

Preface

Writing Curriculum:

The Indian Hill Middle and High Schools writing curriculum is predicated on the Common Core Standards and on the principals of the Bay Area Writing Project. The Common Core Standards reinforce and support the 30 years of writing literacy research started by the Bay Area Writing Project and the writing process that has emerged from it. The research and the Common Core Standards are clear. Students must:

- Write often.
- Have teacher and peer feedback.
- Be given opportunities to revise some papers.
- Be required to write other papers in a confined and timed situation.
- Study language/grammar in context.
- Write for varied audiences and purposes.
- Publish as appropriate.

The writing assignments in this document reflect assignments mandated by the Common Core Standard, but do not reflect all the writing our students do. Students write regularly and for different purposes. Some writing assignments require multiple drafts with peer and teacher feedback while others are written in a timed situation. In both cases students need to demonstrate control over ideas and language. They write informally to learn what they know as well as to communicate what they have learned to a larger audience. As students progress through school, they sequentially develop rhetorical strategies to communicate appropriately with their targeted audiences.

Reading Curriculum:

The Indian Hill Middle and High Schools reading curriculum is reflects a wide variety in genres. Students read teacher selected works as well as ones student choice. They read works of fiction, drama, poetry, and nonfiction. All reading decisions are based on current research and for a variety of instructional purposes. Most writing assignments are tied to students' reading experiences. The Common Core calls for an increased emphasis on nonfiction, gradually increasing to 70% of a student's reading by senior year. The English departments of both schools have accepted this paradigm shift and have added nonfiction to the reading lists. It is, however, important to point out a few considerations lest we miss the intended mark of the standards.

- Literary texts are still part of the standards. Imagination & literature produced by it are as important to 21st century literacy as are pragmatic texts.
- Other disciplines are called to increase the amount of challenging texts in their curricula. The 70% target is the responsibility of all teachers.
- While English teachers are qualified to teach the rhetorical impact of foundational American documents, they are not experts in the historical and cultural factors surrounding them. They are qualified to examine the artistry of scientific writers such as Stephen Hawking, who write for the general population, but are not equipped with content knowledge to help their students access professional scientific journals.
- The Common Core Standards clearly mandate that our students be exposed to difficult nonfiction writing in order to be equipped to lead us through the 21st century. The English department stands ready to include more nonfiction in ways that help develop critical thinking and rhetorical acumen. We welcome the opportunity to work closely with other disciplines and make curricular modifications as the new paradigm unfolds.

Language/Grammar Curriculum

The following expectations come from the Common Core Standards. Discrete language study is best learned by both direct instruction and in context of texts written by published writers and through student writing. All points about language study in the Common Core Standards are taught in context of works studied, but because an understanding of grammar concepts is necessary for all discrete language study, the middle and high school has delineated a systematic approach to grammar instruction. The chart on **page XXX** indicates the grade level at which a particular concept will be taught for deep understanding using Robert Marzano's six step approach to vocabulary acquisition.

Shared responsibility for Student Literacy Development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA: “Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields” (Common Core Standards). The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other disciplines must have a role in this development as well.

In part of the motivation behind the new interdisciplinary approach to literacy is extensive research aimed at identifying what the 21st century college student and worker will need. College and career ready students will need to read independently complex informational texts. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core Standards for Writing by Grade Level

GRADES	Narrative	Expository	Persuasive	Research	Responses to Non-Fiction Texts	Compare/Contrast
6 th GR	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>Draw evidence from literary texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p>

Common Core Standards for Writing by Grade Level

7 th GR	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented</p>	<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>Draw evidence from literary texts to support analysis, reflection, and research.</p> <p>Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p>
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Common Core Standards for Writing by Grade Level

<p>8th GR</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and <u>show the relationships among experiences and events.</u></p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into <u>broader categories;</u> include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, <u>well-chosen</u> facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate <u>and varied</u> transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the explanation presented.</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge <u>and distinguish</u> the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), <u>counterclaims,</u> reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Conduct short research projects to answer a question (<u>including a self-generated question,</u> <u>drawing on several sources</u> and generating additional related, focused questions that allow for <u>multiple avenues of exploration.</u></p> <p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Apply grade 8 Reading standards to literary nonfiction</u> (e.g., “<u>Delineate</u> and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; <u>recognize when irrelevant evidence is introduced</u>”).</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”)</u>.</p>
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Common Core Standards for Writing by Grade Level

<p>9th – 10th GR</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, <u>well-chosen</u> details, and well-structured event sequences.</p> <p>a. Engage and orient the reader <u>by setting out a problem, situation, or observation, establishing one or multiple point(s) of view,</u> and introducing a narrator and/or characters; <u>create a smooth progression of experiences or events.</u></p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and <u>multiple plot lines,</u> to develop experiences, events, and/or characters.</p> <p>c. Use a variety of <u>techniques to sequence events so that they build on one another to create a coherent whole.</u></p> <p>d. Use precise words and phrases, <u>telling</u> details, and sensory language <u>to convey a vivid picture of the experiences, events, setting, and/or characters.</u></p> <p>e. Provide a conclusion that follows from and reflects on <u>what is experienced, observed, or resolved over the course of the narrative.</u></p>	<p>Write informative/explanatory texts to examine and convey <u>complex</u> ideas, concepts, and information <u>clearly and accurately through the effective</u> selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information <u>to make important connections and distinctions;</u> include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and <u>sufficient</u> facts, definitions, concrete details, quotations, or other information and examples <u>appropriate to the audience's knowledge of the topic.</u></p> <p>c. Use appropriate and varied transitions to <u>link the major sections of the text,</u> create cohesion, and clarify the relationships among <u>complex</u> ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary <u>to manage the complexity of the topic.</u></p> <p>e. Establish and maintain a formal style and <u>objective tone while attending to the norms and conventions of the</u></p>	<p>Write arguments to support claims in <u>an analysis of substantive topics or texts,</u> using <u>valid</u> reasoning and relevant and <u>sufficient</u> evidence.</p> <p>a. Introduce <u>precise</u> claim(s), distinguish the claim(s) from alternate or opposing claims, and <u>create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</u></p> <p>b. <u>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</u></p> <p>c. Use words, phrases, and clauses <u>to link the major sections of the text,</u> create cohesion, and clarify the relationships <u>between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</u></p> <p>d. Establish and maintain a formal style and <u>objective tone while attending to the norms and conventions of the discipline in which they are writing.</u></p> <p>e. Provide a concluding statement or section that follows from and supports the argument resented.</p>	<p>Conduct short <u>as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</u></p> <p>Gather relevant information from multiple <u>authoritative</u> print and digital sources, using <u>advanced searches</u> effectively; assess the <u>usefulness</u> of each source <u>in answering the research question; integrate information into the text selectively to maintain the flow of ideas,</u> avoiding plagiarism and following a standard format for citation.</p>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><u>Apply grades 9–10 Reading standards to literary nonfiction</u> (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning <u>is valid</u> and the evidence is relevant and sufficient; <u>identify false statements and fallacious reasoning</u>”).</p>	<p>Draw evidence from literary texts to support analysis, reflection, and research.</p> <p><u>Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</u></p>
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Common Core Standards for Writing by Grade Level

		<u>discipline in which they are writing.</u>				
11 th -12 th GR	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation <u>and its significance,</u> establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole <u>and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</u></p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a</p>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information <u>so that each new element builds on that which precedes it to create a unified whole;</u> include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic <u>thoroughly by selecting the most significant</u> and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, <u>knowledgeable</u> claim(s), <u>establish the significance of the claim(s),</u> distinguish the claim(s) from alternate or opposing claims, and create an organization that <u>logically sequences</u> claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly <u>and thoroughly,</u> supplying <u>the most relevant</u> evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and <u>possible biases.</u></p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s)</p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the <u>strengths and limitations of each source in terms of the task, purpose, and audience;</u> integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism <u>and overreliance on any one source</u> and following a standard format for citation.</p>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><u>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.”).</u></p>	<p>Draw evidence from literary texts to support analysis, reflection, and research.</p> <p><u>Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</u></p>

Common Core Standards for Writing by Grade Level

	<p>vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>language, domain-specific vocabulary, <u>and techniques such as metaphor, simile, and analogy</u> to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.</p>			
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NARRATIVE WRITING - GRADES 6-12

<p>Grade: 6</p> <p>Formative Assessment: The steps of this project are monitored through student/teacher checkpoints (prewriting conference, drafting, peer and self-editing, and publishing) and student understanding is assessed at each point.</p> <p>Summative Assessment: See activity above. This will be given a test/large project score, based upon the criteria provided throughout the process.</p>	<p>Process / Activity: Students will compose a short story based upon the elements studied in the novel upon completion of the novel and following check points set in class.</p> <p>Content Specific Vocabulary: Direct/Indirect Quotes, Dialogue Exchange, Literary Terms (Sarcasm, Stereotype, Hyperbole, Metaphor, Personification, Simile, Imagery, Dialect, Foreshadowing), Plot Element Review (Central Conflict, Exposition, Plot Events, Conclusion), Point of View, Author's Purpose, Voice, Tone, Characterization and Setting</p> <p>Opportunities for incorporating technology: Students will use Word to type their narratives.</p> <p>Learning Components:</p> <p>Reading, Writing Students will demonstrate an understanding of point of view, tone, and author's purpose in the novel by creating a story mirroring the components of a novel covered in class.. Students will also demonstrate knowledge of the writing process through prewriting, in class drafting and editing.</p> <p>Grammar/Mechanics/ Vocabulary Students will use the following: complete sentences (no run-ons or fragments), correct capitalization and end marks, correct construction/punctuation of direct and indirect quotations, spelling, transition use, sentence variance, including exposure to simple, compound, and complex sentences. Students also need to demonstrate ability to use resources (thesaurus, dictionary, etc.) and background for using precise/sophisticated word choice. Students will have the opportunity to collaborate with a partner on this paper.</p>
<p>Grade: 7</p> <p>Formative Assessment: Students will take a short cycle assessment on narrative hook and irony.</p> <p>Students will confer with the teacher to determine their individual areas of need.</p> <p>Summative Assessment: Language Arts Students will compose a narrative/short story on a topic of their choice.</p>	<p>Process / Activity: Students will... Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Content Specific Vocabulary: Imperative, Indicative, Perfect, and Progressive Verbs. Dangling and Misplaced Modifiers. Coherent Manner, Irony, and Narrative Hook.</p> <p>Grammar: Students will practice using the most effective verb forms to show series of events and shifts in time when conveying their story; they will also revise their papers for dangling and misplaced modifiers to ensure clarity. Students will use effective grammar to tell the story in a coherent manner with varied sentence structure (as appropriate to their grade level.)</p>

	<p>Opportunities for incorporating technology: Students will use Microsoft word to draft, revise, edit, and publish their stories. Students will practice will MLA format through the use of a Jing video.</p> <p>Learning Components:</p> <p>Reading/Writing Through mini-lessons and exposure to grade level appropriate short stories, students will identify and analyze the effectiveness of dialogue, development of character, series of events, descriptive words, and sensory language to inspire their own narrative writing.</p>
<p>Grade: 8</p> <p>Formative Assessment: Students will take a short cycle assessment (pretest) of literary elements to determine prior knowledge/mastery versus new knowledge/remediation.</p> <p>Summative Assessment: Students will compose a narrative on a topic of their choice, reflecting 10-12 literary elements, or a piece which reflects a thematic thread from a novel unit.</p>	<p>Process / Activity:</p> <p>Students will: Compose a narrative which seamlessly incorporates correct usage of literary elements such as: Plot (Climax), Compare & Contrast, Tension/Suspense, Ambiguity, Characterization (Direct and Indirect), Symbolism, Irony types, Conflict types, Imagery, Setting, Repetition, Allusion, Foreshadowing, Flashback/Flash Forward, Figurative Language, Theme, Juxtaposition, Mood/Tone</p> <p>Use transitions to enhance the flow and convey time change (if applicable) in their piece</p> <p>Develop main & minor characters, exhibiting whether said characters are dynamic or static</p> <p>Formulate a narrative which reflects appropriate time spent on the development of a solid, engaging, beginning, middle, and end</p> <p>Develop a narrative which exemplifies a specific theme (assigned, as in oppression, or not assigned, as student choice)</p> <p>Content Specific Vocabulary: dynamic versus static characters, round versus flat characters, climax, variance in sentence structure, cohesive transitions, showing versus telling, phrases versus clauses, complex sentences, informative interrupters, tension, parallelism</p> <p>Opportunities for incorporating technology: Students will use Microsoft word to draft, revise, edit, and publish their stories.</p> <p>Learning Components: Vocabulary, and/or Communication) In the first piece, students will engage in application of the knowledge of literary elements- therefore, incorporating new vocabulary (i.e. juxtaposition) and reviewing/mastering older vocabulary (i.e. simile, metaphor.) In the second piece, reading is incorporated as students will need knowledge of thematic threads such as oppression, parody, etc.</p> <p>Grammar/Mechanics: Students will study transitions and the incorporation of to enhance flow Students will review compound, complex, and simple sentences, striving to utilize a blend of each in their narratives</p> <p>Students will review commas, semi colons, hyphens, quotation marks for dialogue purposes</p> <p>Students will review sentence variety (specifically adjective clauses, adjective/adverb beginnings, etc..)</p> <p>Students will review the how and why of word choice, to enhance figurative language, and to avoid the trap of telling versus showing</p>

Grade: 9

Advanced and College Prep

Formative Assessment:

-Narrative Writing Exercises

Summative Assessment:

Narrative based on Melinda from *Speak* or another novel from the approved list.

Process / Activity:

Students will write a narrative about *Speak*: three journal entries, or “chapters,” from Melinda Sordino’s journal at the end of her sophomore year capturing **tone** and **voice**.

Questions to think about:

What do you imagine Melinda to be doing in her sophomore year? How has she changed?

How is she perceived by the other students and teachers?

What problems or challenges would she encounter in her sophomore year (think about what sophomore year usually entails for people)?

What would be going on at Merryweather High this year? What controversies or news would the school itself be concerned with?

Would there be new characters to introduce?

What’s become of the other characters we meet in *Speak*, for example, Andy Evans, Mr. Freeman, the Martha’s, Heather, Rachel, Ivy, Melinda’s mom and dad, David Petrakis?

Requirements:

Typed according to course format (please see syllabus)

Must have an overall title, just as *Speak* has a title (it is the title)

Three chapters or journal entries, each with its own title

Must specifically incorporate at least three characters besides Melinda

New Learning:

Demonstrate understanding of a character’s **tone** and **voice** in fiction

Demonstrate understanding of **plot** by devising a believable continuation of a novel’s story

Demonstrate understanding of **character** by devising a believable continuation of a novel’s story

Employ three of the steps of the **writing process** to a spontaneous piece of writing: pre-writing (brainstorming), drafting and editing

Work on **proofreading** (editing) skills after composing a piece of writing looking, in particular, for errors in punctuation, sentence structure, verb tense and spelling

Adopt and model Melinda’s voice – characteristics of:

Uses nicknames, often based on physical appearance

Capitalizes for sarcastic effect

Adopts conventions of a playwright or screen writer

Combines fantasy and reality, often involving celebrities

One sentence paragraphs for effect

Applies familiar tools (like report card) to different context

Content Specific Vocabulary: Dialogue and Tone

Opportunities for incorporating technology: Students will use word processing, electronic submission via Blackboard and turnitin

Learning Components:

Connections to Literature - This prompt will directly connect with the students' reading of *Speak* or similar novel.

Grammar/Mechanics: Students will vary sentence structure and experiment with voice. Students will use proper format for dialogue. Students will experiment with voice.

<p>Grade: 9</p> <p>College Prep and Advanced</p> <p>Formative Assessment: -Narrative Writing Exercises</p> <p>Summative Assessment: Narrative based on a character from a creation myth</p>	<p>Process / Activity: Students will write a narrative characteristic of an ancient creation myth.</p> <p>Students will write a creation myth using at least 2 – 3 of the Greek/Roman gods and goddesses they have studied; the myth must reflect the personalities and characteristics of the gods/goddesses incorporated in the story.</p> <p>The narrative must have a distinct beginning, middle and end; the narrative must incorporate setting, dialogue, and sensory detail (description).</p> <p>New Learning: Students will learn how to utilize plot structure and development; use of dialogue and proper punctuation.</p> <p>Content Specific Vocabulary: sequence events, tone, and outcome</p> <p>Opportunities for incorporating technology: Students will use word processing, electronic submission via Blackboard and turnitin</p> <p>Learning Components:</p> <p>Connections to Literature - This prompt will directly connect with the students' reading of classical mythology</p> <p>Grammar/Mechanics: Students will vary sentence structure and experiment with voice. Students will use proper format for dialogue.</p>
<p>Grade: 10 CP</p> <p>Formative Assessment: Pre-Writing</p> <p>Summative Assessment: Narrative that Makes a Point</p>	<p>Process / Activity: Students will write a narrative in order to communicate what the student has learned from a challenge that she/he has faced. Students will need to not only remember but reflect on the challenge and the lesson that he/she has learned. Reflecting is not only to recall what happened, but to make sense of why it happened or the meaning it holds or what was learned from it. So rather than only telling the challenge that he/she faced, the student's paper should use the story of the challenge to explain the meaning it now holds in his/her own life (which will also be the paper's thesis). The essay should end with a reflection on how this experience/challenge has changed the student's viewpoint.</p> <p>New Learning: Writing is used to create personal reflection. This assignment differs from the freshman prompt which is fictional in nature.</p> <p>Content Specific Vocabulary: Dialogue, "Show Don't Tell"</p> <p>Opportunities for incorporating technology: students could listen to audio personal essays and stories from NPR (for example, "Things I Know for Sure" or "This I Believe")</p> <p>Learning Components:</p> <p>Connections to Literature - This prompt might be used with various short stories, <i>The Narrative of the Life of Frederick Douglass</i>, or <i>The Great Gatsby</i>. The class can discuss the narrative techniques employed in these texts and consider how they might apply them to their own writing.</p> <p>Grammar/Mechanics: Students will learn how to format dialogue and use proper punctuation with dialogue. Usage of adjective clauses as a means to implement sentence structure variance will also be noted.</p>

<p>Grade: 10 Advanced</p> <p>Formative Assessment: Narrative Writing Exercises</p> <p>Summative Assessment: Narrative based on a photograph</p>	<p>Process / Activity: Students will write a narrative using a photograph for inspiration. Students will develop a plot and personality for the person or people in the photograph. The students should write realistic dialogue and use indirect characterization. New Learning: Students will use realistic dialogue to develop the character indirectly rather than stating the character's traits. In order to write realistic dialogue, the students will make use of neutral and low diction.</p> <p>Content Specific Vocabulary: Dialogue, "Show Don't Tell," Descriptive Detail, Tone, Syntax, Diction Opportunities for incorporating technology: Students will word process the paper, and it will be submitted to Blackboard. Students may post their stories to a wiki or blog to share them with the class.</p> <p>Learning Components:</p> <p>Connections to Literature - The students will model their use of indirect characterization and realistic dialogue on novels and short stories that they have read.</p> <p>Grammar/Mechanics: Students will learn how to format dialogue and use proper punctuation with dialogue.</p>
<p>Grade: 11 CP and AP</p> <p>Formative Assessment: Pre-Writing</p> <p>Summative Assessment: Conflict Narrative based on a <i>Persepolis</i> by Marjane Satrapi or a similar novel from the approved list.</p>	<p>Process / Activity: Students will write a conflict narrative based on their reading of <i>Persepolis</i> by Marjane Satrapi. In <i>Persepolis</i>, when Marjane wants things for herself that others don't want for her, she faces a conflict of values. Students must write a story from their experience—explaining a conflict they lived through & how it changed them. <u>They will examine the following questions:</u></p> <ul style="list-style-type: none"> -How did the conflict make you who you are today? -What did it teach you about yourself? -How are you different now? <p>Content Specific Vocabulary: Memoir, Bildungsroman, Cultural Relativism, Dialogue, "Show Don't Tell," Descriptive Detail (Sensory Details)</p> <p>Opportunities for incorporating technology: Students may conduct a podcast in which they read their narrative to a larger audience. Students may also participate in a wiki discussion about internal and external conflicts that Marjane faces in the graphic novel during their reading . Students could also use the Comic Blast website to make their own graphic novel.</p> <p>Learning Components: A writing prompt will directly connect with the students' reading of <i>Persepolis</i> by Marjane Satrapi. They will examine Marjane's personal desires and ambitions that clash with what others want for her and she faces a conflict of values. They will focus on developing <u>how</u> conflict changes the individual and the role of women in society,</p> <p>Grammar/Mechanics: Students will learn how to format dialogue and use proper punctuation with dialogue.</p> <ul style="list-style-type: none"> -loose and periodic sentence structures -parallel sentence structure
<p>Grade: 12 AP and CP</p> <p>Formative Assessment: Multiple Drafts Teacher Conferences</p> <p>Summative Assessment: Final Draft of Paper</p>	<p>Process / Activity: First Quarter Assignment</p> <p>Students will choose from the following prompts taken from the College Common Application;</p> <p>Common College Application Essay Prompts:</p> <p>Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you. Discuss some issue of personal, local, national, or international concern and its importance</p>

	<p>to you.</p> <p>Indicate a person who has had a significant influence on you, and describe that influence.</p> <p>Describe a character in fiction, a historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.</p> <p>A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community, or an encounter that demonstrated the importance of diversity to you.</p> <p>Topic of your own choice.</p> <p>Students will participate in writer's workshop, peer and teacher feedback</p> <p>Content Specific Vocabulary: narration, description, dialogue, exposition, narrative voice, thesis/focus,</p> <p>Opportunities for incorporating technology: Word processing and turnitin</p> <p>Learning Components: Writing process, communicating with specific real world audience, writing as a means for self-reflection and means of communication with others,</p>
<p>Grade: 12 AP and CP</p> <p>Formative Assessment: Teacher conference</p> <p>Summative Assessment: Writing will be evaluated using criteria from the WrAP Rubric.</p>	<p>Process / Activity: Senior Reflection Paper (Fourth Quarter Assignment)</p> <p>Students will compose an organized, fully developed, engaging, and well supported reflective paper in a genre of choice such as: essay, letter, speech, memoir, poem, or short story.</p> <p>Suggested prompts:</p> <ul style="list-style-type: none"> Reflection of fond memories Future goals Advice to underclassmen Letter of appreciation Other topics (with teacher approval) <p>Content Specific Vocabulary: Genre, Voice, Tone, Language Registers</p> <p>Opportunities for incorporating technology: Word processing, Desktop Publishing</p> <p>Learning Components: Writing process, communicating with specific real world audience, writing as a means for self-reflection and means of communication with others.</p> <p>Grammar: Language Registers appropriate for audience and purpose</p>

PERSUASIVE WRITING - GRADES 6-12

<p>Grade: 6</p> <p>Formative Assessment: The steps of this project are monitored through student/teacher checkpoints and student understanding is assessed at each point.</p> <p>Summative Assessment: The steps of this project are monitored through student/teacher checkpoints and student understanding is assessed at each point.</p> <p>Students will create a persuasive letter for an authentic audience.</p>	<p>Process / Activity: Students select a current relevant issue and generate a persuasive letter (i.e. letter to the editor, business letter)</p> <p>Students introduce the claim (position) they are making.</p> <p>Students support position, using relevant evidence and a formal style and persuasive tone effectively.</p> <p>Content Specific Vocabulary: Components of a Business Letter, Emotional, Logical and Ethical Appeals, Transition Usage, Colon Use, Primary Sources and Formal Writing Style</p> <p>Opportunities for incorporating technology: Use of Word, to publish the letter.</p> <p>Learning Components:</p> <p>Reading and Writing Learning Components: Students will write a persuasive, formal letter on a real world topic relevant to their lives. If possible, the evidence for this project will come from primary sources and a perceived need. Writing components introduced in this assignment will include the development of an effective business letter using a formal writing style and persuasive tone. In addition, the elements of persuasive writing (using various appeals), is further developed.</p> <p>Grammar/Mechanics: Complete sentences with no run-ons or fragments, correct capitalization, and end marks, subject/verb agreement, pronoun and antecedent agreement, correct spelling, transition use, sentence variance, including simple, compound, and complex sentences. Students also need to demonstrate competent knowledge and application of formal/business letter components.</p>
<p>Grade: 7</p> <p>Formative Assessment: Students will take short cycle assessments on alliteration and connotation.</p> <p>Summative Assessment: Students will write an introduction, body, and conclusion paragraph which attempts to convince the reader of a viewpoint.</p>	<p>Process / Activity:</p> <p>Students will: Write an argument to support claims with clear reasons and relevant evidence.</p> <p>Introduce acknowledge alternate or opposing claims, & organize the reasons & evidence logically.</p> <p>Support claims using credible sources & demonstrate an understanding of the topic or text. Use words, phrases, clauses, and alliteration to create cohesion and clarify the relationships among claims, reasons, and evidence.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from & supports the argument presented.</p> <p>Content Specific Vocabulary: Alliteration and Connotation</p> <p>Opportunities for incorporating technology: Students will watch a Jing video to understand how to use MLA format when typing their paper. They will also utilize Google Docs (or other similar technologies) to save their documents for access at home and at school. Students will use the tablets to revise and edit their essays. Essays will be created using MS word.</p> <p>Learning Components: This unit greatly impacts a student's ability to "walk in another person's shoes." They must know their audience well enough to convince him/her of their standpoint without seeming insincere. They must be able to organize their thoughts in a thought-provoking and logical manner while using ethical, logical, and emotional appeals to help them effectively convince the readers to agree with their standpoints.</p> <p>Grammar/Mechanics Students will use correct capitalization, spelling, and end marks. They will also correctly use a variety of simple and compound sentences.</p>

<p>Grade: 8</p> <p>Formative Assessment:</p> <p>The steps of the writing process will be followed during the composition of this piece, giving the teacher direction as to how to best accomplish persuasive writing objectives.</p> <p>Summative Assessment:</p> <p>All students will compose a persuasive essay that examines a given topic in the form of a court case based on a novel, addressing a claim as well as a counterclaim.</p> <p>Students will participate in a mock trial, where the persuasive pieces will form the basis of the trial itself. In the trial, students will employ persuasive techniques learned in the unit in order to “win” their side of the case.</p>	<p>Process / Activity: Students will:</p> <p>Research a given list of persuasive cases that denotes a stance pertaining to any literature containing a controversy or dilemma.</p> <p>Identify valuable information and gather initial facts and textual evidence to support their point of view, as well as the opposing point of view</p> <p>Generate thesis statements with blueprints.</p> <p>Organize and choose most pertinent information into a graphic organizer.</p> <p>In an outline format, begin to form cohesive paragraphs with variance in sentence structure, analyses using valid reasoning, cohesive transitions, and conclusions.</p> <p>Use the processes of editing and revising to draft a 3 paragraph paper (introduction with thesis statement, body paragraph with 3 pieces of textual evidence- 1 piece supporting a counterclaim, 2 pieces supporting a claim- and a conclusion).</p> <p>Participate in a mock trial where they will be required to hold a position using textual evidence, & convince the members of a mock jury that their position is valid and reasonable.</p> <p>Content Specific Vocabulary: Appeals (including: ethical, emotional, and logical); Propaganda Techniques, Fact versus Opinion, Subjective vs. Objective, Irrelevant Evidence, Loaded Words/Phrases, Author's Viewpoint, Audience, Valid Reasoning</p> <p>Opportunities for incorporating technology: Students will view various forms of media to expose them to the types of appeals and propaganda techniques as a model to implement into their writing. Moreover, students are required to utilize Word or Google Docs to word process their individual essays.</p> <p>Learning Components: Students will take much of their essay information from the novel they are reading and in turn apply this to their writing. Therefore, comprehension and critical thinking will be integral to the composition of the writing piece. In addition, most of the written information is also required to be presented aloud, thus building on the communication component. Moreover, usage of cohesive transitions and varied sentence beginnings will be stressed pertaining to sentence structure. Next, given that quotation usage is a major aspect of research writing, the usage of embedded quotes will be emphasized. Proper MLA format within the body of the essay will also be covered.</p>
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<p>Grade: 9 CP and Advanced</p> <p>Formative Assessment:</p> <p>The steps of the writing process will be followed during the composition of this piece, giving the teacher direction as to how to best accomplish persuasive writing objectives.</p> <p>Summative Assessment: Editorial for Nonfiction Portfolio</p>	<p>Process / Activity: The student will:</p> <p>Write a persuasive essay about a topical issue of interest to them.</p> <p>Draw on examples from personal experience to support the argument.</p> <p>Address and try to convince a particular audience.</p> <p>Content Specific Vocabulary: Full Thesis, Audience, Purpose, Use of Rhetorical Strategies (<i>ethos, logos, pathos</i>)</p> <p>Opportunities for incorporating technology: Students may use the web to look up issues of interest to them.</p> <p>New Learning: Students will apply personal experience as evidence for an argument. Students will write for a specific audience.</p> <p>Connections to Literature - Students will incorporate nonfiction rhetoric and style.</p> <p>Communication - Students will employ the use of varying persuasive techniques such as ethos, pathos, and logos.</p> <p>Grammar / Mechanics: Students will vary sentence structure and use active voice.</p>
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<p>Grade: 10 CP and Advanced</p> <p>Formative Assessment: Students will follow the writing process with teacher feedback at each stage.</p> <p>Summative Assessment: Generational Gap Persuasive Essay</p>	<p>Process / Activity: The students will:</p> <p>Write a persuasive essay about how their generation either is better off or worse off than their parents' generation due to a particular aspect of technology &/or a difference in values. In order to understand the perspective of the previous generations, students will interview a parent, grandparent, etc.</p> <p>Write to a specific audience which they will choose; they might write a letter to their parents, write an editorial to the paper, or choose some other medium and audience.</p> <p>New Learning: Students will conduct an interview and then incorporate this information into their essay while writing for a specific audience.</p> <p>Content Specific Vocabulary: Thesis, SOAP- Subject, Occasion, Audience, Purpose, Use of Rhetorical Strategies'; also noted are the concepts of American Dream, Disillusionment, and American Exceptionalism.</p> <p>Opportunities for incorporating technology: Students may use the web and/or research databases to look up issues of interest to them.</p> <p>Learning Components:</p> <p>Connections to Literature - Students might consider the changes over time and differences among various generations that they have read about in various works of literature, including <i>My Antonia</i>, <i>A Separate Peace</i>, <i>The Catcher and the Rye</i>, etc.</p> <p>Communication - Students will practice their communication skills in talking with parents and others about their experiences.</p> <p>Grammar Component: Sentence structure given inclusion of noun, adjective, and adverb clauses is stressed. Sentence fragments and run-ons will be emphasized for stylistic purposes. This assignment will also present the opportunity to review relative pronouns.</p>
<p>Grade: 11</p> <p>Formative Assessment: Students will follow the writing process with teacher feedback at each stage.</p> <p>Summative Assessment: Letter to the Editor</p>	<p>Process / Activity: The students will write a persuasive letter to the editor in response to an article they find about an issue of gender inequality or cultural clash in the Third World (or other pertinent cultural conflicts).</p> <p>Students may be required to connect their argument to a fictional text studied world literature.</p> <p>A sample prompts might be: What should we do when a country's cultural values do not match our own (e.g. banning Muslim head scarves in France, genital cutting, prohibitions on women's education or suffrage, polygamy, child marriage or prostitution, slavery).</p> <p>To what extent should we attempt to impose Western cultural values or allow a culture to establish its own norms? Students will conduct research from web-based news periodicals and compose a 750 word essay in an editorial form (awareness of audience and purpose; rhetorical strategies of <i>ethos</i>, <i>pathos</i>, <i>logos</i>).</p> <p>Students will need to be given a list of possible research keyword topics as well as some sample opening address formats for real letters to the editor (perhaps an actual "Letters to the Editor" section from <i>Time</i> magazine).</p> <p>Content Specific Vocabulary: Thesis, <i>Ethos</i>, <i>Pathos</i>, <i>Logos</i>, Cultural relativism, rhetorical strategy</p> <p>Opportunities for incorporating technology: Students might publish their editorials on the web. Students will also need to utilize computer database technology to obtain news sources. Students may be required to submit their editorials to a professional news source.</p> <p>Learning Components:</p> <p>Connections to Literature - Students will be required to connect their response to the news source to one or more of the fictional texts we have read and studied in World Literature.</p> <p>Research - Students will be researching news sources to find relevant materials.</p> <p>Citation Formats - Students will need to formulate a complete works cited of primary and secondary sources.</p> <p>Communication - Students will learn about communicating with and in response to a broader world of text and writing.</p>

<p>Grade: 12 CP and AP</p> <p>Formative Assessment: Students will follow the writing process with teacher feedback at each stage.</p> <p>Summative Assessment: Satire in genre of choice</p>	<p>Process / Activity: After reading "A Modest Proposal," students will choose a current issue to satirize. They can choose an appropriate genre.</p> <p>Content Specific Vocabulary: Irony, Pathos, Bathos, Incongruity, Paradox, Juxtaposition,</p> <p>Opportunities for incorporating technology: Word Processing, Research Online Sources</p> <p>Learning Components:</p> <p>Connections to Literature - "A Modest Proposal," <i>Brave New World</i>, <i>Gulliver's Travels</i> (excerpt)</p> <p>Communication - Students will have the option of presenting their satires for extra credit.</p> <p>Grammar Component: Students will demonstrate a mastery of parallelism and use of language to target the appropriate audience (shifts in pronoun and verb tense/mood/voice).</p>
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Research to Build and Present Knowledge - Grades 6-12

Career and College Readiness Anchor Standard:

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

<p>Grade: 6</p> <p>Formative Assessment: The steps of this project are monitored through student/teacher checkpoints and student understanding is assessed at each point.</p> <p>Summative Assessment: An evaluated one paragraph paper based on the process above. This will be given a quiz/small project score, based upon the criteria provided throughout the process.</p>	<p>Process / Activity: Literary Analysis Based upon the question, “Who has greatly influenced the face of American social values?”</p> <p>Students use specific, gathered data from print and digital sources.</p> <p>Students construct one persuasive paragraph, using MLA format.</p> <p>Students create a Works Cited page using MLA format.</p> <p>Content Specific Vocabulary: Transition Sentences, Endnote, Works Cited Page, Paraphrase, Reliable Sources, Plagiarism and MLA Format</p> <p>Opportunities for Incorporating Technology: Students gather valid data via the Internet & search engines such as Sweet Search & Google Scholar. They will publish this document by simply using a program, such as Word, to meet the requirements of an MLA paper, such as using EasyBib to create a Works Cited page.</p> <p>Learning Components:</p> <p>Reading/Writing One of the core novels studied in class, is the literary springboard for this assignment. The reading for this topic comes from the research pulled online. Writing components introduced new in this assignment include: the development of a one paragraph essay using MLA format and Works Cited page to validate information, further developed transition use, and persuasive tone.</p> <p>Grammar/Mechanics/Vocabulary/Communication Complete sentences with no run-ons or fragments, correct capitalization, & end marks, subject/verb agreement, pronoun & antecedent agreement, spelling, transition use, sentence variance, including simple, compound, and complex sentences. Students also need to demonstrate using resources & background for using precise/sophisticated word choice.</p>
<p>Grade: 7</p> <p>Formative Assessment: Students will take a short cycle assessment on MLA format and transitional phrases.</p> <p>Summative Assessment: Students will write an introduction, body, and conclusion paragraph which analyze information from a researched topic.</p>	<p>Process / Activity:</p> <p>Students will: Generate individual research topics with the guidance of the teacher. Generate thesis statements with blueprints. Gather their research from a variety of sources, provided by the teacher. Learn how to place relevant quotes and paraphrases in MLA format.</p> <p>Organize the information in an outline, adding their own conclusions, and transitions to the gathered research.</p> <p>Students will use the writing process to draft a research paper, revise/edit, and publish.</p> <p>Content Specific Vocabulary: 7 Language Arts: Bibliographic Information, Denotative Meaning, Salient Points, Prepositional Phrases 7 Honors: Bibliographic Information, Denotative Meaning, Salient Points, Phrases</p> <p>Opportunities for incorporating technology: Students will utilize online tools such as Easy Bib, InfOhio, Sweet Search, and Google Scholar to assist in their research and the creation of their works cited, then MS Word to draft, revise, edit, and publish their papers.</p>

	<p>Learning Components: Students will read various reliable sources to support their thesis statement with blue print, deepen their understanding of the topic, embed quotes and paraphrases to support the topic sentences of their body paragraphs, and write a research paper in MLA format.</p> <p>Grammar/Mechanics Revise and edit papers for correct capitalization, end marks, and correctly punctuated compound sentences.</p>
<p>Grade: 8</p> <p>Formative Assessment: The steps of the writing process will be followed during the composition process, giving the teacher direction as to how to best accomplish research writing objectives.</p> <p>Summative Assessment: Students will compose a research paper that examines a given literary movement/period linking the characteristics of this movement/period to a particular poet or musician.</p>	<p>Process / Activity:</p> <p>Students will: Research a given list of topics and narrow these topics to top 5 choices (teacher can use lottery system as to final choices to avoid repetition)</p> <p>Identify valuable information and gather initial facts to support their topic exploration in an outline format</p> <p>Generate thesis statements with blueprints.</p> <p>Organize and choose most pertinent information into a student generated graphic organizer (students can use Inspiration program or other for this step).</p> <p>Keep track of and record information from websites and books to create a works cited page in proper MLA format.</p> <p>In an outline format, begin to form cohesive paragraphs with variance in sentence structure, analyses using valid reasoning, cohesive transitions, and conclusions.</p> <p>Use the processes of editing and revising to draft a 4 paragraph paper (8-1) or 5 paragraph paper (HONORS).</p> <p>Content Specific Vocabulary: A furtherance of the 6th and 7th vocabulary will be noted. However, terms specific to this topic will be examined including the following: literary era/movement/period (Romanticism, Realism, Modernism, Post-Modernism), poetic device, analysis, synthesis, focused questions, works cited, embedded quotes with lead-ins, active vs. passive voice, parallelism, ellipses, and informative interrupters</p> <p>Opportunities for incorporating technology: The internet is a key resource for this project. We will utilize research tools such as: Inspiration, InfoOhio, Sweet Search, Google Scholar, EasyBib.</p> <p>Learning Components The writing process will be followed from start to finish. Attention to the craft of delivering research information will be a significant aspect of this project. We want the students to move away from a "book report" style research paper to blend new research information with their own thoughts & opinions. Moreover, usage of cohesive transitions, informative interrupters, & varied sentence beginnings will be stressed pertaining to sentence structure. Next, given that quotation usage is a major aspect of research writing, the usage of ellipses & embedded quotes will be emphasized. Proper MLA format within the body of the essay & a formal works cited page will also be covered.</p>

<p>Grade: 9 CP and Advanced</p> <p>Formative Assessment: The steps of the writing process will be followed during the composition process, giving the teacher direction as to how to best accomplish research writing objectives.</p> <p>Summative Assessment: Students will write a 5-7 page persuasive research paper on a contemporary controversial issue.</p>	<p>Process / Activity: Students will: Read editorials, summarize, and identify purpose. Select an appropriate structure for organizing information in a systematic way. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes. Select an appropriate structure for organizing information in a systematic way. Analyze and organize important information, and select appropriate sources to support central ideas, concepts, and themes. Address opposing contentions to the thesis. Organize the next draft around a thesis statement, including sources and MLA citations. Participate in peer review and teacher conference. Revise and edit final draft.</p> <p>New Learning: Students will provide support, move beyond the emotional pleas, look at evidence in terms of thesis and support. Students will be able to use a counter argument. Students will consciously use ethos (credibility), pathos, and logos.</p> <p>Content Specific Vocabulary: (<i>Ethos, Logos, Pathos</i> - advanced) Claim, Credibility, Counter Argument, Primary and Secondary Sources, MLA terminology and Documentation</p> <p>Opportunities for incorporation technology: Use databases from several Internet sources; use Blackboard and Turnitin.com for submission, Purdue Online Writing Lab as a resource</p> <p>Literature Components: Connections to Literature: Various articles and editorials. Persuasive essays in the nonfiction section of the literature book.</p> <p>Grammar/Mechanics: Students will vary sentence structure and experiment with voice. Students will use active voice.</p>
<p>Grade: 10 CP and Advanced</p> <p>Formative Assessment: The steps of the writing process will be followed during the composition process, giving the teacher direction as to how to best accomplish research writing objectives.</p> <p>Summative Assessment: “American Cultural Research Paper” - Students will write a 3-6 page research paper in which they will argue how a person, event,</p>	<p>Process / Activity: Students will: Write a 3-6 page research paper in which they will argue how a person, event, or phenomenon (from before 1990) has affected American culture. Write a series of questions that will guide research. Identify appropriate sources & gather relevant information from multiple types of sources. Identify & explain the importance of validity in sources. Paraphrase & summarize the sources. Select an appropriate structure for organizing information around a thesis statement. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes. Document sources using MLA citations. Participate in peer review and teacher conference. Revise and edit final draft.</p> <p>New Learning: Students have to determine which areas of culture have been most affected by the person, event, or phenomenon. The aspects of change to culture on which they focus should go beyond the immediate arena of impact.</p>

<p>or phenomenon (from before 1990) has affected American culture.</p>	<p>Students will incorporate an artistic source--visual art, literature, music--to support their thesis.</p> <p>Content Specific Vocabulary: MLA terminology, <i>Ethos, Pathos, Logos</i></p> <p>Opportunities for incorporating technology: Blackboard and Turnitin.com for submission, online databases for research, wikis to share sources, various digital organizational tools</p> <p>Learning Components:</p> <p>Connections to Literature: The students may draw on their reading of various novels, short stories, and poems from the course as the literature component of their research paper.</p> <p>Grammar/Mechanics: The subjunctive will be emphasized in the essay as a means to create a sense of the writer's tone and style. Particular attention will be paid to creating subordinate clauses in the subjunctive.</p>
<p>Grade: 11 CP and AP</p> <p>Formative Assessment: The steps of the writing process will be followed during the composition process, giving the teacher direction as to how to best accomplish research writing objectives.</p> <p>Summative Assessment: Mini-Lit Spec – 7-9 page research paper</p>	<p>Process / Activity: This is a miniature version of the lit spec assignment that students will complete in their senior year. Instead of focusing on one author's body of work, with this project students will focus only on one text and demonstrate their understanding of how the text relates to the culture of origin.</p> <p>Students will: Choose a novel or literary work from a list compiled by the instructors. Identify the appropriate book review and literary criticism sources from a list of approved websites. Combine close literary analysis of the text with an assessment of literary analysis of the text. Gather relevant information from multiple sources. Paraphrase and summarize the sources. Select an appropriate structure for organizing information in a systematic way. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes. Organize the next draft around a thesis statement, including sources and MLA citations. Revise and edit final draft.</p> <p>New Learning: Students are synthesizing an understanding of the author biography, cultural/historical context of the literature, literary criticisms, books reviews and literature itself to form a solid argument (narrowed thesis). Students will generate their own ideas and opinions of the author's choice and purpose for writing the literature with other sources to support their argument. Students learn how to balance use of direct quotations, paraphrased quotations and blended quotations in their writing for overall development.</p> <p>Content specific vocabulary: Cultural relativism, Literary Criticism, Westernization Influences, Post-colonial Literature, British Commonwealth Authors, Graphic Novel, Memoir, Patriarchy, Bildungsroman, Rhetorical Purposes</p> <p>Opportunities for incorporation technology: Use databases from several Internet sources Use Blackboard and Turnitin.com for submission Use Purdue Online Writing Lab as a resource Once students submit their rough drafts to turnitin.com, they will learn how to access the originality report (from Turnitin.com) to check their own academic integrity & ownership of using "their own words" & citing properly (giving credibility) to other sources & authors.</p> <p>Learning Components: Students will: Select a text based on an author or country studied previously in the course curriculum. Keep a reader's journal to analyze the text. Read book reviews and literary criticisms to form the thesis of their paper.</p>

	<p>Connections to literature: Students read articles written by the authors who wrote the literature literary criticism, author biography, and books reviews about the literature</p> <p>Grammar/Mechanics- Students will use correct MLA format while demonstrating a mastery of the standard English commensurate with the junior/senior English classroom.</p>
<p>Grade: 12 CP and AP</p> <p>Formative Assessment: The steps of the writing process will be followed during the composition process, giving the teacher direction as to how to best accomplish research writing objectives.</p> <p>Summative Assessment: Assignment: "Literary Specialist" Students will write a 10-12 page paper on a famous author or literary topic.</p>	<p>Process / Activity: Students will: Read multiple literary pieces written by an academically respected author and become a literary specialist by analyzing the pieces through one of the critical lenses/perspectives discussed in class.</p> <p>OR propose a literary topic paper such as "19th Century Female Writers," "20th Century War Satires," "19th versus 20th Century Humor in Literature."</p> <p>Identify appropriate sources and gather relevant information from multiple sources.</p> <p>Identify and explain the importance of validity in sources.</p> <p>Paraphrase and summarize the sources.</p> <p>Select an appropriate structure for organizing information in a systematic way.</p> <p>Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes.</p> <p>Select an appropriate structure for organizing information in a systematic way.</p> <p>Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes.</p> <p>Organize the next draft around a thesis statement, including sources and MLA citations. Participate in peer review and teacher conference. Revise and edit final draft.</p> <p>New Learning: Students learn to examine the author's style and use outside sources to analyze the choices the author makes to create his/her style.</p> <p>Students will generate their own ideas and opinions of the author's choice and purpose for writing the literature with other sources to support their argument.</p> <p>Content Specific Vocabulary: MLA & Humanities Abstracts, Database, Literary Criticisms</p> <p>Opportunities for incorporating technology: Use databases from several Internet sources; use Blackboard and Turnitin.com for submission, Purdue Online Writing Lab as a resource</p> <p>Learning Components: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>Grammar Component: Students will use correct MLA format while demonstrating a mastery of the standard English commensurate with a senior English classroom.</p>

Compare/Contrast Literary Text - Grades 6-12

College and Career Readiness Anchor Standard

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce & publish writing & to interact & collaborate with others.
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

<p>Grade: 6</p> <p>Formative Assessment: The steps of this project are monitored through student/teacher checkpoints and student understanding is assessed at each point.</p> <p>Summative Assessment: See activity above. This will be given as test/large project score, based upon the criteria provided throughout the process.</p>	<p>Process / Activity: Literary Analysis</p> <p>Students will:</p> <p>Select a theme from a generated list that they feel the novel embraces.</p> <p>Students explain how the author developed the importance of the theme, based on excerpting specific passages /quotes from the book, using MLA format.</p> <p>Students explain how the plot events evoke (pull) emotion from the reader.</p> <p>Students support how specific events in the novel help the audience understand the <u>theme</u>.</p> <p>HONORS STUDENTS may focus on theme, tone or setting.</p> <p>Content Specific Vocabulary:</p> <p>Thesis Statement, Transition Sentences, Endnote, Works Cited Page, Emotional, Ethical and Logical Appeals, Paraphrase, Reliable Sources, Primary and Secondary Sources and MLA Format</p> <p>Opportunities for incorporating technology:</p> <p>As students are novice to the process, the technology is simply using a program, such as Word, to meet the requirements of a MLA paper.</p> <p>Learning Components:</p> <p>Reading/Writing</p> <p>The springboard of this paper is the core novel being studied in class. For the mid-level classes it is Jennifer Cheldenko's <i>Al Capone Does My Shirts</i>, while the Honors students are studying Mildred Taylor's <i>Roll of Thunder, Hear My Cry</i>. Students will have a variety of opportunities in which to discuss suitable topics to serve as the thesis for their papers within the classroom. In addition to being accountable for the MLA format of the paper, students are also accountable for the basic understanding of the story elements as they pertain to their papers.</p> <p>Grammar/Mechanics/Vocabulary/Communication</p> <p>Complete sentences with no run-ons or fragments, correct capitalization, and end marks, subject/verb agreement, pronoun and antecedent agreement, spelling, transition use, sentence variance, including practice with/continued exposure simple, compound, and complex sentences. Students also need to demonstrate using resources and background for using precise/sophisticated word choice. They will be sharing in small groups at the conclusion of the task.</p>
<p>Grade: 7</p> <p>Formative Assessment: Students will be given a short cycle assessment on MLA format.</p>	<p>Process / Activity:</p> <p>Students will:</p> <p>Read the assigned novel and answer various literal, inferential, and evaluative questions.</p> <p>Understand and locate various examples of indirect and direct characterization.</p> <p>Decide which character they want to analyze, choose 3 character traits for that person, and begin looking for quotes to support those traits.</p> <p>Place these quotes in MLA format.</p>

<p>Students will confer with the teacher to determine their individual areas of need.</p> <p>Summative Assessment:</p> <p>Students will write a literary analysis essay, inferring three character traits about a chosen character of a novel.</p>	<p>Be able to defend how these quotes support a particular character trait demonstrated in the novel.</p> <p>Connect their character to modern-day teenagers and/or society</p> <p>Use the writing recipe to organize their thoughts into a 5 paragraph essay and effectively embed their quotes in the paper.</p> <p>Content Specific Vocabulary:</p> <p>7 Honors: Tone, Mood, Alliteration, Characterization, Relevant Evidence, Parenthetical Citations, Transitional Phrases</p> <p>7 Language Arts: Tone, Mood, Theme, Alliteration, Characterization, Coherent Manner,</p> <p>Opportunities for incorporating technology:</p> <p>Students will watch a Jing video to understand how to use MLA format when typing their paper. They will also utilize Google Docs to save their documents for access at home and at school. The literary analysis will have a typed rough and final draft.</p> <p>Learning Components:</p> <p>Reading/Writing</p> <p>Students will read a core novel and analyze a main character from the novel. They will determine key personality traits demonstrated by the author through the use of the author's characterization. When analyzing their character of choice, students will provide quotes from the novel that support their claims. Their thesis statement with blueprint must be proven through their supporting paragraphs. 7.1 students will work through a scaffolding method of group to partner to individual when completing their supporting paragraphs. Honors students will be challenged to draft a partner and two individual supporting paragraphs.</p> <p>Grammar/Mechanics:</p> <p>Students will use correct subject/verb agreement. 7.1 students will need to write simple and compound sentences using a comma and conjunction, semi-colon, or an adverbial transition. Honors students will focus not only on writing simple and compound sentences but also complex sentence structures. Finally, students will use colons with accuracy. Students will demonstrate a mastery of positive adjectives, superlative adjectives, and comparative adjectives. Students will correctly identify and use modifiers.</p>
<p>Grade: 8</p> <p>Formative Assessment:</p> <p>The compare/contrast essay consists of all steps of the writing process from brainstorming to final draft. Feedback is provided to students via personal conferencing, peer editing, short cycle assessments related to reading and writing, and whole class feedback.</p>	<p>Grade 8 Process / Activity: Compare-Contrast Literary Analysis Piece</p> <p>Students will:</p> <p>Study the following literary devices in short stories:</p> <p>Plot (Climax), Compare and Contrast, Tension/Suspense, Ambiguity, Characterization (Direct and Indirect), Symbolism, Irony types, Conflict types, Imagery, Setting, Repetition, Allusion, Foreshadowing, Flashback/Flash Forward, Figurative Language, Theme, Juxtaposition, Mood/Tone. These terms are analyzed and studied in various pieces of literature</p> <p>Compose an essay detailing the usage of these devices including author's purpose and the effect of said device. In all classes, students compose an introduction and conclusion. In Honors, 3 literary devices are selected, creating the three main-body paragraphs. In 8-1, one literary element is selected and compared/contrasted, creating 2 body paragraphs.</p> <p>Content Specific Vocabulary:</p> <p>Cohesive Transitions, Complex Sentences, Embedded Quotes, Focused Questions, Subjective versus Objective, Variance in Sentence Structure</p> <p>Opportunities for incorporating technology:</p> <p>Technology is utilized throughout the unit as the students explore the content of the literature presented. The actual essay requires the usage of word processing skills as well as on-line citation resources (citation maker, etc.). Moreover, students can use tablets, Ipads, etc.. to peer edit as well.</p>

<p>Summative Assessment:</p> <p>A 5 paragraph essay in Honors and a 4 paragraph essay in 8-1</p>	<p>Learning Components:</p> <p>Reading and grammar/mechanics are a big focus of this essay as it is often the first formal piece of writing for the school year. The students' ability to comprehend and interpret literature is emphasized as the entire unit is built around literary analysis. Specifically in grammar, students will be responsible for: correct usage and punctuation of conjunctions in a sentence, correct identification and usage of independent and dependent clauses when forming/utilizing complex sentences.</p>
<p>Grade: 9</p> <p>College Prep and Advanced</p> <p>Formative Assessment:</p> <p>-Close-Reading Exercises</p> <p>-Prewriting</p> <p>Summative Assessment:</p> <p>Poetry Explication Essay</p>	<p>Process / Activity: Students will write an explication of a poem focusing on which devices the poet has used and, if possible, why and how the poet uses particular poetic/literary devices.</p> <p>Content Specific Vocabulary: TPCASSTT (or variation of it) prewriting, annotation, literary/poetic devices-metaphor, simile, hyperbole, personification, allusion, symbolism, difference between symbolism and imagery, types of poetry: dramatic, narrative, lyric, sound devices-- assonance, alliteration, consonance, onomatopoeia</p> <p>New Learning: Students will understand and be able to analyze how form and poetic devices work together to create meaning. Students will quote evidence from the poem to support their interpretation.</p> <p>Opportunities for incorporating technology: N/A</p> <p>Learning Components:</p> <p>Connections to Literature: This assignment may be given during any poetry unit during the year and will additionally focus on the various kinds of poetry; narrative, lyric, and dramatic.</p> <p>Grammar/ Mechanics: Students will demonstrate a variety in sentence structure and word choice. Students will use active voice.</p>
<p>Grade: 10</p> <p>CP and Advanced</p> <p>Formative Assessment:</p> <p>-Close-Reading Exercises</p> <p>-Prewriting</p> <p>Summative Assessment:</p> <p>Poetry Explication Essay</p>	<p>Process / Activity: Students will write an explication of a poem focusing on how the poet uses particular poetic/literary devices to develop the theme of the poem. Next, the poet's use of literary era style will also be analyzed. The poem will be one that students have not read before but which is by a poet (or one of the same school) that they have been studying in class.</p> <p>New Learning: Students will now analyze how the poet reflects the characteristics of his or her literary time period.</p> <p>Content Specific Vocabulary: TPCASSTT (or variation of it) prewriting, annotation, literary/poetic devices-metaphor, extended metaphor, simile, stanzas, line breaks, repetition (advanced: allusion, metonymy, symbolism, difference between symbolism and imagery, synecdoche), sound devices-- alliteration, end rhyme (advanced: assonance, consonance, internal rhyme, meanings typically associated with certain sounds) . The concept of Romantic Era style and characteristics also tie in to this vocabulary.</p> <p>Opportunities for incorporating technology: N/A</p> <p>Learning Components:</p> <p>Connections to Literature - This assignment may be given during any poetry unit during the year (i.e. Harlem Renaissance poetry, Romantic poetry, Contemporary poetry).</p> <p>Grammar/Mechanics: Students will demonstrate a variety in sentence structure and use sophisticated diction. Given the unique nature of poetry analysis, phrases (noun, adverb, adjective), fragments, and the subjunctive are all natural fits. The poetry itself will also provide solid opportunities for relative pronoun study.</p>
<p>Grade: 11</p> <p>CP and AP</p> <p>Formative Assessment:</p> <p>-Close-Reading Exercises</p> <p>-Prewriting</p> <p>Summative Assessment:</p>	<p>Process / Activity:</p> <p>Students will:</p> <p>Write an explication of a soliloquy from Shakespeare's <i>Macbeth</i>. They must compare and contrast two of the three soliloquies listed below:</p> <p>- "Unsex me" soliloquy delivered by Lady Macbeth</p> <p>- "Is this a dagger" soliloquy delivered by Macbeth</p> <p>- "Tomorrow, tomorrow, tomorrow" soliloquy delivered by Macbeth</p> <p>Examine the rhetorical strategies and literary devices to analyze the soliloquies.</p>

<p>Poetry Explication Essay</p>	<p>Content Specific Vocabulary: TPCASSTT (or variation of it) prewriting, annotation, literary/poetic devices-metaphor, extended metaphor, simile, stanzas, line breaks, repetition, allusion, symbolism, difference between symbolism and imagery, sound devices- iambic pentameter, alliteration, end rhyme (advanced: assonance, consonance, internal rhyme, meanings typically associated with certain sounds) .</p> <p>Opportunities for incorporating technology: Desktop publishing, submitting to turnitin.com, MLA formatting and citing Shakespeare quotations</p> <p>New learning: Use of attributions (speaker) of lines in Shakespeare's plays; Analysis of Shakespeare's soliloquies as poetry</p> <p>Learning Components:</p> <p>Connections to Literature This assignment will be given during the Shakespeare and Macbeth unit.</p> <p>Grammar component: Proper Punctuation, Mechanics, Use of active voice when analyzing literature</p>
<p>Grade: 12 CP and AP</p> <p>Formative Assessment: -Close-Reading Exercises -Prewriting</p> <p>Summative Assessment: Poetry Explication Essay</p>	<p>Process / Activity:</p> <p>Students will:</p> <p>Write an explication essay based on modern poetry focusing on the following:</p> <p>Write an explanation of the poem's meaning either line by line or by stanzas</p> <p>Apply a historical/biographical lens to the poem. The life of the author and the historical time period will be discussed and links will be made between the author and his/her poem and the time period of the poem.</p> <p>Analyze the poem using at least three literary terms. First, define the term and then explain how the term fits the poem. The explanation must include textual evidence from the poem.</p> <p>Analyze the poem in terms of language and style. How is language used in an unusual manner? Find at least two examples of using language in a unique way such as repetition, odd spelling/punctuation, word choice, alliteration, rhyme, and form.</p> <p>Analyze the poem using the theme(s) that are common in Modern Literature.</p> <p>Content Specific Vocabulary: literary lens, various poetry terms, MLA formatting</p> <p>Opportunities for incorporating technology: Desktop publishing, submitting to turnitin.com</p> <p>New learning: Analyzing poetry using a literary lens, citing sources and using MLA format correctly</p> <p>Learning Components:</p> <p>Connections to Literature - This assignment will be given during the beginning of studying the Modern era of literature</p> <p>Grammar component: proper punctuation, mechanics, use of active voice when analyzing literature</p>

Responses to Non-Fiction

College and Career Readiness Anchor Standard:

- Draw evidence from informational text to support analysis, reflection and research.

<p>Grade: 6</p> <p>Formative Assessment: The steps of this project are monitored through student/teacher checkpoints and student understanding is assessed at each point.</p> <p>Summative Assessment: A formal, one page document to be evaluated by the teacher</p>	<p>Process / Activity: Students will: Be provided a non-fiction article based upon a novel they have read in class. Identify and differentiate between the facts and opinions provided in the article and support their reasoning for each. Identify and explain the author's purpose (persuade or inform) for writing this article.</p> <p>Content Specific Vocabulary: Fact and Opinion, Author's Purpose, Transitions, Concluding Sentence, Formal Writing, Relevant Descriptive Details, Sentence Variance , Simple Sentence, Compound Sentence and Complex Sentence</p> <p>Opportunities for incorporating technology: As students are novice to the process, the technology is simply using a program, such as Word, to meet the requirements of an MLA paper.</p> <p>Learning Components: Reading/Writing Students analyze a non-fiction article to determine the author's purpose, and identify facts and opinions to prove that purpose.</p> <p>Grammar/Mechanics/Vocabulary/Communication Complete sentences free of run-ons or fragments, correct capitalization, and end marks, subject/verb agreement, pronoun and antecedent agreement, correct spelling, transition use, sentence variance (simple, compound, and complex sentences), sophisticated word choice</p>
<p>Grade 7:</p> <p>Formative Assessment: Students will be given short cycle assessments on Author's Purpose, Media, and Claim.</p> <p>Summative Assessment: Students will write a review about a non-fiction presentation or text to determine whether or not the author used sound reasoning, how this influenced his/her credibility and ability to accomplish his/her purpose, media, and claim.</p>	<p>Process/Activity: Students will... Determine whether or not the author's purpose for writing was to inform, persuade, entertain, or instruct. Determine what reasoning the author used which was sound and not sound. Determine the author's claim. Determine what media/medium was used to convey the author's claim. Analyze the effectiveness of the author's presentation (credibility). Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Content Specific Vocabulary: Author's Purpose, Media, Claim, Concise Writing, Credibility, Sound Reasoning, Adverbs</p> <p>Grammar: Students will use a variety of simple and compound sentences with appropriate use of adverbs.</p> <p>Opportunities for Including Technology: Students will review grade level appropriate non-fiction texts and multi-media presentations.</p> <p>Learning Components: Reading/Writing Students will read grade level appropriate non-fiction texts to determine the author's purpose. Then, upon determining the author's purpose, students will decide whether the reasoning was sound, then analyze how this influenced the author's credibility, and whether the claims were supported by the media used. Students will use the writing recipe to accomplish this purpose. Length for both Level: One page</p>

<p>Grade: 8</p> <p>Formative Assessment:</p> <p>The response consists of steps of the writing process from brainstorming to final draft. Feedback is provided to students via personal conferencing, short cycle assessments related to nonfiction reading and writing, and whole class feedback.</p> <p>Summative Assessment:</p> <p>A formal one page document to be evaluated by teacher.</p>	<p>Process / Activity:</p> <p>Students will:</p> <p>Be provided with or find themselves a non-fiction article based on the big ideas of a novel unit. Summarize the main points of the article, identify author's purpose (entertain, inform, persuade, instruct), evaluate author's viewpoint, and connect to the novel unit.</p> <p>Content Specific Vocabulary:</p> <p>Cohesive Transitions, Complex Sentences, Focused Questions, Subjective versus Objective, Variance in Sentence Structure, Author's Viewpoint, Valid Reasoning, and Audience</p> <p>Opportunities for incorporating technology:</p> <p>Technology is utilized throughout the unit as the students explore the content and usage of word processing skills as well as MLA standards.</p> <p>Learning Components:</p> <p>Reading nonfiction documents versus fictional pieces is an important aspect of this paper. The students' ability to comprehend, interpret, evaluate and make textual connections (to self, to world, to other texts) is emphasized throughout the entire school year. Specifically in grammar, students will be responsible for: correct usage and punctuation of conjunctions in a sentence, and correct identification and usage of independent and dependent clauses when forming/utilizing complex sentences.</p>
<p>Grades: 9-12</p> <p>Formative Assessment:</p> <p>Writing Responses to nonfiction are ongoing</p> <p>Summative Assessment:</p> <p>Freshmen complete a nonfiction portfolio. Students in other grades write several responses to nonfiction articles and essays and incorporate them as sources into their papers.</p>	<p>Process / Activity:</p> <p>Students will:</p> <p>Be provided with or find through research non-fiction articles based on the big ideas of a novel unit. Paraphrase and summarize the main points of the articles, identify author's purpose (entertain, inform, persuade, instruct), evaluate author's viewpoint, and connect to the novel unit.</p> <p>Content Specific Vocabulary:</p> <p>SOAPS, <i>Ethos</i>, <i>Logos</i>, <i>Pathos</i>, Cohesive Transitions, Complex Sentences, Focused Questions, Subjective versus Objective, Variance in Sentence Structure, Author's Viewpoint, Valid Reasoning, and Audience</p> <p>Opportunities for incorporating technology:</p> <p>Technology is utilized throughout the unit as the students explore the content and usage of word processing skills as well as MLA standards.</p> <p>Learning Components:</p> <p>Synthesis of multiple sources into broader conversations.</p>

The WrAP (Writing Assessment Program) RUBRIC

	1 <i>Overall Development</i> • The overall effect of the paper • The degree to which the paper is fluent and addresses the task, audience and purpose	2 <i>Organization</i> The degree to which the response is: • Clearly and logically ordered (sequenced) • Paragraphed	3 <i>Support</i> The degree to which the response includes details which develop the main points	4 <i>Sentence Structure</i> The degree to which the response includes sentences that are: • Complete and correct • Varied in structure and length • Correct in their usage	5 <i>Word Choice</i> • Vocabulary • Word choice (language)	6 <i>Mechanics</i> • Spelling • Punctuation • Capitalization	<i>Percentages (Grade)</i>
6	<ul style="list-style-type: none"> Fluent, richly developed Clear awareness of audience and purpose Distinctive, engaging voice Original, insightful or imaginative 	<ul style="list-style-type: none"> Carefully but subtly organized from beginning to end Logical order (well sequenced) Elegant flow of ideas Provides closure 	<ul style="list-style-type: none"> Supporting details are rich, interesting and informative throughout; fully developed Details are relevant and appropriate for the focus 	<ul style="list-style-type: none"> Sentence structures enhance style and effect Virtually no errors in structure or usage Successfully uses more sophisticated, varied sentence patterns Correct in their usage 	<ul style="list-style-type: none"> Rich, effective vocabulary throughout Vivid language May use figurative language and imagery 	<ul style="list-style-type: none"> Very few or no mechanical errors relative to length or complexity 	6 = 98-100
5	<ul style="list-style-type: none"> Fluent, fully developed Clear awareness of audience and purpose Evidence of voice, compositional risks attempted Cohesive 	<ul style="list-style-type: none"> Organized from beginning to end Logical order (sequenced) Subtle transitions Provides closure 	<ul style="list-style-type: none"> Details are strong and varied throughout Details are relevant and appropriate for the focus 	<ul style="list-style-type: none"> Sentence structures are appropriate to style and effect Few errors in structure or usage Moderately successful in using more sophisticated sentence patterns 	<ul style="list-style-type: none"> Effective vocabulary Generally successful in using rich language 	<ul style="list-style-type: none"> Few mechanical errors relative to length or complexity 	5+ = 97 5 = 95 5- = 91
4	<ul style="list-style-type: none"> Moderately fluent, adequately developed Awareness of audience and purpose Ideas developed but somewhat limited in depth 	<ul style="list-style-type: none"> Minor lapses in order or structure (some breaks in sequencing) Meaning is subordinate to organizational devices Contrived transitions Provides closure 	<ul style="list-style-type: none"> Details are adequate to support the focus Details are generally relevant to the focus 	<ul style="list-style-type: none"> Some sentence variety Generally correct structure and usage Attempts to use more sophisticated sentence patterns 	<ul style="list-style-type: none"> Acceptable vocabulary Attempts to use rich language Misuse of big words 	<ul style="list-style-type: none"> Some mechanical errors that do not interfere with communication Limited text, but mechanically correct 	4+ = 88 4 = 85 4- = 81
3	<ul style="list-style-type: none"> Somewhat developed Some awareness of audience and purpose Repetitive or too general 	<ul style="list-style-type: none"> Poor transitions Random sequencing Attempts closure Shift in focus 	<ul style="list-style-type: none"> Details lack elaboration Insufficient relevant details Important details are omitted 	<ul style="list-style-type: none"> Little sentence variety Errors in structure or usage interfere with meaning Over-reliance on simple or repetitive constructions Chaining Noticeable errors in usage 	<ul style="list-style-type: none"> Simplistic vocabulary with acceptable but limited word choice Some errors in word choice 	<ul style="list-style-type: none"> Some mechanical errors that do interfere with communication Errors cause major problems for the readers 	3+ = 78 3 = 75 3- = 71
2	<ul style="list-style-type: none"> Poorly developed Poor awareness of audience or purpose Ideas and details are not clear 	<ul style="list-style-type: none"> Thought patterns are difficult to follow Ideas are not clear or sequenced Resembles free-writing, rambling Continual shifts in focus 	<ul style="list-style-type: none"> Supporting details are listed Repetitious details Too few details 	<ul style="list-style-type: none"> No sentence variety Serious errors in structure or usage Too brief to demonstrate variety 	<ul style="list-style-type: none"> Simplistic vocabulary with inappropriate and/or incorrect word choice 	<ul style="list-style-type: none"> Noticeable mechanical errors that interfere with communication Errors cause major problems for readers 	2+ = 68 2 = 65 2- = 61

NON-SCORABLE (N): is illegible, includes so many indecipherable words that no sense can be made of the response—or—is incoherent—or—is a blank paper.

Reading Curriculum:

The Indian Hill Middle and High Schools reading curriculum is reflects a wide variety in genres. Students read teacher selected works as well as ones student choice. They read works of fiction, drama, poetry, and nonfiction. All reading decisions are based on current research and for a variety of instructional purposes. Most writing assignments are tied to students' reading experiences. The Common Core calls for an increased emphasis on nonfiction, gradually increasing to 70% of a student's reading by senior year. The English departments of both schools have accepted this paradigm shift and have added nonfiction to the reading lists. It is, however, important to point out a few considerations lest we miss the intended mark of the standards.

- Literary texts are still part of the standards. Imagination & literature produced by it are as important to 21st century literacy as are pragmatic texts.
- Other disciplines are called to increase the amount of challenging texts in their curricula. The 70% target is the responsibility of all teachers.
- While English teachers are qualified to teach the rhetorical impact of foundational American documents, they are not experts in the historical and cultural factors surrounding them. They are qualified to examine the artistry of scientific writers such as Stephen Hawking, who write for the general population, but are not equipped with content knowledge to help their students access professional scientific journals.
- The Common Core Standards clearly mandate that our students be exposed to difficult nonfiction writing in order to be equipped to lead us through the 21st century. The English department stands ready to include more nonfiction in ways that help develop critical thinking and rhetorical acumen. We welcome the opportunity to work closely with other disciplines and make curricular modifications as the new paradigm unfolds.

6th Grade Literary Texts

Skill	Vocabulary	Suggested Texts	Grammar
STANDARD #2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text, distinct from personal opinions or judgments. STANDARD #6 Explain how an author develops point of view of the narrator/speaker in a text	Author's Purpose Plot Diagram Plot Exposition Resolution Central Conflict Climax Point of View	Copper Literature: Short Stories	Basic Sentence Structure/Subjects and Predicates/ Types of Sentences/Simple Structure/Linking & Helping Verbs/Interjections Punctuation/Capitalization/ Commas/Colons/Hyphens/Semi Colons/Proper Nouns/Common Nouns
STANDARD #3 Describe how a particular story or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution STANDARD #4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice or meaning and tone	Minor Character, Figurative Meaning, Characterization, Dialogue, Voice, External & Internal Conflict	<i>No More Dead Dogs</i>	Dialogue/ Direct and Indirect Quotes/Paraphrasing/ Punctuation with Dialogue Use
STANDARD #5 Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot. STANDARD #9 Compare and contrast text in different forms or genres (e.g. stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Stanza, Sensory Language, Technical Meaning (Connotative and Denotative & Euphemism) and Transition, Relevant Descriptive Details	<i>The Man Who Was Poe, Al Capone Does My Shirts, Lov'd Alone (Drama based upon Edgar Allan Poe's Life) Various Poe Poetry, Alcatraz Webquest Non-Fiction Articles about the history of Alcatraz and Al Capone's early life</i>	Parts of Speech/ Abstract & Collective Nouns and Roles of Nouns
STANDARD #7 Compare & contrast the experience of reading a story, drama or poem to listening to or viewing audio, video or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch. STANDARD #10 By the end of the year, read and comprehend literature, including stories, dramas and poems in the grades 6-8 text complexity band proficiently with scaffolding, as needed, at the high end of the range.	Standard English, Formal Style, Plagiarism, Summary, Concluding Statement	<i>Roll of Thunder The Giver</i>	Parts of Speech/ Action Verbs/Past, Present and Future Verbs/ Clauses/Phrases Phrases & Clauses/Noun Roles/Interjections/

6th Grade Nonfiction Texts

Skills	Vocabulary	Suggested Texts	Grammar
<p>STANDARD #3 Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g. through examples or anecdotes).</p> <p>STANDARD #4 Determine the meaning of words and phrases as they're used in a text, including figurative, connotative and technical meanings.</p> <p>STANDARD #6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>STANDARD #8 Trace and Evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>Summary, Technical Meaning, Relative Descriptive Details, Transitions</p>	<p>For Preparation to Read: <i>The Man Who Was Poe</i> and <i>Al Capone Does My Shirts</i> <i>Lov'd Alone</i> (Drama based upon Edgar Allan Poe's Life) Various Poe Poetry Alcatraz Webquest Non-Fiction Articles about the history of Alcatraz and Al Capone's early life</p>	
<p>STANDARD #7 Integrate information presented in different media or formats (e.g. visually quantitatively, as well as in words to develop a coherent understanding of a topic or issue.</p>		<p>Articles about The Great Depression, power point covering sharecropping and articles about the life of Mildred Taylor (the author of <i>Roll of Thunder, Hear My Cry</i>)</p>	

7th Grade Literary Texts

Skill	Vocabulary	Suggested Texts	Grammar
<p>STANDARD # 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>STANDARD # 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>STANDARD # 3. Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters and plot)</p>	<p>Compound Sentences Direct Characterization Indirect Characterization Prepositions Relevant Evidence</p>	<p><i>The Pigman</i> (friendship and loneliness) <i>Fahrenheit 451</i> (honors only)</p>	<p>Compound Sentences Prepositions</p>
<p>STANDARD # 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>STANDARD # 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>STANDARD # 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>Connotative Denotative Comparative Adjectives Positive Adjectives Superlative Adjectives Alliteration</p>	<p>Selected Grade Level Appropriate Poems (at least one 2 Voice Poem) <i>The Princess Bride</i> (honors only)</p>	<p>Adjectives Adverbs</p>
<p>STANDARD # 7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>STANDARD # 8 (Not applicable to literature)</p>	<p>Irony Media Bibliographic Information Parenthetical Citations</p>	<p><i>The Diary of Anne Frank</i> (play version) <i>The Boy Who Dared</i> <i>The Boy in the Striped Pajamas</i> <i>Numbering All the Bones</i> (7.1s only)</p>	<p>Indicative Verbs Imperative Verbs Perfect Verbs Progressive Verbs</p>

STANDARD # 9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.			
STANDARD # 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Concise Writing Coherent Manner Precise Language Pacing Transitional Phrases	Various short stories	Mastery of Nouns, Interjections

7th Grade Nonfiction Texts

Skill	Vocabulary	Suggested Texts	Grammar
STANDARD # 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. STANDARD # 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. STANDARD # 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Comparative Adjectives Positive Adjectives Superlative Adjectives Author's Purpose Claim	Various nonfiction supplementals used in conjunction with literary novels	Adjectives Adverbs
STANDARD # 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. STANDARD # 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. STANDARD # 6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Compound Sentences Prepositions Relevant Evidence Sound Reasoning Salient Points	The Pigman and Me	Compound Sentences Prepositions
STANDARD # 7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). STANDARD # 8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. STANDARD # 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Media Bibliographic Information Parenthetical Citations Credibility Narrative Hook	<i>Hitler Youth</i> (TBA) <i>Night</i> (honors TBA)	Indicative Verbs Imperative Verbs Perfect Verbs Progressive Verbs
STANDARD # 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Concise Writing Coherent Manner Precise Language Pacing Transitional Phrases	Various nonfiction text, nonfiction books, web-based articles	Mastery of Nouns, Interjections

8th Grade Literary Texts

Skill	Vocabulary	Suggested Texts	Grammar
<p>STANDARD # 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>STANDARD # 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	Loaded Words and Phrases Author's Viewpoint Cohesive Transitions Dynamic/Static Characters Irrelevant Evidence Loaded Words/Phrases Subjective vs. Objective Focused Question	<i>The Pearl</i> (persuasive essay) <i>Unwind</i> (test questions, <i>Meat Cloning</i> article review)	Simple versus Compound versus Complex Sentences Transitive/ Intransitive Verbs Objects of Prepositions Embedded Quotes
<p>STANDARD # 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	Allusion Tension Showing vs. Telling Analogy Ambiguity	<i>Midsummer Night's Dream</i> Supplemental Poetry (Where I'm From Poem, Oppression Poems..) Poetry/Music Research Paper	Parallelism Verbals- Participles, Gerunds, Infinitives Active vs. Passive Voice Ellipses Works Cited
<p>STANDARD # 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	Focused Questions Subjective/Objective	Short Stories	Cohesive Transitions Complex Sentences Embedded Quotes Variance in Sentence Structure
<p>STANDARD # 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	Review of Literary Terms (i.e. 3 types of irony)from 1 st Quarter Allusion Tension Showing vs. Telling Analogy Ambiguity Focused Questions Subjective/Objective	<i>Midsummer Night's Dream</i> Short Stories	Parallelism Verbals- Participles, Gerunds, Infinitives Active vs. Passive Voice Cohesive Transitions Complex Sentences Embedded Quotes Variance in Sentence Structure
<p>STANDARD # 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</p>	All units	<i>Jekyll</i> <i>Unwind</i> <i>Pearl</i> <i>Hunger Games</i> <i>Midsummer Night's Dream</i> Short Stories	All units
<p>STANDARD # 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	Active/Passive Voice Climax Contrast Juxtaposition Review of Literary Terms (i.e. 3 types of irony)from 1 st Quarter Allusion Tension Showing vs. Telling Analogy Ambiguity Focused Questions Loaded Words and Phrases Author's Viewpoint Cohesive Transitions	<i>Midsummer Night's Dream</i> <i>Hunger Games (2013)</i>	Ellipses Works cited Informative Interrupters (Appositives) Parallelism Verbals- Participles, Gerunds, Infinitives Active vs. Passive

	Dynamic/Static Characters Irrelevant Evidence Loaded Words/Phrases Subjective vs. Objective		
STANDARD # 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Focused Questions Loaded Words and Phrases Author's Viewpoint Cohesive Transitions Dynamic/Static Characters Irrelevant Evidence Loaded Words/Phrases Subjective vs. Objective	<i>Midsummer Night's Dream</i> <i>The Pearl</i>	Simple versus Compound versus Complex Sentences Transitive/ Intransitive Verbs Objects of Prepositions Embedded Quotes Parallelism Verbals- Participles, Gerunds, Infinitives Active vs. Passive
STANDARD # 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently	All content vocabulary	All units throughout the year	All Grammar

8th Grade Nonfiction Texts

STANDARD #1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Focused Questions Subjective/Objective Author's Viewpoint Dynamic/Static Characters Irrelevant Evidence Loaded Words/Phrases Valid Reasoning Audience	Meat Cloning Article (in conjunction with <i>Unwind/Jekyll</i> unit); Research Paper- song/poem analysis; Articles on Oppression associated with <i>Hunger Games</i> (i.e. Boarding Schools)	Cohesive Transitions Complex Sentences Embedded Quotes Focused Questions Subjective/Objective Variance in Sentence Structure Ellipses Works Cited
STANDARD #2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Climax Contrast Juxtaposition	Articles on oppression In conjunction with <i>Hunger Games</i> unit (i.e. <i>Nacirema</i>)	Active/Passive Voice Ellipses Informative Interrupters (Appositives) Works Cited
STANDARD #3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Climax Contrast Juxtaposition	(In conjunction with <i>Hunger Games</i> unit) Research for Oppression Speech (8-1) or Oppression Story (Honors) www.parade.com or www.dailybeast.com	Active/Passive Voice Ellipses Informative Interrupters (Appositives) Works Cited
STANDARD #4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Author's Viewpoint Dynamic/Static Characters Irrelevant Evidence Loaded Words/Phrases Valid Reasoning Audience	Persuasive Ads (in conjunction with the Pearl unit); Research Paper poem/song analysis	Cohesive Transitions Complex Sentences Embedded Quotes Focused Questions Subjective/Objective Variance in Sentence Structure
STANDARD #5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Focused Questions Subjective/Objective	Article Reviews (<i>Jekyll/Unwind</i> Unit); Exercises on Study Island in organizational structure	Cohesive Transitions Complex Sentences Embedded Quotes Variance in Sentence Structure
STANDARD #6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Climax Contrast Juxtaposition	<i>Hunger Games</i> unit (Video introduction with author Suzanne Collins) www.scholastic.com ; Persuasive Ads (in conjunction with the Pearl unit)	Active/Passive Voice Ellipses Informative Interrupters (Appositives) Works Cited

STANDARD #7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Allusion Ambiguity Analogy Tension	"I Have A Dream Speech" or "Gettysburg Address" (in conjunction with American Civil War & <i>Midsummer Night's Dream</i> units)	Parallelism Showing versus Telling Verbals- Infinitives, Gerunds, Participles
STANDARD #8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Author's Viewpoint Dynamic/Static Characters Irrelevant Evidence Loaded Words/Phrases Valid Reasoning Audience	<i>The Pearl</i> Unit- Evaluation of the Purpose and Influence of Ads; Research Paper- gathering of facts for biographical and world event/era sections	Loaded Words/Phrases Valid Reasoning
STANDARD #9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Author's Viewpoint Dynamic/Static Characters Irrelevant Evidence Loaded Words/Phrases Valid Reasoning Audience	<i>The Pearl</i> Unit- Study Island propaganda exercises (persuasive techniques)	Loaded Words/Phrases Valid Reasoning
STANDARD #10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	All content vocabulary	All units throughout the year through supplemental materials	All grammar

9th Grade Literary Texts

Skill	Vocabulary	Suggested Texts	Grammar
Standard #5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Narrative structure (exposition, rising action, climax, falling action, setting) Irony (Situational, Verbal, Dramatic) Point of View Characterization Conflict, types	<u>Short Stories:</u> "The Most Dangerous Game" (1) "The Cask of Amontillado" (2) "The Necklace" (1) "Pancakes" (1) "The Gift of the Magi" (2) "Samuel" (1) "Lamb to Slaughter" (2, Advanced) Other Short Stories from the <i>McDougal Little Literature</i> textbook <u>Epics</u> <i>The Odyssey</i> <u>Drama</u> <i>Antigone</i> <i>Romeo & Juliet</i> 1= easy 2=moderate 3=challenging	Study with Short Stories: Parts of Speech Pronouns – nominative, objective, reflexive, indefinite Phrases – prepositional, verbals ("The Cask of Amontillado")
Standard #6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Point of View Author's Perspective Context Purpose Voice Diction (Advanced) Dialect (Advanced)	<u>Short Stories</u> "A Christmas Memory" (3) "The Open Window" (2) "The Necklace" "Most Dangerous Game" <u>Novels</u> <i>Angela's Ashes</i> (Advanced) <i>Siddartha</i> (Advanced) <i>Curious Incident of the Dog in the Night-Time</i> <i>Ethan Frome</i> (Advanced) <i>Angus, Thongs, and Full-Frontal Snogging:</i>	Active/Passive Voice (Speak, Angela's Ashes) Phrases – prepositional, verbals ("The Scarlet Ibis," "A Christmas Memory")

		<i>Confessions of Georgia Nicholson</i> <i>True Confessions of a Part-Time Indian</i> <u>Epic</u> <i>The Odyssey</i>	
Standard #2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details ; provide an objective summary of the text.	Theme Motif Author's Purpose	<u>Short Stories</u> "The Scarlet Ibis" "Samuel" "A Christmas Memory" "The Necklace" "Gift of Magi" "The Pedestrian" "The Secret Life of Walter Mitty" <u>Novels</u> <i>To Kill a Mockingbird</i> <i>Speak</i> <i>Siddhartha</i> (Advanced) <i>Feed</i> <i>A Lesson Before Dying</i> (Advanced) <i>The Chosen</i> (Advanced) <i>Do Androids Dream of Electric Sheep?</i> <i>The Bean Trees</i> <i>Armageddon Summer</i> <i>Anthem</i> <u>Drama</u> <i>Romeo and Juliet</i> <i>Antigone</i>	
Standard #3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Characterization First-Person Point of View Tragic Hero Epic Hero Archetype (Advanced)	<u>Short Stories</u> "The Cask of Amontillado" "The Scarlet Ibis" "A Christmas Memory" <u>Novels</u> <i>Curious Incident of The Dog in the Night-Time</i> <i>Speak</i> <i>To Kill a Mockingbird</i> <i>Angus, Thongs, and Full-Frontal Snogging</i> <i>The Bean Trees</i> <i>The Chosen</i> (Advanced) <i>True Confessions of a Part-Time Indian</i> <i>Sisterhood of the Traveling Pants</i> <u>Drama</u> <i>Romeo and Juliet</i> <i>Antigone</i>	
Standard #4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on	Narrative Poetry Lyric Poetry Dramatic Poetry Simile	<u>Novels</u> <i>Feed</i> <i>Ethan Frome</i> (Advanced) <i>To Kill a Mockingbird</i>	Clauses – independent and dependent (Ethan Frome, Feed) Sentence Structure – compound, complex, compound-complex,

meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Epic Simile Epithet Metaphor Figurative Language Diction Tone Denotation / Connotation Syntax (Advanced)	<u>Poetry</u> "Incident in the Rose Garden" "Macavity the Mystery Cat" "Elegy for the Giant Tortoises" "My Papa's Waltz" Other Poetry selections from <i>McDougall Litell</i> literature textbook <u>Drama</u> <i>Romeo and Juliet</i> Various Shakespeare's sonnets <u>Epic</u> <i>The Odyssey</i>	simple (Feed, Curious Incident) Phrases – prepositional, verbals (To Kill a Mockingbird)
Standard #7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).	Theme Purpose Tone	<u>Drama</u> <i>Romeo and Juliet</i> (compare to <i>West Side Story</i>) <u>Novel</u> <i>Feed</i> (compare to <i>Wall-E</i>) <i>To Kill a Mockingbird</i> (compare to film version) <i>Speak</i> (compare to film version) <u>Epic</u> <i>The Odyssey</i> (compare to <i>Brother Where Art Thou</i>)	
STANDARD # 8. N/A to literary texts			
STANDARD #9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Theme Allusion Purpose Tone	<u>Drama</u> <i>Romeo and Juliet</i> <i>Antigone</i> <u>Epic</u> <i>The Odyssey</i> <u>Novel</u> <i>Speak</i> (relate to <i>I Know Why the Caged Bird Sings</i>) <i>Feed</i>	
STANDARD #10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All of the Above	The following texts are complex and more difficult for 9 th graders to read: <i>Romeo and Juliet</i> <i>The Odyssey</i> <i>To Kill a Mockingbird</i> <i>Antigone</i> Student Choice Novels (Advanced)	
Standard #1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Connotation/Denotation Tone Plot Structure Stream-of-Consciousness (Advanced) Inference CEE (Claim, Evidence, Explain) Textual Evidence	<u>Short Stories</u> "The Secret Life of Walter Mitty" "Samuel" "Cask of Amontillado" <u>Novels</u> <i>To Kill a Mockingbird</i> <i>Feed</i> <u>Drama</u> <i>Romeo and Juliet</i> <i>Antigone</i>	

9th Grade Nonfiction Texts

Skill	Vocabulary	Suggested Texts	Grammar
<p>Standard #1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Standard #2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>Connotation/Denotation Tone Inference CEE (Claim, Evidence, Explain) Textual Evidence Author's Purpose Narrative Persuasive Expository</p>	<p>Various Selections from McDougall Littell textbook: "Island Morning" "Georgia O'Keefe" "The Lost Boys" "I Have a Dream" "Testimony Before the Senate" "How Private is Your Private Life?" "The Privacy Debate: One Size Doesn't Fit All" <u>Books</u> <i>Tuesdays with Morrie</i> <i>Angela's Ashes (Advanced)</i> <i>The Color of Water</i> Student-Selected Nonfiction Books</p>	
<p>Standard #3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>Author's Purpose Tone Diction Rhetorical Question Persuasion Techniques Ethos, Pathos, Logos</p>	<p>"I Have a Dream" "Testimony Before the Senate" "Georgia O'Keefe" <i>Angela's Ashes(Advanced)</i> <i>Tuesdays with Morrie</i> <i>The Color of Water</i> "Is Google Making us Stupid?" Carr</p>	
<p>STANDARD #4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>STANDARD #5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>STANDARD #6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>Tone Diction Figurative Language Denotation / Connotation Syntax (Advanced) Rhetorical Devices: parallelism, repetition, analogy Loaded Language Author's Perspective Bias Audience</p>	<p><u>Persuasive Texts:</u> "I Have a Dream" "How Private is Your Private Life?" "The Privacy Debate: One Size Doesn't Fit All" "Primal Screen" <u>Expository Texts:</u> "Island Morning" "Georgia O'Keefe" <u>Books:</u> <i>Angela's Ashes (Advanced)</i> <i>Tuesdays with Morrie</i> <i>The Color of Water</i></p>	<p>Clauses – independent and dependent ("I Have a Dream") Sentence Structure – compound, complex, compound-complex, simple ("I Have a Dream," "Island Morning," "Georgia O'Keefe") Phrases – prepositional, verbals ("Primal Screen")</p>
<p>STANDARD #7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>Genre Tone Author's Purpose Context</p>	<p>The documentary <i>A New Birth of Freedom</i> with the article "A Lincoln Preface" "How Private is Your Private Life?" and "Is Google Making Us Stupid?" with <i>Feed</i> <i>Angela's Ashes</i> with Frank McCourt interview (Advanced)</p>	
<p>STANDARD #8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>Diction Denotation / Connotation Rhetorical Devices: parallelism, repetition, analogy Loaded Language Author's Perspective Bias Audience Logical Fallacies</p>	<p><u>Textbook Selections:</u> "How Private is Your Private Life?" "The Privacy Debate: One Size Doesn't Fit All" <u>Other Selections:</u> "Veteran Returns, Becomes a Symbol" "The Wrong Orbit"</p>	

STANDARD #9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	Context Purpose Tone Audience	“I Have a Dream” “A Lincoln Preface”	
STANDARD #10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range	All of the Above	<i>Angela’s Ashes</i> (Advanced) “I Have a Dream” “Georgia O’Keefe” “Is Google Making us Stupid?” “Primal Screen”	

Grade 10 Literary Texts

Skill	Vocabulary	Suggested Texts	Grammar
Standard #1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Standard #2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details ; provide an objective summary of the text.	American Dream American Exceptionalism Evangelicalism Neoclassicism Romanticism Slave Narrative (Racial Passing) Transcendentalism Realism Naturalism Modernism Post-Modernism Diction Syntax Tone Style	Various texts from the literary time periods listed <u>Short Stories</u> “Mask of the Red Death” “The Notorious Jumping Frog…” “The Open Boat” “The Devil and Tom Walker” <u>Novels</u> <i>A Separate Peace</i> <i>Of Mice and Men</i> <i>The Catcher in the Rye</i> <i>Old Man and the Sea</i> <i>The Great Gatsby</i> <u>Drama</u> <i>Death of the Salesman</i>	Punctuation in relation to dialogue
Standard #3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Tragic Hero (Advanced) Archetypes (Advanced)	<i>The Catcher in the Rye</i> <i>Of Mice and Men</i> <i>The Secret Life of Bees</i> (Advanced) <i>Sula</i> <i>A Separate Peace</i>	
Standard #4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Diction Tone & Tone Shift (Advanced) Syntax TPCASSTT	<u>Novels</u> <i>A Separate Peace</i> , <i>The Catcher in the Rye</i> , <i>Old Man and the Sea</i> (Advanced), <i>My Antonia</i> (Advanced), <i>Secret Life of Bees</i> (Advanced) <u>Drama</u> <i>Death of the Salesman</i> (Advanced) <u>Poetry</u> Selections from Emily Dickinson, Walt Whitman Various poets from the Harlem Renaissance, Modern poetry, Postmodern poetry	Functions of Clauses Sentence Structure – compound, complex, compound-complex, simple Phrases – prepositional, verbals
Standard #5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Modernism Post-Modernism Stream-of-Consciousness	Tim O’Brien’s “Ambush” or other postmodernist short story <u>Novels</u> <i>The Catcher in the Rye</i> , <i>Sula</i> , <i>A Separate Peace</i> <i>My Antonia</i> (Advanced) <u>Drama</u> <i>Death of a Salesman</i> (Advanced)	

Standard #6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	N/A – Sophomore year is American Literature	N/A	
Standard #7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).	Tone Mood Literary Criticism Confessional Prose/Poetry Free Verse Harlem Renaissance	<i>Death of a Salesman</i> and Miller’s article “Tragedy and the Common Man” (Advanced) <i>Death of a Salesman</i> and the film version (Advanced) <i>Twelve Angry Men</i> and the film version (Advanced) <i>The Catcher and the Rye</i> and a work of literary criticism (Advanced) Poetry from various literary periods	Clauses, phrases, punctuation
Standard #8 N/A			
Standard #9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Allusion Archetypes Modernism	<i>Old Man and the Sea</i> (biblical allusions) <i>Of Mice and Men</i> (biblical allusions)	
Standard #10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	All of the Above	The following texts are complex and more difficult for 10 th graders to read: <i>Sula</i> <i>Death of a Salesman</i> Postmodern Poetry	

Grade 10 Nonfiction Texts

Skill	Vocabulary	Suggested Texts	Grammar
Standard #1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Standard #2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details ; provide an objective summary of the text.	Diction Syntax Tone & Tone Shift Inference Rhetorical Strategies (i.e., rhetorical question) Rhetorical Analysis Ethos, Pathos, Logos	Various Editorials and Essays <i>Into Thin Air</i> Paine “The Crisis” Paine “Common Sense” Henry “Speech at the Virginia Convention” Franklin “Autobiography” excerpt Rowlandson “Captivity Narrative” Edwards “Sinners in the Hands of an Angry God” Bradstreet “On the Burning of Our House” “Declaration of Independence” Thoreau “Walden” and “Civil Disobedience” Emerson “Nature” and “Self-Reliance” Equiano “Interesting Narrative of the Life Olaudah Equiano” excerpt <i>Into Thin Air</i> Douglass, <i>Narrative of the Life of Frederick Douglass</i>	Punctuation in relation to dialogue Parallel Structure Introductory Clauses Subjective Mood Verbs
Standard #3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Parallel Structure Rhetorical Strategies Rhetorical Analysis	Paine “The Crisis” Paine “Common Sense” Henry “Speech at the Virginia Convention” Franklin “Autobiography” excerpt “Declaration of Independence” <i>Into Thin Air</i> Douglass, <i>Narrative of the Life of Frederick Douglass</i>	

<p>Standard #4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>Standard #5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>Tone Diction Denotation / Connotation Syntax Audience Parallelism</p>	<p>Paine “The Crisis” Paine “Common Sense” Henry “Speech at the Virginia Convention” Rowlandson “Captivity Narrative” “Declaration of Independence” Edwards “Sinners in the Hands of an Angry God” Douglass, <i>Narrative of the Life of Frederick Douglass</i></p>	<p>Functions of Clauses – noun clauses, adjective clauses, adverb clauses Sentence Structure – compound, complex, compound-complex, simple Phrases – prepositional, verbals</p>
<p>Standard #6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>Diction Syntax Tone & Tone Shift Inference Rhetorical Strategies (i.e, rhetorical question) Rhetorical Analysis Ethos, Pathos, Logos Point of View</p>	<p>Douglass, <i>Narrative of the Life of Frederick Douglass</i> Rowlandson “Captivity Narrative” Edwards “Sinners in the Hands of an Angry God” Bradstreet “On the Burning of Our House” Paine “The Crisis” Paine “Common Sense” Henry “Speech at the Virginia Convention”</p>	
<p>Standard #7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>Genre Tone Author’s Purpose Context</p>	<p>Krakauer’s <i>Into Thin Air</i> and article from <i>Outside</i> magazine</p>	
<p>Standard # 8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>Diction Denotation / Connotation Rhetorical Strategies Audience Logical Fallacies Tone & Tone Shift</p>	<p>Paine “The Crisis” Paine “Common Sense” Henry “Speech at the Virginia Convention” Other contemporary articles and advertisements</p>	
<p>Standard #9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p>Tone Audience Neoclassicism Rhetorical Strategies Rhetorical Analysis Style</p>	<p>Paine “The Crisis” Paine “Common Sense” Henry “Speech at the Virginia Convention” Franklin “Autobiography” excerpt “Declaration of Independence” Thoreau “Civil Disobedience” Emerson “Self-Reliance”</p>	
<p>Standard #10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>All of the Above</p>	<p>Paine “The Crisis” Paine “Common Sense” Henry “Speech at the Virginia Convention” Franklin “Autobiography” excerpt Rowlandson “Captivity Narrative” Edwards “Sinners in the Hands of an Angry God” Bradstreet “On the Burning of Our House” “Declaration of Independence” Thoreau “Walden” and “Civil Disobedience” Emerson “Nature” and “Self-Reliance” Equiano “Interesting Narrative of the Life Olaudah Equiano” excerpt , <i>Into Thin Air</i> Douglass, <i>Narrative of the Life of Frederick Douglass</i></p>	

Grade 11 Literary Texts

Skill	Vocabulary	Suggested Texts	Grammar
<p>STANDARD # 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>Rhetorical purposes Cultural and historical context Fate and destiny Anti-hero Annotation vs. notetaking</p>	<p><u>CP</u> <i>Macbeth</i> <i>Kite Runner</i> <i>Nectar in a Sieve</i> <i>Things Fall Apart</i> <i>Persepolis</i> <u>AP</u> <i>The Stranger</i> <i>In Cold Blood</i> <i>A Thousand Splendid Suns</i></p>	<p>Sentence structure: complex, complex-compound, periodic/loose, parallel Active vs. passive Mastery of clauses Mastery of MLA citations</p>
<p>STANDARD # 2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>Cultural relativism Cultural and historical context Author biography Post-colonial literature Literary criticism</p>	<p><u>CP</u> <i>Kite Runner</i> <i>Nectar in a Sieve</i> <i>Things Fall Apart</i> <i>Persepolis</i> "The Second Coming" by Yeats "Work Without Hope" by Coleridge <u>AP</u> <i>Things Fall Apart</i> <i>The Stranger</i></p>	<p>Direct/indirect quotations Mastery of: Embedded quotes Variance in Sentence structure MLA citations</p>
<p>Standard #3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>Magical realism Cultural and historical context Pathos Patriarchy Hubris Bildungsroman Literary criticism Annotation vs. note taking</p>	<p><u>CP</u> <i>Chronicle of a Death Foretold</i> <i>Persepolis</i> <i>Maus</i> <u>AP</u> <i>The Death of Ivan Ilych</i></p>	<p>Mastery of: -nouns -adjectives -verbs -Sentence Structure</p>
<p>Standard #4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p>Inverted/parallel – sentence structure Character arc</p>	<p><u>CP</u> <i>Macbeth</i> <i>Kite Runner</i> <i>Persepolis</i> <i>Things Fall Apart</i> <u>AP</u> <i>The Sun Also Rises</i> "The Nose" (Gogol)</p>	<p>Mastery of parts of speech Parallelism Sentence Structure Mastery of: Gerunds, infinitives, participles</p>
<p>Standard #5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>Character arc Hubris Fate / Destiny Anti-Hero Annotation vs. note taking</p>	<p><u>CP</u> <i>Macbeth</i> <i>Things Fall Apart</i> <i>Nectar in a Sieve</i> <u>AP</u> <i>Huck Finn</i></p>	<p>Sentence Structure Active/Passive voice Parallelism</p>
<p>Standard #6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>Bildungsroman Book review Cultural / Historical context Logos Parable Rhetorical purposes</p>	<p><u>CP</u> <i>Persepolis</i> <i>Things Fall Apart</i> <u>AP</u> "The Nose" , <i>Candide</i>, <i>Huck Finn</i></p>	<p>Parallelism Simple versus compound versus complex sentences Interjections Parts of speech</p>

Standard #7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Rhetorical purposes Ethos Logos Pathos Cultural and historical context Author biography	<u>CP</u> <i>Macbeth</i> (multiple film versions) <i>The Kite Runner</i> (film) <i>Persepolis</i> (film) <u>AP</u> “Dante Inferno” illustrated version <i>All Quiet on the Western Front</i> (film versions) <i>In Cold Blood</i> (film) with <i>Capote</i> (film)	Passive voice vs. active voice
Standard #8 N/A to Literature			
Standard #9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Cultural and historical context Folktales Oral tradition Trickster paradigm Anti-hero	<u>CP</u> <i>Macbeth</i> , Epics – <i>Gilgamesh</i> , <i>Sundiata</i> , <i>Ramayana</i> <u>AP</u> <i>All Quiet on the Western Front</i> , <i>Huck Finn</i> , <i>Sun Also Rises</i> <i>Madame Bovary</i> , “Ligeia,” “Murders of the Rue Morgue,” and “The Fall of the House of Usher” by Poe	Inverted/parallel sentence structure Showing versus telling
Standard #10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	Rhetorical purposes Bildungsroman Literary	<u>CP</u> <i>Gardens of Water</i> <u>AP</u> <i>Maus</i> , <i>Beloved</i>	

Grade 11 Nonfiction Texts

Skill	Vocabulary	Suggested Texts	Grammar
Standard #1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Rhetorical purposes Cultural and historical context Fate and destiny Anti-hero	Mini-Literary Specialist research paper project “Nigeria’s Promise, Africa’s “Hope” by Chinua Achebe “After Empire” by Ruth Franklin “Movable Types” by James Wood (Tolstoy) “Economics of Survival” by Nancy Comley (Hemingway)	Sentence structure: complex, complex-compound, periodic/loose, parallel Active vs. passive Mastery of clauses Mastery of MLA citations
Standard #2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis ; provide an objective summary of the text.	Cultural relativism Cultural and historical context Author biography Post-colonial literature Literary criticism	Mini-Literary Specialist research paper project “A Fresh Hell” by E.D. Hirsch (Dante’s <i>Inferno</i>) “The Other Camus” by Robert Royal (Camus)	Direct/indirect quotations Mastery of: Embedded quotes Variance in Sentence Structure MLA citations
Standard #3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Magical realism Cultural and historical context Pathos Patriarchy Hubris Bildungsroman Literary criticism Annotation vs. note taking	Mini-Literary Specialist research paper project “An Unsimple Heart” by Judith Thurman (Flaubert) “Ghosts in the House” by Hilton Als (Morison)	Nouns Adjectives Verbs Sentence Structure

<p>Standard #4</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p>Inverted/parallel – sentence structure</p> <p>Character arc</p>	<p>Mini-Literary Specialist research paper project</p> <p>“Will Power” by Adam Gopnik (Shakespeare)</p> <p>“Maman in <i>The Stranger</i>” by Richard Lehan</p>	<p>Mastery of parts of speech</p> <p>Parallelism</p> <p>Sentence Structure</p> <p>Mastery of: Gerunds, infinitives, participles</p>
<p>Standard #5</p> <p>Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>Character arc</p> <p>Hubris</p> <p>Fate / Destiny</p> <p>Anti-Hero</p> <p>Annotation vs. note taking</p>	<p>Mini-Literary Specialist research paper project</p> <p>"<i>All Quiet on the Western Front</i>: A Bestseller in Context" by A. F. Bance</p> <p>Preface to <i>Gogol Tales</i> by Pricilla Meyer</p>	<p>Sentence Structure</p> <p>Active/Passive voice</p> <p>Parallelism</p>
<p>Standard #6</p> <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>Bildungsroman</p> <p>Book review</p> <p>Cultural / Historical context</p> <p>Logos</p> <p>Parable</p> <p>Rhetorical purposes</p>	<p>“Voltaire’s Garden” by Adam Gopnik</p> <p>“The Humbug” by Jill Lepore</p>	<p>Parallelism</p> <p>Simple versus compound versus complex sentences</p> <p>Interjections</p> <p>Parts of speech</p>
<p>Standard #7</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p>Rhetorical purposes</p> <p>Ethos</p> <p>Logos</p> <p>Pathos</p> <p>Cultural and historical context</p> <p>Author biography</p>	<p>Mini-Literary Specialist research paper project (which includes book reviews, author biographies, literary criticisms, novels)</p>	<p>Passive voice vs. active voice</p>
<p>Standard #8 N/A to 11th grade. American Literature and History are studied at the 10th grade level.</p> <p>Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>			
<p>Standard #9</p> <p>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>Cultural and historical context</p> <p>Folktales</p> <p>Oral tradition</p> <p>Trickster paradigm</p> <p>Anti-hero</p>	<p>Power points with author biographies, historical and cultural information to understand context</p>	<p>Inverted/parallel sentence structure</p> <p>Showing versus telling</p>
<p>Standard # 10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p>Rhetorical purposes</p> <p>Bildungsroman</p> <p>Literary</p>	<p>Information texts in all units (such as articles, text book excerpts, non-fiction essays that relate to the author’s purpose and style) that can also support students’ acquisition of knowledge and application of learning through the aligned curriculum</p>	<p>Rhetorical grammar: grammatical choices for audience and purpose</p>

Grade 12 Literary Texts

Skill	Vocabulary	Suggested Texts	Grammar
<p>Standard #1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>Literary Lens: New Historicism Psychoanalysis Feminism/Gender Marxism Deconstructionism Satire Source Attribution</p>	<p>CP: <i>1984</i> <i>The Importance of Being Earnest</i> <i>Beowulf / Grendel</i> AP: All texts studied. This skill is critical for success on the AP exam.</p>	<p>MLA formatting Mastery of Rhetorical Grammar concepts to analyze diction and syntax</p>
<p>Standard # 2</p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>Frame Stories Iambic Pentameter Blank Verse Couplets</p>	<p>CP: <i>Hamlet</i> <i>Frankenstein</i> AP: All texts studied as students must dig beyond the obvious to discover and analyze multiple perspectives and possible themes.</p>	<p>Mastery of Rhetorical Grammar concepts to analyze tone</p>
<p>Standard # 3</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>Incongruity Free Indirect Discourse Stock Characters</p>	<p>CP: <i>The Murder of Roger Ackroyd, Lord of the Flies</i> AP: <i>Wuthering Heights, Pride and Prejudice, Frankenstein</i> All drama: <i>The Importance of Being Earnest, Doll's House, Hamlet, Waiting for Godot</i></p>	<p>Mastery of Rhetorical Grammar concepts to analyze diction, syntax, theme and tone.</p>
<p>Standard #4</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.</p>	<p>Iambic Pentameter Hyperbole Free Verse Blank Verse Petrarchan Sonnet Shakespearean Sonnet Octave Sestet Quatrain Couplet</p>	<p>CP: <i>Hamlet</i> <i>Brave New World</i> Romantic Poetry AP: Shakespearean sonnets Shakespearean Comedy: <i>12th Night</i> <i>Much Ado About Nothing</i> <i>As you Like It</i></p>	<p>Clauses and phrases Diction and Syntax</p>
<p>Standard #5</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact</p>	<p>Psychoanalysis Nihilism Terms Associated with Comedy and Satire: Hyperbole Litote Understatement Pathos Bathos Thesis/Antithesis Puns</p>	<p>CP: <i>Grendel</i> <i>The Importance of Being Earnest</i> Various Satire Works AP: <i>Waiting for Godot</i> Tragic vs. Comedic works studied</p>	<p>Mastery of Rhetorical Grammar concepts to analyze diction, syntax, theme and tone. Application of verb tense, mood, and voice to analyze theme and tone.</p>
<p>Standard #6</p> <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>Satire Irony</p>	<p>Various Satire Works <i>1984</i> <i>The Importance of Being Earnest</i> <i>Brave New World</i> AP: All works studied have irony which leads to theme and character development.</p>	<p>Application of verb tense, mood, and voice to analyze theme and tone.</p>

<p>Standard #7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p>Juxtaposition Parody Incongruity Focalization/Point of View</p>	<p>CP: <i>Hamlet, The Importance of Being Earnest</i> AP: <i>Othello, Much Ado About Nothing, As You Like It 12th Night</i>, Students study American drama during grades 9 and 10.</p>	<p>Application of verb tense, mood, and voice to analyze theme and tone.</p>
<p>Standard # 9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>		<p>Students will study foundational literature, and will compare and contrast them. They will not necessarily by American. American Literature is emphasized during 10th grade.</p>	
<p>Standard # 10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p>Literary Lens: New Historicism Psychoanalysis Feminism/Gender Marxism Deconstructionism</p>	<p>Various literary works and literary criticism used for the Literary Specialists paper which empower students to make choices about rigorous literature.</p>	<p>MLA Format</p>

Grade 12 Nonfiction Texts

Skill	Vocabulary	Suggested Texts	Grammar
<p>Standard # 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>Literary Lens Feminism Deconstructionism Marxism New Historicism Psychoanalysis</p>	<p>Various Literary Criticisms for: <i>Hamlet</i> <i>Grendel</i> Selected authors for Literary Specialists paper</p>	<p>Proper punctuation of dialogue and quotations</p>
<p>Standard # 2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>Literary Lens Feminism Deconstructionism Marxism New Historicism Psychoanalysis Aristotelian Triangle</p>	<p>Various Literary Criticisms for selected authors for Literary Specialist paper Various news articles and op-ed pieces that are current and relate to the themes being studied. These will change as they should to reflect current cultural and newsworthy events.</p>	<p>Rhetorical Grammar concepts to analyze audience, purpose, and speaker.</p>
<p>Standard #3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>Rhetorical Strategies: Direct Discourse Rhetorical Modes: Narrative vs. Expository writing vs. Description</p>	<p>Examples of past college essays “Once More to the Lake” “Death of a Moth” “Images of Africa: Racism in Conrad’s <i>Heart of Darkness</i>” Various articles that have entered the conversation on pros and cons of British and American Influence and perceptions.</p>	<p>Rhetorical impact of pronouns, direct discourse, verb tense</p>
<p>Standard # 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).</p>	<p>Literary Lens Rhetorical Mode: Definition</p>	<p>Various Literary Criticisms “Shooting an Elephant” “Politics and the English Language” “If Black English Isn’t a Language, The Tell Me What Is” “Mother Tongue” <i>The Prince</i> “A Modest Proposal”</p>	<p>Mastery of Rhetorical Grammar concepts to analyze speaker, audience, purpose, diction, syntax, and tone.</p>

<p>Standard #5</p> <p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>Literary Lens Rhetorical Modes: Description Narration Compare/Contrast Persuasion Argumentation Process</p>	<p>Various Literary Criticisms for both works studied as a class and those chosen by the student for the Literary Specialist project.</p>	<p>Rhetorical analysis of syntax</p>
<p>Standard # 6</p> <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>Literary Lens Rhetorical Strategies</p>	<p>Various Literary Criticisms Examples of past college essays Various news articles and op-ed pieces that are current and relate to the themes being studied. These will change as they should to reflect current cultural and newsworthy events.</p>	<p>Rhetorical analysis of pronouns as to how they help create point of view, focalization, and perspective.</p>
<p>Standard # 7</p> <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>Literary Lens New Historicism Psychoanalysis Feminism/Gender Marxism Deconstructionism Aristotelian Triangle</p>	<p>Various Literary Criticisms Various news articles and op-ed pieces that are current and relate to the themes being studied. These will change as they should to reflect current cultural and newsworthy events.</p>	<p>Mastery of Rhetorical Grammar concepts to analyze diction and syntax</p>
<p>Standard # 8</p> <p>Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>Standard # 9</p> <p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features</p>	<p>Warrant Claim Fallacies Arrangement Concession</p>	<p>Students will study foundational literature, and will compare and contrast them. They will not necessarily by American. American Literature is emphasized during 10th grade. Possible Documents beyond those listed in the Standards: <i>The Social Contract</i> Excerpts from <i>The Leviathan</i> Excerpts from <i>Culture and Anarchy</i> <i>Utopia</i> Excerpts from <i>The Republic</i></p>	<p>Application of verb tense, mood, and voice to analyze theme and tone. Mastery of Rhetorical Grammar concepts to analyze diction and syntax</p>
<p>Standard # 10</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p>Literary Lens New Historicism Psychoanalysis Feminism/Gender Marxism Deconstructionism</p>	<p>Various Literary Criticisms for Literary Specialists paper. Literary Nonfiction by Authors of Fiction covered in class.</p>	

College and Career Readiness Anchor Standards for Language

The following expectations come from the Common Core Standards. Discrete language study is best learned by both direct instruction and in context of texts written by published writers and through student writing. All points about language study in the Common Core Standards are taught in context of works studied, but because an understanding of grammar concepts is necessary for all discrete language study, the middle and high school has delineated a systematic approach to grammar instruction. The chart on **page XXX** indicates the grade level at which a particular concept will be taught for deep understanding using Robert Marzano's six step approach to vocabulary acquisition.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

From The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Language Arts: Curriculum Revision - Grammar Alignment (6-12)

Skill	6th	7th	8th	9th	10th	11th	12th
Nouns	Proper Common Collective Concrete Abstract	Mastery	Mastery	Mastery	Mastery	Mastery	Mastery
Verbs	Action Linking Helping Past Present Future	Indicative Imperative Perfect Progressive	Transitive Intransitive	Active Passive	Subjunctive	Mastery	Mastery
Adjectives (and Articles)		Positive Superlative Comparative	Mastery	Mastery	Mastery	Mastery	Mastery
Adverbs		Function of	Mastery	Mastery	Mastery	Mastery	Mastery
Prepositions		Define and identify phrases	Objects of prepositions	Nouns Adjective Adverb	Mastery	Mastery	Mastery
Conjunctions			Teach and Practice	Mastery	Mastery	Mastery	Mastery
Pronouns			Personal Possessive	Nominative Objective Indefinite Reflexive	Relative	Mastery	Mastery
Interjections	Teach and Master	Mastery	Mastery	Mastery	Mastery	Mastery	Mastery
Verbals				Infinitives Participles Gerunds	Mastery	Mastery	Mastery
Sentences	Simple	Compound	Complex	Compound- Complex	Mastery	Mastery	Mastery
Clauses			Independent Dependent	Purpose of clauses intro	Noun Adjective Adverb	Mastery	Mastery
Phrases			Define and Identify phrases	Noun Adjective Adverb	Reinforce purposeful use	Appositive	Mastery

Writing Conventions will be taught, practiced, and reinforced as developmentally appropriate and in conjunction with the WRAP rubric for all grade levels.

College and Career Readiness Anchor Standards Speaking and Listening

Graduation requirements mandate that all students complete a semester speech class. This class covers both formal and informal speaking. Listening skills are also incorporated into the class.

In addition to the formal class, English teachers incorporate listening and speaking activities into their reading and writing lessons.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.