>2.1 Select people with special interests and expectations who are the target audience for particular messages or products in visual media.</p> <p>2.2 Define and design language and content that reflect the target audience for particular messages and products (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for a particular audience.</p>					
<p>PASS Compose Visual Messages 3.0 - The student will create a visual message that effectively communicates an idea.</p> <p>3.1 Create media products to include a billboard, cereal box, short editorials, and a three-minute documentary or print ad to engage specific audiences.</p> <p>3.2 Create present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.</p>					