

## Curriculum Guide

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# English Language Arts

Madison Public Schools  
Madison, Connecticut

[www.madison.k12.ct.us](http://www.madison.k12.ct.us)

June, 2002

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## Foreword

Implementation of a successful district wide English language arts program is dependent upon support of the faculty, parents, and school administrators. Adults who are active participants in reading and writing help to foster a learning environment that is supportive of literacy development.

The intent of all curriculum and instructional efforts in the English language arts program should be to develop *engaged*, *reflective*, and *strategic* learners who, through real-life situations, utilizing technology, and enjoying learning, can apply their knowledge of the English language arts across content areas.

A major goal of the English language arts program is to develop effective writers and speakers. Students who are exposed to superior writing and who listen to informative oral presentations can achieve this goal. To be able to examine writing pieces from a critical stance and to view writing as a craft is a critical perspective for students to acquire. Through guided instruction in the classroom, the teacher facilitates students' ability to understand and to know how to use written and oral language effectively in order to enhance the communication of ideas.

Additionally, a major goal of a English language arts program is for students to read, view, and listen effectively in order to construct meaning. Extensive knowledge and methodology about teaching strategic reading, viewing, and listening currently exist. Throughout the program, students are asked to respond not only to questions that ask what they have learned as a result of being engaged with learning resources, but also to queries that promote reflection upon what they are thinking as they are interacting with these processes. Through guided instruction, students are asked to "think about their thinking" and construct meaning through various modalities.

The interrelatedness of English language arts instruction cannot be over emphasized; reading, writing, speaking, listening, and viewing naturally can reinforce each other. in a predetermined learning sequence as well as simultaneously. Therefore, successful acquisition of one language arts skill supports and enhances other skills. Rich literary experiences, including exposure to fiction and nonfiction, serve as a catalyst for developing listening, speaking, reading, viewing, and writing.

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The Madison Public Schools English Language Arts Curriculum Guide has been designed to assist teachers in facilitating students' growth in attaining the goals of the interrelated English Language Arts Curriculum. To support student achievement of the goals to be attained at the culmination of a K-12 academic program, learner outcomes have been established for each grade level. All Madison Public School teachers assigned to a particular grade level have agreed upon the outcomes. The targets are clearly stated, and specific examples of students' work shows evidence of the attainment of the objectives.

The English Language Arts Curriculum Subcommittee believes the curriculum guide provides guidance for assist Madison teachers in delivering programming that develops students' abilities as competent communicators—a much needed role for the 21<sup>st</sup> century.

The members of the English/Language Arts curriculum guide development include:

|                    |                                       |
|--------------------|---------------------------------------|
| Cynthia Schneider  | Daniel Hand High School               |
| Mark Hershnik      | Dr. Robert H. Brown Middle School     |
| Julianne Phelps    | Dr. Robert H. Brown Middle School     |
| Janet Balsamo      | Kathleen H. Ryerson Elementary School |
| Kelly Weisswasser  | J. Milton Jeffrey Elementary School   |
| Mary Fitzgerald    | Island Avenue Elementary School       |
| April Marino       | Academy Elementary School             |
| Elise Bohner       | Kindergarten Center                   |
| Alexis Christina   | Committee Co-Chair                    |
| Constance M. Fusco | Committee Co-Chair                    |

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## Program Overview

The Curriculum Instruction Assessment cycle (CIA), addresses the need for the continual improvement and/or updating of the schools' instructional programs through the periodic reexamination of curriculum. The process is recursive and usually occurs within a five-year cycle. The full cycle includes two phases. Phase I: Development/Revision and Phase II: Implementation. Phase I has two steps: Step 1: Program Evaluation and Step 2: Research and Development. Phase II has two steps: Step 1: Implementation and Step 2: Monitoring.

The English/Language Arts Sub-Committee of the CIA, as of Spring 2002, completed the first two steps of Phase I of curriculum revision. After review of the curriculum by the district wide CIA, the Superintendent of Schools, and the Board of Education, it was approved in May, 2002. Full implementation of the curriculum was initiated in the fall of 2002.

As a result of careful study, the English/Language Arts Sub-Committee has ensured that the revised curriculum is in alignment with the National Standards developed for English/Language Arts and the Connecticut State Department of Education's Framework for English Language Arts. (The National Standards and the CSDE Framework goals can be found in the Appendices of the Madison English Language Arts Curriculum Guide.) Although the language in the Madison Public Schools' curriculum guide is not exactly the same as the language in the National Standards' document, the content of the goals and the outcomes reflect the content contained within the National Standards and their corresponding benchmarks.

The sub-committee, throughout Phase I: Step 2: Research and Development of the Madison Curriculum Management Cycle, examined several curriculum guides from school districts within the state as well as the Connecticut State Department of Education's Framework. The articulation of the guide's goals and objectives across grade levels, has been examined carefully and included to the satisfaction of the English/Language Arts Sub-Committee charged in the development of this guide. The subcommittee believes that the Madison Public Schools has developed a planned, ongoing, and systematic program of high quality.

H. Kaye Griffin, Ed.D.  
Superintendent of Schools

Constance M. Fusco, Ed.D.  
Assistant Superintendent for Educational Programs

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## **Program Components and Framework**

All of the curriculum guides developed for the Madison Public Schools include the following components:

### **Philosophy**

An effective curriculum design needs to incorporate a philosophy, a statement of beliefs. The philosophy in any given discipline or subject area reflects national trends based on research and effective practice. It also incorporates the local school districts' beliefs regarding the content area. Seminal pieces of literature, research studies, curriculum and assessment frameworks are referenced. An effective philosophy mirrors a vision statement and prepares the system to meet the needs of its students for the 21<sup>st</sup> century.

### **Classroom Environment Statement**

The classroom environment statement addresses the ambiance in which the students work. It is an environment which supports and facilitates growth in a given discipline. It describes the classroom in which a student's desire to want to learn and do more in the given discipline is nurtured.

### **Grouping Guidelines**

The grouping guidelines refer to the way students are assembled so that a quality curriculum can be delivered most appropriately.

### **Goals**

Goals address what students should know and be able to do after experiencing a quality curriculum in grades K-12. Connecticut's Common Core of Learning (1998)(need to update?) indicates that all educated citizens must possess a core of basic enabling skills and competencies that provide the critical intellectual foundations for broader acquisition of knowledge. Goals, which are established for each discipline, explain what those given competencies are in the designated discipline.

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## **Outcomes / Assessments**

Outcomes are the enabling skills at each grade level, which once mastered, empower the student to move towards attainment of the stated goals. Classroom activities and/or student exhibitions will correspond with the stated outcomes and serve as daily ongoing assessments.

## **Program Support and Celebration**

The program support and celebration statement addresses how the core program is supported outside of the regular classroom activities. It addresses the availability of extracurricular activities that are designed to enhance a student's knowledge, competencies, and strategies in a subject area.

## **Program Implementation**

The implementation section of each curriculum guide will be completed as teachers begin to utilize their subject area design. Teachers, as they use the guide, will be asked to submit sample lesson plans, which are aligned or illustrative of student objectives/learner outcomes previously agreed upon during the curriculum development process.

## **Evaluation**

The evaluation addresses the effectiveness of the program from a student performance stance. The effectiveness of the designated curriculum is determined by whether the student is gaining facility or progress in a given subject area. Both formative (ongoing) and summative assessments are referenced in order to determine if students are becoming more proficient in the discipline.

## **Appendices**

The appendices contain strategies, resource material, and other reference material to assist the teachers in the implementation of the curriculum and to assist students in learning the information presented.

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## **Classroom Environment Statement**

Students in Madison's schools will experience a rich, literate environment that will provide opportunities for reading, writing, listening, speaking, and viewing. Students will have access to available forms of media and technological resources as tools for learning.

Students learn best in a positive environment that emphasizes the development of community. As a community of learners, students will be encouraged to make choices and to take risks in order to grow in responsibility as self-directed learners. Self-esteem will be a natural outgrowth in such a learning climate.

Madison classrooms are stimulating and creative. They use a variety of instructional practices: flexible grouping, cooperative learning, direct instruction through teacher modeling, daily silent sustained reading, daily sustained writing, authentic learning and peer coaching.

Students in all grade levels will experience environments in which they will be equal partners in their own learning; engage in new ideas which evoke curiosity and a desire to explore; value the dignity and diversity of themselves and other people; be able to understand themselves and the world around them; and be involved in meaningful service which encourages them to make a difference in their world.



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## Grouping Guidelines

Each school and classroom teacher is responsible for creating a stimulating learning environment which fosters healthy growth, develops ability, instills a love for learning, and encourages excellence. We, in the Madison Public Schools, believe all children can learn and have the potential for significant intellectual growth. Through a variety of flexible grouping patterns in which students are assembled with different classmates for various purposes, the Madison Public School system believes that all children can reach their potential and attain the rigorous standards of academic achievement which have been established by means of a well-developed curriculum. Opportunities to develop critical thinking skills, problem-solving abilities, intellectual curiosity, creativity, positive social skills, and aesthetic appreciation are nurtured as students interact with each other in a variety of settings.

Through the use of a wide variety of instructional grouping practices, educators in the Madison Public Schools fully develop students' learning by:

- focusing on individual learning and facilitating mastery of core curriculum
- monitoring students' behavior, academic progress, and emotional well-being
- facilitating productive thinking, problem-solving, and creative processing of information
- instilling a strong sense of social responsibility and teaching respect for multicultural diversity
- teaching students to value school work and to understand how their performance affects future opportunities
- assuring that students integrate concepts and skills and apply learning in real-life experiences
- counseling and assisting students to ensure informed decision making
- preparing students for the transition to jobs or advanced education
- assuring that students have a foundation for lifelong learning in further education

In the elementary and middle schools, students are grouped heterogeneously. Language arts classes are initially grouped according to the pace and presentation at which each group of children learns best. This does not mean that students are grouped by ability. Rather, students are placed in classes according to the pace at which they grasp concepts and the amount of teacher direction they require to master the materials.

In the high school, students are grouped according to the course level in which they enroll.

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## **English/Language Arts Philosophy**

Through reading, writing, speaking, listening and viewing, people make sense of their worlds, both academic and personal. A major aim of Madison educators is to help students develop language fluency not only during their school years, but also for lifelong learning and enjoyment.

Language development and learning are inextricably linked. Because language plays an integral part in children's interaction with and discovery of their worlds, learners must be nurtured in an atmosphere that supports a love of learning. When students are engaged in a topic which interests them, thinking, learning, and communicating occur in a natural, integrated way, and language becomes refined over time through use. In brief, learning language and using language to learn are inseparable.

A language arts curriculum must aim to develop the five aspects of language (reading, writing, speaking, listening and viewing) so that students may learn to communicate effectively with various audiences for different purposes. Effective communication is the key to human understanding, and therefore, is central to learning.

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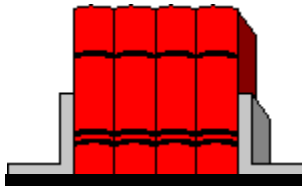
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## English Language Arts Goals, K-12

As a result of education in grades K-12, students, independently and collaboratively, will be able to:

- I. construct meaning, interpret, and respond critically to written, visual, and oral media;
- II. choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts;
- III. create works using the language arts in visual, oral, written, and performance-based forums;
- IV. determine and address task, audience, and purpose in the application of the language arts;
- V. develop, substantiate, and defend ideas in creative/critical forms both written and oral;
- VI. know when and how to apply the conventions of edited English in oral and written communications;
- VII. examine, understand, and respond to a variety of voices from diverse cultures and historical periods;
- VIII. use available forms of media technology as an integral part of the language arts experience;
- IX. gather, analyze, and respond to information from primary and secondary sources.

Based on preliminary work  
from the Connecticut State  
Department  
Education Language Arts  
Framework Committee



# English LA Curriculum Guide

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## **Grade Level Learner Outcomes / Assessments**

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# **Kindergarten**

## **Learner Outcomes / Assessments**

As a result of education in Kindergarten, students, independently and collaboratively, will be able to:

**GOAL I: Construct meaning, interpret, and respond critically to written, visual and oral media.**

\*R W L S V

| **LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING   |
|---|---|
| <p><i>The student will know how to:</i></p> <p>1. understand concepts of print.</p> <p>4. recognize familiar words.</p> <p>12. speak.</p> | <p><i>The student will be able to:</i></p> <p>- <b><i>understand concepts of print as evidenced by:</i></b></p> <ul style="list-style-type: none"> <li>• awareness of reading directionality.</li> <li>• using pictures to gain meaning.</li> <li>• using pictures, context, and phonetic cues to gain meaning.</li> <li>• recognize familiar words.</li> </ul> <p>- <b><i>recognize familiar words as evidenced by:</i></b></p> <ul style="list-style-type: none"> <li>• recognition in text.</li> <li>• use of high frequency words in isolation.</li> </ul> <p>- <b><i>communicate orally as evidenced by:</i></b></p> <ul style="list-style-type: none"> <li>• joining in familiar stories, songs, poems.</li> <li>• participating in class discussions.</li> <li>• speaking clearly.</li> <li>• relating experiences.</li> </ul> |

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**Collection for Portfolio**

1. DRA / Concepts of Print / Wordless books / Shared reading
  4. Sight Word List on Concepts of Print Checklist/Anecdotal Comment
  12. Comments on Concepts of Print / Anecdotal comments, if needed
- 
- 

\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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**GOAL II: Choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.**

\*R W L S V

| **LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING   |
|--|---|
| <p><i>The student will know how to:</i></p> <ol style="list-style-type: none"> <li>2. recognize all letter forms.</li> <li>3. recognize patterns in text; recognize rhyming words.</li> <li>7. spell words.</li> <li>9. print taught letters.</li> </ol> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <b>recognize all letter forms, lower and uppercase as evidenced by:</b> <ul style="list-style-type: none"> <li>• identifying upper and lowercase letters in isolation and in text.</li> </ul> </li> <li>- <b>recognize patterns in text; recognize rhyming words as evidenced by:</b> <ul style="list-style-type: none"> <li>• participating in shared reading activities, phonological awareness activities and guided reading groups.</li> </ul> </li> <li>- <b>spell words as evidenced by:</b> <ul style="list-style-type: none"> <li>• using approximations and phonetic cues.</li> </ul> </li> <li>- <b>print taught letters as evidenced by:</b> <ul style="list-style-type: none"> <li>• printing first and last names with appropriate upper and lowercase usage.</li> <li>• analyzing authentic writing samples.</li> </ul> </li> </ul> |

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**Collection for Portfolio**

2. Color Code Checklist
  3. Comments on language arts K Portfolio Checklist / Concepts of Print Checklist
  7. Journal / Writing Samples
  9. Sample of Printing
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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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|---|
| <b>GOAL III: Create works using the language arts in visual, written, and performance-based forums.</b> |
|---|

\*R   W   L   S   V

| **LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING   |
|---|---|
| <p><i>The student will know how to:</i></p> <p>6. write.</p> <p>8. demonstrate small muscle control.</p> <p>10. respond to literature.</p> <p>11. listen.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <b><i>demonstrate writing as evidenced by:</i></b> <ul style="list-style-type: none"> <li>• using drawings.</li> <li>• using prewriting (inventive) and at times conventional writing.</li> <li>• using grapho-phonic cues and letters to represent words.</li> <li>• reading, understanding, and explaining own writing.</li> </ul> </li> <li>- <b><i>demonstrate small muscle control through the use of pencils, crayons, and scissors as evidenced by:</i></b> <ul style="list-style-type: none"> <li>• observing classroom fine motor activities.</li> </ul> </li> <li>- <b><i>respond to literature as evidenced by:</i></b> <ul style="list-style-type: none"> <li>• using drawings.</li> <li>• using prewriting (inventive) and at times conventional writing.</li> </ul> </li> <li>- <b><i>demonstrate listening behaviors as evidenced by:</i></b> <ul style="list-style-type: none"> <li>• listening while others speak</li> <li>• following verbal directions.</li> </ul> </li> </ul> |

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**Collection for Portfolio**

- 6. Journal / Writing / Samples
  - 8. Indicate on Concepts of Print
  - 10. Drawing, DRA
  - 11. Anecdotal Comments on Concepts of Print
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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing  
 \*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio



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**GOAL IV: Determine and address task, audience, and purpose in the application of the language arts.**

\*R W L S V

| <b>**LEARNER OUTCOMES</b>  | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>  |
|--|---|
| <p><i>The student will know how to:</i></p> <p>6. write.</p> <p>10. respond to literature.</p> | <p><i>The student will be able to:</i></p> <p>- <b>demonstrate writing as evidenced by:</b></p> <ul style="list-style-type: none"> <li>• using drawings.</li> <li>• using prewriting (inventive) and at times conventional writing.</li> <li>• using grapho-phonetic cues and letters to represent words.</li> <li>• reading, understanding, and explaining own writing.</li> </ul> <p>- <b>respond to literature as evidenced by:</b></p> <ul style="list-style-type: none"> <li>• using drawings.</li> <li>• using prewriting (inventive) and at times conventional writing.</li> </ul> |

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**Collection for Portfolio**

- 6. Journal / Writing Samples
  - 10. Drawing, DRA
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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing  
 \*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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**GOAL V: Develop, substantiate and defend ideas in creative/critical forms both written and oral.**

\*R W L S V

| <b>**LEARNER OUTCOMES</b>   | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>   |
|---|--|
| <p><i>The student will know how to:</i></p> <p>10. respond to literature.</p> | <p><i>The student will be able to:</i></p> <p>- <b><i>respond to literature as evidenced by:</i></b></p> <ul style="list-style-type: none"> <li>• using drawings</li> <li>• using prewriting (inventive) and at times conventional writing.</li> </ul> |

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**Collection for Portfolio**

10. Drawing, DRA

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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**GOAL VI: Know when and how to apply the conventions of edited English in oral and written communications.**

\*R W L S V

| **LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING  |
|---|--|
| <p><i>The student will know how to:</i></p> <p>12. speak.</p> | <p><i>The student will be able to:</i></p> <p>- <b><i>communicate orally as evidenced by:</i></b></p> <ul style="list-style-type: none"> <li>• joining in familiar stories, songs, poems.</li> <li>• participating in class discussion.</li> <li>• speaking clearly.</li> <li>• relating experiences.</li> </ul> |

\* Not Applicable in Kindergarten

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**Collection for Portfolio**

12. Indicate on Concepts of Print anecdotal comments, if needed

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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**GOAL VII: Examine, understand, and respond to a variety of voices from diverse cultures and historical periods.**

\*R W L S V

| <b>**LEARNER OUTCOMES</b>   | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>  |
|---|---|
| <p><i>The student will know how to:</i></p> <p>10. respond to literature.</p> | <p><i>The student will be able to:</i></p> <p>- <b><i>respond to literature as evidenced by:</i></b></p> <ul style="list-style-type: none"> <li>• using drawings.</li> <li>• using prewriting (inventive) and at times conventional writing.</li> </ul> |

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**Collection for Portfolio**

10. Drawing, DRA

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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|  |
|--|
| <b>GOAL VIII: Use available forms of media and technology as part of the language arts experience.</b> |
|--|

\*R W L S V

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| ** LEARNER OUTCOMES | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING |
|---------------------|---|
|---------------------|---|

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Not Applicable

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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**GOAL IX: Gather, analyze, and respond to information from primary and secondary sources.**

R W L S V

| **LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING  |
|--|--|
| <p><i>The student will know how to:</i></p> <p>11. listen.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <b><i>demonstrate listening behavior as evidenced by:</i></b> <ul style="list-style-type: none"> <li>• listening while others speak.</li> <li>• following verbal direction.</li> </ul> </li> </ul> |

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**Collection for Portfolio**

11. Anecdotal Comments as Needed / Pictures

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**NOTE: SEE MADISON'S LANGUAGE ARTS PHILOSOPHY**

|         |   |
|---------|---|
| 5. read | - <b><i>demonstrate a desire to read.</i></b> |
|---------|---|

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**Collection for Portfolio**

5. Anecdotal Comment(s) on Concepts of Print

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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## **Trade Book Selections Kindergarten**

The list for books typically used in kindergarten is located at the Kindergarten Center. These books incorporate a wide range of genres and reading levels.

In our efforts to ensure that a balance of both fiction and non fiction books are read by students, teachers are required to choose at least 4 - 6 titles of fiction and 3 - 4 titles of non-fiction.

Teachers will be encouraged to pilot new books, but need to notify the Language Arts Consultant of the title. Upon completion, these books may be added to the core trade book list by submitting a Trade Book Request / Analysis form.

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## **Rebecca Sitton Spelling Approach**

**The Rebecca Sitton Spelling approach was introduced into the curriculum in the Fall of 1999. Inservices were provided for all new staff entering the system and updates or refresher courses are offered on an “as needed” basis.**

Spelling instruction addresses phonological awareness, phonetic elements, word families, and spelling generalizations during the presentation of core words.

The number of core and priority words for each grade level has been increased in order to address the issue of rigor:

| <b>Grade</b> | <b>Core Words</b> | <b>Priority Words</b> |
|--------------|-------------------|-----------------------|
| Kindergarten | 1 through 15      | -----                 |
| First Grade  | 1 through 50      | 1 through 25          |
| Second Grade | 1 through 180     | 25 through 80         |
| Third Grade  | 1 through 335     | 80 through 135        |
| Fourth Grade | 1 through 480     | 136 through 210       |
| Fifth Grade  | 1 through 680     | 211 through 286       |



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# **Grade One**

## **Learner Outcomes/Assessments**

As a result of education in Grade 1, students, independently and collaboratively, will be able to:

**GOAL I: Construct meaning, interpret, and respond critically to written, visual, and oral media.**

\*R W L S V

| **LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING   |
|--|---|
| <p><i>The student will know how to:</i></p> <ol style="list-style-type: none"> <li>1. track stories.</li> <li>4. use all cueing systems with a wide variety of reading, writing materials.</li> <li>5. have an initial understanding of what was read.</li> <li>7. recognize sight words.</li> </ol> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <b><i>track stories as evidenced by accurate word matching.</i></b></li> <li>- <b><i>use all cueing systems with a wide variety of reading, writing materials:</i></b> <ul style="list-style-type: none"> <li>• use semantic cues to construct meaning.</li> <li>• use syntactic cues to construct meaning.</li> <li>• use visual / graphophonic cues (sounds/ symbol relationships) to construct meaning: short vowels (cvc), long vowels (magic e) medial and final consonant sounds, initial consonant blends (st, bl, gr, fr, cl) and consonant digraphs (ck, sh, wh, ch, th).</li> </ul> </li> <li>- <b><i>have an initial understanding of what was read (literature fiction / non-fiction).</i></b></li> <li>- <b><i>recognize sight words:</i></b> <ul style="list-style-type: none"> <li>• in context.</li> <li>• word lists.</li> </ul> </li> </ul> |

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### Collection for Portfolio

1. Continue Concepts of Print for the emergent reader or DRA for readers
  4. DRA / unit tests from phonics book, copies of student writing or copy from student writing journal
  5. Annotation as needed, picture / 1 written response - focusing on beginning, middle, end
  7. Dolch list as needed
- 

\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

**GOAL II: Choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.**

\*R W L S V

| **LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING   |
|---|---|
| <p><i>The student will know how to:</i></p> <ol style="list-style-type: none"> <li>2. read.</li> <li>3. read books with simple repetitive patterns.</li> <li>4. use cueing systems with a wide variety of reading materials.</li> <li>6. use appropriate pre, during and post, listening, reading, viewing and writing strategies.</li> </ol> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <b>take risks when reading.</b></li> <li>- <b>read books with simple repetitive language patterns.</b></li> <li>- <b>use cueing systems with a wide variety of reading materials:</b> <ul style="list-style-type: none"> <li>• use semantic cues (meaning) to construct meaning.</li> <li>• use syntactic cues (structure-grammar) to construct meaning.</li> <li>• use visual / graphophonic cues (sounds/ symbol relationships)to construct meaning: short vowels (cvc), long vowels (magic e) medial and final consonant sounds, initial consonant blends (st, bl, gr, fr, cl) and consonant digraphs.</li> </ul> </li> <li>- <b>use appropriate pre, during and post, listening, reading, viewing and writing strategies:</b> <ul style="list-style-type: none"> <li>• use words to express a complete thought.</li> <li>• develop and organize ideas in writing.</li> <li>• use correct spacing and letter formation.</li> <li>• use phonetic spelling.</li> <li>• use capital and lower case letters appropriately in words.</li> <li>• edit work for capitals, ( I, beginning of a sentence, people, places, titles), punctuation (period, exclamation points, question marks, comma in date), and usage.</li> </ul> </li> </ul> |

**Collection for Portfolio**

2. Comment on DRA
3. DRA
4. DRA /unit tests from phonics book or Dolch list
6. Complete writing sample - (prewriting to final draft) / Copy of student writing using graphic organizer (determined by grade level by school with language arts consultant) / Copy of student writing with reflection (only spring piece requires reflection)

\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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|   |
|---|
| <b>GOAL III: Create works using the language arts in visual, oral, written, performance-based forums.</b> |
|---|

\*R W L S V

| **LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING  |
|--|--|
| <p><i>The student will know how to:</i></p> <ol style="list-style-type: none"> <li>5. have an initial understanding of what was read.</li> <li>6. use appropriate pre, during and post, listening, reading, viewing and writing strategies.</li> </ol> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <b><i>have an initial understanding of what was read (literature fiction / non-fiction).</i></b></li> <li>- <b><i>use appropriate pre, during and post, listening, reading, viewing and writing strategies:</i></b> <ul style="list-style-type: none"> <li>• use words to express a complete thought.</li> <li>• develop and organize ideas in writing.</li> <li>• use correct spacing and letter formation.</li> <li>• use phonetic spelling.</li> <li>• use capital and lower case letters appropriately in words.</li> <li>• edit work for capitals, ( I, beginning of a sentence, names, places, titles), punctuation (period, exclamation points, question marks, comma in date), and usage.</li> </ul> </li> </ul> |

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**Collection for Portfolio**

5. Picture / 1 written response - focusing on beginning, middle, end/annotation as needed
  6. Complete writing sample - (pre-writing to final draft) / Copy of student writing using graphic organizer (determined by grade level by school with language arts consultant) / Copy of student writing with reflection
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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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**GOAL IV: Determine and address task, audience, and purpose in the application of the language arts.**

\*R W L S V

| **LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING   |
|---|---|
| <p><i>The student will know how to:</i></p> <ol style="list-style-type: none"> <li>5. have an initial understanding of what was read.</li> <li>6. use appropriate pre, during and post, listening, reading, viewing and writing strategies.</li> <li>9. write to a prompt.</li> </ol> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <b><i>have an initial understanding of what was read (literature fiction / non-fiction).</i></b></li> <li>- <b><i>use appropriate pre, during and post, listening, reading, viewing and writing strategies:</i></b> <ul style="list-style-type: none"> <li>• use words to express a complete thought.</li> <li>• develop and organize ideas in writing.</li> <li>• use correct spacing and letter formation.</li> <li>• use phonetic spelling.</li> <li>• use capital and lower case letters appropriately in words.</li> <li>• edit work for capitals, ( I, beginning of a sentence, names, places, titles), punctuation (periods, exclamation points, question marks, comma in dates), and usage.</li> </ul> </li> <li>- <b><i>narrative prompt developed by team with Language Arts Consultant (untimed).</i></b></li> </ul> |

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**Collection for Portfolio**

5. Picture / 1 written response - focusing on beginning, middle, end/annotation as needed
  6. Complete writing sample - (pre-writing to final draft) / Copy of student writing using graphic organizer (determined by grade level by school with language arts consultant) / Copy of student writing with reflection
  9. Narrative prompt (untimed)
- 

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

|  |
|--|
| <b>GOAL V: Develop, substantiate, and defend ideas in creative critical forms, both written and oral</b> |
|--|

\*R W L S V

| **LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING   |
|---|---|
| <p><i>The student will know how to:</i></p> <ol style="list-style-type: none"> <li>5. have an initial understanding of what was read.</li> <li>6. use appropriate pre, during and post, listening, reading, viewing and writing strategies.</li> <li>9. write to a prompt.</li> </ol> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <b><i>have an initial understanding of what was read (literature fiction / non-fiction).</i></b></li> <li>- <b><i>use appropriate pre, during and post, listening, reading, viewing and writing strategies:</i></b> <ul style="list-style-type: none"> <li>• use words to express a complete thought.</li> <li>• develop and organize ideas in writing.</li> <li>• use correct spacing and letter formation.</li> <li>• use phonetic spelling.</li> <li>• use capital and lower case letters appropriately in words.</li> <li>• edit work for capitals, ( I, beginning of a sentence, names, places, titles), punctuation (periods, exclamation points, question marks, comma in dates), and usage.</li> </ul> </li> <li>- <b><i>narrative prompt developed by team with Language Arts Consultant (untimed).</i></b></li> </ul> |

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**Collection for Portfolio**

5. Picture / 1 written response - focusing on beginning, middle, end/annotation as needed
  6. Complete writing sample - (pre-writing to final draft) / Copy of student writing using graphic organizer (determined by grade level by school with language arts consultant) / Copy of student writing with reflection
  9. Narrative prompt (untimed)
- 

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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|  |
|--|
| <b>GOAL VI: Know when and how to apply the conventions of edited English in oral and written communications.</b> |
|--|

\*R W L S V

| **LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING  |
|---|--|
| <p><i>The student will know how to:</i></p> <p>6. use appropriate pre, during and post, listening, reading, viewing and writing strategies.</p> | <p><i>The student will be able to:</i></p> <p>- <b><i>use appropriate pre, during and post, listening, reading, viewing and writing strategies:</i></b></p> <ul style="list-style-type: none"> <li>• use words to express a complete thought.</li> <li>• develop and organize ideas in writing.</li> <li>• use correct spacing and letter formation.</li> <li>• use phonetic spelling.</li> <li>• use capital and lower case letters appropriately in words.</li> <li>• edit work for capitals, ( I, beginning of a sentence, names, places, titles), punctuation (periods, exclamation points, question marks, comma in dates), and usage.</li> </ul> |

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**Collection for Portfolio**

6. Complete writing sample - (pre-writing to final draft) / Copy of student writing using graphic organizer (determined by grade level by school with language arts consultant) / Copy of student writing with reflection
- 

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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|   |
|---|
| <b>GOAL VII: Examine, understand, and respond to a variety of voices from diverse cultures and historical periods</b> |
|---|

\*R W L S V

| **LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING   |
|---|---|
| <i>The student will know how to:</i><br><br>5. have an initial understanding of what was read | <i>The student will be able to:</i><br><br>- <b><i>have an initial understanding of what was read (literature fiction / non-fiction).</i></b> |

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**Collection for Portfolio**

5. Picture / 1 written response - focusing on beginning, middle, end/annotation as needed
- 

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio



**GOAL VIII: Use available forms of media and technology as an integral part of the language arts experience.**

\*R W L S V

| **LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING  |
|---|--|
| <p><i>The student will know how to:</i></p> <p>3. read books.</p> <p>6. use appropriate pre, during and post, listening, reading, viewing and writing strategies.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <b><i>read books with simple repetitive language patterns.</i></b></li> <li>- <b><i>use appropriate pre, during and post, listening, reading, viewing and writing strategies:</i></b> <ul style="list-style-type: none"> <li>• use words to express a complete thought.</li> <li>• develop and organize ideas in writing.</li> <li>• use correct spacing and letter formation.</li> <li>• use phonetic spelling.</li> <li>• use capital and lower case letters appropriately in words.</li> <li>• edit work for capitals, ( I, beginning of a sentence, names, places, titles), punctuation (periods, exclamation points, question marks, comma in dates), and usage.</li> </ul> </li> </ul> |

**Collection for Portfolio**

- 3. DRA
- 6. Complete writing sample - (pre-writing to final draft) / Copy of student writing using graphic organizer (determined by grade level by school with language arts consultant) / Copy of student writing with reflection

\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

**GOAL IX: Gather, analyze, and respond to information from primary and secondary sources.**

\*R W L S V

| <b>**LEARNER OUTCOMES</b>   | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>   |
|---|--|
| <p><i>The student will know how to:</i></p> <p>5. have an initial understanding of what was read.</p> <p>6. use appropriate pre, during and post, listening, reading, viewing and writing strategies.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <b><i>have an initial understanding of what was read (literature fiction / non-fiction).</i></b></li> <li>- <b><i>use appropriate pre, during and post, listening, reading, viewing and writing strategies:</i></b> <ul style="list-style-type: none"> <li>• use words to express a complete thought.</li> <li>• develop and organize ideas in writing.</li> <li>• use correct spacing and letter formation.</li> <li>• use phonetic spelling.</li> <li>• use capital and lower case letters appropriately in words.</li> <li>• edit work for capitals, ( I, beginning of a sentence, names, places, titles), punctuation (periods, exclamation points, question marks, comma in dates), and usage.</li> </ul> </li> </ul> |

**Collection for Portfolio**

5. Picture / 1 written response - focusing on beginning, middle, end/annotation as needed
6. Complete writing sample - (pre-writing to final draft) / Copy of student writing using graphic organizer (determined by grade level by school with language arts consultant) / Copy of student writing with reflection

**NOTE: SEE MADISON'S LANGUAGE ARTS PHILOSOPHY**

| <b>**LEARNER OUTCOMES</b>                                   | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>   |
|---|--|
| <p><i>The student will know how to:</i></p> <p>8. read.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <b><i>demonstrate a desire to read.</i></b></li> </ul> |

**Collection for Portfolio**

8. Annotation on DRA

\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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## **Trade Book Selections Grade One**

The lists for books typically used in grade one are located at each elementary building.. These books incorporate a wide range of genres and reading levels.

In our efforts to insure that a balance of both fiction and non fiction books are read by students, teachers are required to choose at least 4 - 6 titles of fiction and 3 - 4 titles of non-fiction. Teachers may also use supplementary selections from the Silver Burdett basal.

Teachers may choose books from a previous grade level. However, these titles are not to be included in the grade level fiction / non-fiction requirements.

Teachers will be encouraged to pilot new books, but need to notify the Language Arts Consultant of the title. Upon completion, these books may be added to the core trade book list by submitting a Trade Book Request / Analysis form.

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## Revised Dolch List Organized by Reader Level

| Preprimer |      | Primer |      | Grade 1 |        | Grade 2 |          |
|-----------|------|--------|------|---------|--------|---------|----------|
| a         | look | about  | on   | after   | long   | across  | near     |
| and       | make | all    | one  | again   | made   | always  | need     |
| are       | me   | around | out  | am      | many   | because | once     |
| at        | my   | ask    | put  | an      | more   | been    | only     |
| big       | no   | away   | run  | another | much   | best    | open     |
| blue      | not  | but    | saw  | any     | must   | both    | round    |
| call      | play | eat    | say  | as      | never  | close   | same     |
| can       | ran  | fast   | she  | be      | next   | done    | short    |
| come      | red  | from   | show | before  | off    | draw    | six      |
| did       | said | good   | so   | began   | oh     | enough  | small    |
| do        | see  | has    | some | better  | old    | even    | start    |
| down      | stop | him    | soon | black   | or     | every   | ten      |
| for       | that | his    | take | bring   | other  | full    | thought  |
| get       | the  | into   | then | by      | our    | grown   | through  |
| go        | this | know   | they | came    | over   | heard   | today    |
| green     | to   | let    | too  | cold    | own    | high    | together |
| have      | up   | like   | two  | could   | read   | hot     | toward   |
| he        | want | may    | us   | cut     | right  | I'm     | turn     |
| help      | we   | new    | went | didn't  | should | keep    | upon     |
| here      | what | now    | yes  | does    | still  | leave   | use      |
| I         | who  | of     | your | don't   | tell   | left    | warm     |
| in        | will |        |      | far     | than   | mean    | well     |
| is        | with |        |      | find    | their  | might   | while    |
| it        | work |        |      | first   | them   | most    | yet      |
| little    | you  |        |      | five    | there  |         |          |
|           |      |        |      | found   | these  |         |          |
|           |      |        |      | four    | think  |         |          |
|           |      |        |      | gave    | those  |         |          |
|           |      |        |      | give    | three  |         |          |
|           |      |        |      | going   | told   |         |          |
|           |      |        |      | gone    | took   |         |          |
|           |      |        |      | got     | try    |         |          |
|           |      |        |      | had     | under  |         |          |
|           |      |        |      | hard    | very   |         |          |
|           |      |        |      | her     | walk   |         |          |
|           |      |        |      | hold    | was    |         |          |
|           |      |        |      | how     | were   |         |          |
|           |      |        |      | if      | when   |         |          |
|           |      |        |      | its     | where  |         |          |
|           |      |        |      | just    | which  |         |          |
|           |      |        |      | kind    | white  |         |          |
|           |      |        |      | last    | why    |         |          |
|           |      |        |      | light   | would  |         |          |

From Jerry L. Johns, Peggy VanLeirsburg, and Susan J. Davis, *Improving Reading: A Handbook of Strategies*. Copyright 1994 Kendall/Hunt Publishing Company. May be reproduced for noncommercial educational purposes.

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## Rebecca Sitton Spelling Approach

**The Rebecca Sitton Spelling approach was introduced into the curriculum in the Fall of 1999. Inservices were provided for all new staff entering the system and updates or refresher courses are offered on an “as needed” basis.**

Spelling instruction addresses phonological awareness, phonetic elements, word families, and spelling generalizations during the presentation of core words.

The number of core and priority words for each grade level has been increased in order to address the issue of rigor:

| <b>Grade</b> | <b>Core Words</b> | <b>Priority Words</b> |
|--------------|-------------------|-----------------------|
| Kindergarten | 1 through 15      | -----                 |
| First Grade  | 1 through 50      | 1 through 25          |
| Second Grade | 1 through 180     | 25 through 80         |
| Third Grade  | 1 through 335     | 80 through 135        |
| Fourth Grade | 1 through 480     | 136 through 210       |
| Fifth Grade  | 1 through 680     | 211 through 286       |

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# **Grade Two**

## **Learner Outcomes / Assessments**







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| <p><b>GOAL III: Create works using the language arts in visual, oral, written, and performance-based forums.</b></p> |
|--|

\*R W L S V

| **LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING   |
|---|---|
| <p><i>The student will know how to:</i></p> <p>2. re-read orally.</p> <p>5. write to a prompt.</p> <p>8. spell.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <i>re-read orally to establish meaning through retelling, discussing, and expressing opinions about literature.</i></li> <li>- <i>write for varying purposes and audiences (within time constraints).</i></li> <li>- <i>spell from a developmentally appropriate word list and understand meanings of words.</i></li> </ul> |

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**Collection for Portfolio**

- 2. Retelling checklist on DRA rubric
  - 5. Prompt / Narrative (45 min.) / Narrative (45 min.) Narrative (45 min.)
  - 8. Sitton Assessment of Priority Words
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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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|--|
| <b>GOAL IV: Determine and address task, audience, and purpose in the application of the language arts.</b> |
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\*R W L S V

| <b>**LEARNER OUTCOMES</b>  | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>  |
|--|---|
| <p><i>The student will know how to:</i></p> <p>3. use appropriate listening, writing, viewing, reading strategies.</p> <p>5. write to a prompt.</p> <p>7. speak.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <b><i>use appropriate pre, during and post listening, writing, viewing, reading comprehension strategies.</i></b> <ul style="list-style-type: none"> <li>• write in complete thoughts.</li> <li>• edit work for capitals (I, titles, names, places *months, *days, *holidays, beginning of a sentence); edit for punctuation (periods, questions marks, exclamation points, commas in a date, *series, and *contractions, *quotation marks) and usage.</li> </ul> </li> <li>- <b><i>write for varying purposes and audiences (within time constraints).</i></b></li> <li>- <b><i>speak effectively</i></b></li> </ul> |

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**Collection for Portfolio**

3. One complete writing sample with organizer, (semantic map / Venn diagram) pre-writing and final draft (teacher-directed) / one child self-initiated piece which reflects pre-drafting to final draft
  5. Prompt / Narrative (45 min.) / Narrative (45 min.) Narrative (45 min.)
  7. Anecdotal comments on DRA with comprehension rubric
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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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**GOAL V: Develop, substantiate, and defend ideas in creative/critical forms both written and oral.**

\*R W L S V

| <b>**LEARNER OUTCOMES</b>   | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>  |
|---|---|
| <p><i>The student will know how to:</i></p> <p>2. re-read orally.</p> <p>5. write to a prompt.</p> <p>7. speak.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <i>re-read orally to establish meaning through retelling, discussing, and expressing opinions about literature.</i></li> <li>- <i>write for varying purposes and audiences (within time constraints).</i></li> <li>- <i>speak effectively.</i></li> </ul> |

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**Collection for Portfolio**

2. A retelling rubric on a DRA
  5. Prompt / Narrative (45 min.) / Narrative (45 min.) Narrative (45 min.)
  7. Anecdotal comments on DRA with comprehensive rubric
- 
- 

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio



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**GOAL VII: Examine, understand, and respond to a variety of voices from diverse cultures and historical periods.**

\*R W L S V

| <b>**LEARNER OUTCOMES</b>  | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>   |
|--|--|
| <p><i>The student will know how to:</i></p> <p>2. re-read orally.</p> <p>5. write to a prompt.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <i>re-read orally to establish meaning through retelling, discussing, and expressing opinions about literature.</i></li> <li>- <i>write for varying purposes and audiences (within time constraints).</i></li> </ul> |

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**Collection for Portfolio**

- 2. A retelling DRA rubric
  - 5. Prompt / Narrative (45 min.) / Narrative (45 min.) Narrative (45 min.)
- 
- 

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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**GOAL VIII: Use available forms of media and technology as an integral part of the language arts experience.**

\*R W L S V

| **LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING   |
|--|---|
| <p><i>The student will know how to:</i></p> <p>3. use appropriate listening, writing, viewing, reading strategies.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <b><i>use appropriate pre, during and post listening, writing, viewing, reading (comprehension) strategies:</i></b> <ul style="list-style-type: none"> <li>• write in complete thoughts.</li> <li>• edit work for capitals (I, titles, names, places *months, *days, *holidays, beginning of a sentence); edit for punctuation (periods, questions marks, exclamation points, commas in a date, *series, and *contractions, *quotation marks) and usage.</li> </ul> </li> </ul> |

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**Collection for Portfolio**

3. One complete writing sample with organizer, (semantic map / Venn diagram) first drafts and final draft (teacher directed) / One child self-initiated piece which reflects pre-drafting to final draft
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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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**GOAL IX: Gather, analyze, and respond to information from primary and secondary sources.**

\*R W L S V

| <b>**LEARNER OUTCOMES</b>                 | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b> |
|---|--|
| <i>The student will know how to:</i>      | <i>The student will be able to:</i>                |
| 6. use reference and research strategies. | - <i>use reference and research strategies.</i>    |

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**Collection for Portfolio**

6. Expository piece (refer to evidence in outcome 3)

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**NOTE: SEE MADISON'S LANGUAGE ARTS PHILOSOPHY**

| <b>**LEARNER OUTCOMES</b>            | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>   |
|--------------------------------------|--|
| <i>The student will know how to:</i> | <i>The student will be able to:</i>                  |
| 4. read.                             | - <i>demonstrate a desire to read independently.</i> |

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**Collection for Portfolio**

4. DRA with comprehension rubric

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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## Trade Book Selections Grade Two

The lists for books typically used in grade two are located at each elementary building. These books incorporate a wide range of genres and reading levels.

In our efforts to insure that a balance of both fiction and non fiction books are read by students, teachers are required to choose at least 4 - 6 titles of fiction and 3 - 4 titles of non-fiction. Teachers may also use supplementary selections from the Silver Burdett basal.

Teachers may choose books from a previous grade level. However, these titles are not to be included in the grade level fiction / non-fiction requirements.

Teachers will be encouraged to pilot new books, but need to notify the Language Arts Consultant of the title. Upon completion, these books may be added to the core trade book list by submitting a Trade Book Request / Analysis form.

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\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio



# Revised Dolch List

## Organized by Reader Level

| Preprimer |      | Primer |      | Grade 1 |        | Grade 2 |          |
|-----------|------|--------|------|---------|--------|---------|----------|
| a         | look | about  | on   | after   | long   | across  | near     |
| and       | make | all    | one  | again   | made   | always  | need     |
| are       | me   | around | out  | am      | many   | because | once     |
| at        | my   | ask    | put  | an      | more   | been    | only     |
| big       | no   | away   | run  | another | much   | best    | open     |
| blue      | not  | but    | saw  | any     | must   | both    | round    |
| call      | play | eat    | say  | as      | never  | close   | same     |
| can       | ran  | fast   | she  | be      | next   | done    | short    |
| come      | red  | from   | show | before  | off    | draw    | six      |
| did       | said | good   | so   | began   | oh     | enough  | small    |
| do        | see  | has    | some | better  | old    | even    | start    |
| down      | stop | him    | soon | black   | or     | every   | ten      |
| for       | that | his    | take | bring   | other  | full    | thought  |
| get       | the  | into   | then | by      | our    | grown   | through  |
| go        | this | know   | they | came    | over   | heard   | today    |
| green     | to   | let    | too  | cold    | own    | high    | together |
| have      | up   | like   | two  | could   | read   | hot     | toward   |
| he        | want | may    | us   | cut     | right  | I'm     | turn     |
| help      | we   | new    | went | didn't  | should | keep    | upon     |
| here      | what | now    | yes  | does    | still  | leave   | use      |
| I         | who  | of     | your | don't   | tell   | left    | warm     |
| in        | will |        |      | far     | than   | mean    | well     |
| is        | with |        |      | find    | their  | might   | while    |
| it        | work |        |      | first   | them   | most    | yet      |
| little    | you  |        |      | five    | there  |         |          |
|           |      |        |      | found   | these  |         |          |
|           |      |        |      | four    | think  |         |          |
|           |      |        |      | gave    | those  |         |          |
|           |      |        |      | give    | three  |         |          |
|           |      |        |      | going   | told   |         |          |
|           |      |        |      | gone    | took   |         |          |
|           |      |        |      | got     | try    |         |          |
|           |      |        |      | had     | under  |         |          |
|           |      |        |      | hard    | very   |         |          |
|           |      |        |      | her     | walk   |         |          |
|           |      |        |      | hold    | was    |         |          |
|           |      |        |      | how     | were   |         |          |
|           |      |        |      | if      | when   |         |          |
|           |      |        |      | its     | where  |         |          |
|           |      |        |      | just    | which  |         |          |
|           |      |        |      | kind    | white  |         |          |
|           |      |        |      | last    | why    |         |          |
|           |      |        |      | light   | would  |         |          |

From Jerry L. Johns, Peggy VanLeirsburg, and Susan J. Davis, *Improving Reading: A Handbook of Strategies*. Copyright 1994 Kendall/Hunt Publishing Company. May be reproduced for noncommercial educational purposes.

\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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## Rebecca Sitton Spelling Approach

**The Rebecca Sitton Spelling approach was introduced into the curriculum in the Fall of 1999. Inservices were provided for all new staff entering the system and updates or refresher courses are offered on an “as needed” basis.**

Spelling instruction addresses phonological awareness, phonetic elements, word families, and spelling generalizations during the presentation of core words.

The number of core and priority words for each grade level has been increased in order to address the issue of rigor:

| Grade               | Core Words    | Priority Words  |
|---------------------|---------------|-----------------|
| <b>Kindergarten</b> | 1 through 15  | -----           |
| First Grade         | 1 through 50  | 1 through 25    |
| Second Grade        | 1 through 180 | 25 through 80   |
| Third Grade         | 1 through 335 | 80 through 135  |
| Fourth Grade        | 1 through 480 | 136 through 210 |
| Fifth Grade         | 1 through 680 | 211 through 286 |

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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**Madison's Holistic Scoring Rubric for  
Narrative Writing: \***

**Grade 2**

Score Point 1 - Very Sparse Narrative

- Too few details
- Statements-not story
- Too brief to indicate sequencing
- Awkward or confused

Score Point 2 - Undeveloped Story/Lacks Elaboration

- Mostly general details
- May be disorganized
- May be awkward or confused

Score Point 3 - Minimally Developed Story

- Events not elaborated
- More general than specific details
- List-like
- Some evidence of organization/sequencing
- Some awkwardness

Score Point 4 – Somewhat Developed Narrative (beginning, middle and end)

- One or more events elaborated
- Mix of general and specifics
- Sense of story
- Satisfactory organization
- Somewhat fluent

Score Point 5 – Developed Story/Writing Expands on Most Key Events and Characters

- Moderately well elaborated with mostly specific details
- Generally strong organization
- Moderately fluent

Score Point 6 – Well Developed Story/Writing Expands on All Key Events and Characters

- Strong organization
- Fully elaborated
- Fluent

NS (Non-Scorable)

- Merely Repeats Prompt
- Illegible and Cannot Read It
- Written in Another Language Other Than English
- Too Brief to Score Accurately
- Fails to Address Assigned Topic (no evidence that indicates the writer has seen the topic).

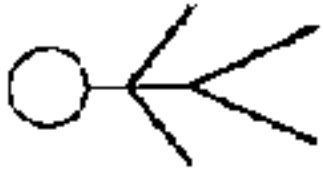


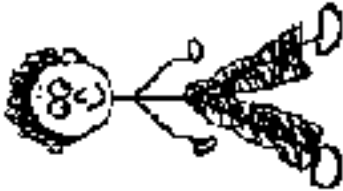


\* CMT Rubric

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

# Kidscore – Holistic Scoring

|  |  |
|--|--|
| <p>3</p>  A simple stick figure drawing consisting of a circle for a head, a vertical line for a torso, and three lines for arms and legs.  | <p>6</p>  A detailed cartoon drawing of a boy with curly hair, wearing a dark jacket and patterned pants, standing with arms slightly out.                                   |
| <p>2</p>  A stick figure drawing similar to the one in panel 3, but with a slightly different arm and leg arrangement.                     | <p>5</p>  A detailed cartoon drawing of a boy with curly hair, wearing a dark jacket and patterned pants, standing with arms slightly out.                                  |
| <p>1</p>  A stick figure drawing with a circle for a head and several separate lines for arms and legs, not fully connected to the torso. | <p>4</p>  A stick figure drawing with a circle for a head, a vertical line for a torso, and lines for arms and legs that end in small circles representing hands and feet. |

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**Grade Three**  
**Learner Outcomes / Assessments**

As a result of education in Grade 3, students, independently, and collaboratively, will be able to:

**GOAL I: Construct meaning, interpret, and respond critically to written, visual, and oral media.**

\*R W L S V

| **LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING   |
|--|---|
| <p><i>The student will know how to:</i></p> <ol style="list-style-type: none"> <li>1. construct meaning from text.</li> <li>2. view reading as a process.</li> <li>3. read.</li> </ol> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <i>construct meaning from text.</i></li> <li>- <i>view reading as a process and use appropriate pre-reading, during reading and post-reading strategies.</i></li> <li>- <i>read for a variety of purposes.</i></li> </ul> |

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**Collection for Portfolio**

1. Samples of fiction and non-fiction from journals, summaries or retellings (entire journal or copy of excerpts), DRP, CMT, DRA with comprehension rubric
  2. Story map written, DRA with comprehension rubric, DRP, CMT
  3. Fiction / nonfiction demonstrating understanding of beginning, middle, end or sequencing from DRA with comprehension rubric, DRP, CMT
- 
- 

\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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**GOAL II: Choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.**

\*R W L S V

| **LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING   |
|---|---|
| <p><i>The student will know how to:</i></p> <p>2. view reading as a process.</p> <p>6. write to a prompt.</p> <p>8. revise.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <i>view reading as a process and use appropriate pre-reading, during reading and post-reading strategies.</i></li> <li>- <i>write for varying purposes and audiences.</i></li> <li>- <i>revise (in general).</i></li> </ul> |

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**Collection for Portfolio**

- 2. Story map written, Fall DRA with comprehension rubric, DRP, CMT
  - 6. Writing Prompts / (45 min.) narrative / (45 min.) narrative / (45 min.) narrative
  - 8. Entire writing sample: brainstorming to final copy – focus on elaboration (final draft without teacher assistance)
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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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**GOAL III: Create works using the language arts in visual, oral, written, and performance-based forums.**

\*R W L S V

| **LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING   |
|---|---|
| <p><i>The student will know how to:</i></p> <p>5. develop and organize ideas in writing.</p> <p>14. experience writing.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <i>develop and organize ideas in writing.</i></li> <li>- <i>experience writing through the author's craft/writing genre.</i></li> </ul> |

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**Collection for Portfolio**

- 5. Entire writing sample: brainstorming to final product - focus on elaboration (final draft without teacher assistance)
  - 14. Teacher choice / Write in designated genre: folktale, fairytale, poetry, legend, fable or myth
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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio



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**GOAL IV: Determine and address task, audience, and purpose in the application of the language arts.**

\*R W L S V

| <b>**LEARNER OUTCOMES</b>   | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>  |
|---|---|
| <i>The student will know how to:</i><br><br>6. write to a prompt.<br><br>13. speak. | <i>The student will be able to:</i><br><br>- <i>write for varying purposes and audiences.</i><br><br>- <i>speak clearly, expressively, and meaningfully; adapt language and speaking strategies for various situations.</i> |

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**Collection for Portfolio**

6. Writing Prompts / (45 min.) narrative / (45 min.) narrative / (45 min.) narrative  
13. Refer to report card
- 

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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**GOAL V: Develop, substantiate, and defend ideas in creative /critical form both written and oral.**

\*R W L S V

| <b>**LEARNER OUTCOMES</b>   | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>   |
|---|--|
| <p><i>The student will know how to:</i></p> <p>5. develop and organize ideas in writing.</p> <p>6. write to a prompt.</p> <p>13. speak.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <i>develop and organize ideas in writing.</i></li> <li>- <i>write for varying purposes and audiences.</i></li> <li>- <i>speak clearly, expressively, and meaningfully; adapt language and speaking strategies for various situations.</i></li> </ul> |

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**Collection for Portfolio**

- 5. Entire writing sample: brainstorming to final product - focus on elaboration (final draft without teacher assistance)
  - 6. Writing Prompts / (45 min.) narrative / (45 min.) narrative / (45 min.) narrative
  - 13. Refer to report card
- 

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**GOAL VI: Know when and how to apply the conventions of edited English in oral and written communications.**

\*R W L S V

| **LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING   |
|---|---|
| <p><i>The student will know how to:</i></p> <p>7. edit.</p> <p>10. use conventional spelling / vocabulary.</p> <p>11. write legibly.</p> <p>13. speak.</p> <p>16. use <u>all</u> appropriate cue systems.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <b><i>edit appropriately (individually and within class):</i></b> <ul style="list-style-type: none"> <li>• edit work for capitals, names of people and groups, comparative, superlative, and *beginning of a sentence, titles, capital I, months, days, holidays.</li> </ul> </li> <li>- <b><i>use conventional spelling / vocabulary.</i></b></li> <li>- <b><i>write legibly.</i></b></li> <li>- <b><i>speak clearly, expressively, and meaningfully; adapt language and speaking strategies for various situations.</i></b></li> <li>- <b><i>use <u>all</u> appropriate cue systems.</i></b></li> </ul> |

**Collection for Portfolio**

- 7. Entire writing Sample: brainstorming to final copy – focus on elaboration (final draft without teacher assistance)
- 10. Sitton Assessment of Priority Words
- 11. Zaner/Bloser handwriting sample
- 13. Refer to report card
- 16. DRA with comprehension rubric

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**GOAL VII: Examine, understand, and respond to a variety of voices from diverse cultures and historical periods.**

\*R W L S V

| **LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING   |
|--|---|
| <p><i>The student will know how to:</i></p> <p>3. read.</p> <p>4. read.</p> <p>5. write.</p> <p>12. listen.</p> <p>13. speak.</p> <p>14. experience writing.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <i>read for a variety of purposes.</i></li> <li>- <i>demonstrate a desire to read.</i></li> <li>- <i>develop and organize ideas in writing.</i></li> <li>- <i>listen to a tape, video, oral presentation (informative or persuasive piece).</i></li> <li>- <i>speak clearly, expressively, and meaningfully; adapt language and speaking strategies for various situations.</i></li> <li>- <i>experience writing through the author’s craft / writing genre.</i></li> </ul> |

**Collection for Portfolio**

3. DRA with rubric, DRP, CMT, reading response summaries or retellings
4. DRA with comprehension rubric
5. Entire writing sample: brainstorming to final product - focus on elaboration (final draft without teacher assistance)
12. Graphic organizer, note taking, response to questions or public oral presentation
13. Refer to report card
14. Teacher choice / Write in designated genre: folktale, fairytale, poetry, legend, fable or myth

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**GOAL VIII: Use available forms of media and technology as an integral part of the language arts experience.**

\*R W L S V

| <b>**LEARNER OUTCOMES</b>                                      | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>   |
|--|--|
| <p><i>The student will know how to:</i></p> <p>12. listen.</p> | <p><i>The student will be able to:</i></p> <p>- <i>listen to a tape, video, oral presentation (informative or persuasive piece).</i></p> |

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**Collection for Portfolio**

12. Graphic organizer, note taking, responses to questions or public oral presentation

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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|   |
|---|
| <b>GOAL IX: Gather, analyze, and respond to information from primary and secondary sources.</b> |
|---|

\*R W L S V

| **LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING   |
|--|---|
| <p><i>The student will know how to:</i></p> <ol style="list-style-type: none"> <li>1. construct meaning from text.</li> <li>9. use general referencing strategies.</li> <li>12. listen.</li> </ol> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <i>construct meaning from text.</i></li> <li>- <i>use general referencing strategies; telephone directory, alphabetical order, guide words, table of contents.</i></li> <li>- <i>listen to a tape, video, oral presentation (informative or persuasive piece).</i></li> </ul> |

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**Collection for Portfolio**

1. Samples of fiction and nonfiction from journals, summaries or retellings (entire journal or copy of excerpts) DRP, CMT, DRA with comprehension rubric
  9. Checklist / teacher notation (library media specialist)
  12. Graphic organizer, note taking, responses to questions or public oral presentation
- 

**NOTE: SEE MADISON'S LANGUAGE ARTS PHILOSOPHY**

| **LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING  |
|---|--|
| <p><i>The student will know how to:</i></p> <ol style="list-style-type: none"> <li>4. read.</li> <li>15. enhance interest.</li> </ol> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- <i>demonstrate a desire to read.</i></li> <li>- <i>enhance interest in the language arts.</i></li> </ul> |

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**Collection for Portfolio**

4. DRA with comprehension rubric
15. Teacher choice / write in designated genre; folktale, poetry, legend, fable or myth

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## **Trade Book Selections Grade Three**

The lists for books typically used in grade three are located at each elementary building. These books incorporate a wide range of genres and reading levels.

In our efforts to insure that a balance of both fiction and non fiction books is read by students, teachers are required to choose at least 4 - 7 titles of fiction and 4 - 7 titles of non-fiction. Teachers may also use supplementary selections from the Silver Burdett basal.

Teachers may choose books from a previous grade level. However, these titles are not to be included in the grade level fiction / non-fiction requirements.

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## Rebecca Sitton Spelling Approach

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Spelling instruction addresses phonological awareness, phonetic elements, word families, and spelling generalizations during the presentation of core words.

The number of core and priority words for each grade level has been increased in order to address the issue of rigor:

| <b>Grade</b> | <b>Core Words</b> | <b>Priority Words</b> |
|--------------|-------------------|-----------------------|
| Kindergarten | 1 through 15      | -----                 |
| First Grade  | 1 through 50      | 1 through 25          |
| Second Grade | 1 through 180     | 25 through 80         |
| Third Grade  | 1 through 335     | 80 through 135        |
| Fourth Grade | 1 through 480     | 136 through 210       |
| Fifth Grade  | 1 through 680     | 211 through 286       |



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**Madison’s Holistic Scoring Rubric for**  
**NARRATIVE WRITING\***

**Grades 3-5**

Score Point 1 - Very Sparse Narrative

- May have few/vague details
- Too brief to indicate sequencing
- Awkward and confused

Score Point 2 - Undeveloped Narrative; Usually Brief Response, Details Just Listed

- Mostly general details
- May be disorganized/weak sequencing
- May be awkward and confused

Score Point 3 - Minimally Developed Narrative, Little Expansion of Key Events and Characters, Some Details Just Listed

- More general than specific details
- Some evidence of organization/sequencing
- Some awkwardness may be present

Score Point 4 – Somewhat Developed Narrative; Some Expansion of Key Events and Characters

- Adequately elaborated with mix of general and specific details
- Satisfactory organizational strategy/sequencing
- Somewhat fluent

Score Point 5 – Developed Narrative; Writers Expand on Most Key Events and Characters

- Moderately well elaborated with mostly specific details
- Satisfactory organizational strategy/sequencing
- Some awkwardness may be present

Score Point 6 – Well Developed Narrative; Writers Expand on All Key Events and Characters

- Fully elaborated with specific details
- Strong organizational strategy/sequencing
- Fluent

NS (Non-Scorable)

- Merely Repeats Prompt
- Illegible
- Written in Language Other Than English
- Too Brief to Score Accurately
- Fails to Address Assigned Topic (no evidence that indicates the writer has seen the topic.)

\*CMT Rubric

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**Grade Four**  
**Learner Outcomes / Assessments**

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As a result of education in Grade 4, students, independently, and collaboratively, will be able to:

**GOAL I: Construct meaning, interpret, and respond critically to written, visual and oral media.**

\*R W L S V

| <b>**LEARNER OUTCOMES</b>  | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>  |
|--|---|
| <i>The student will know how to:</i><br><br>1. construct meaning from text.<br><br>2. view reading as a process.<br><br>3. read. | <i>The student will be able to:</i><br><br>- construct meaning from text.<br><br>- view reading as a process and use appropriate pre-reading, during-reading, and post-reading strategies.<br><br>- read for a variety of purposes. |

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**Collection for Portfolio**

1. Story grammar and written response.
2. Fiction / non-fiction (cause and effect and summary); one paragraph summary fiction; two paragraph cause and effect summary.
3. Student response to three open-ended questions for a non-fiction selection (from science modules / social studies).

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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**GOAL II: Choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.**

\*R W L S V

| <b>**LEARNER OUTCOMES</b>  | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>   |
|--|--|
| <p><i>The student will know how to:</i></p> <ol style="list-style-type: none"> <li>2. view reading as a process.</li> <li>5. write/revise.</li> <li>6. write to a prompt.</li> <li>8. learn and use content vocabulary.</li> </ol> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- view reading as a process and use appropriate pre-reading, during-reading, and post-reading strategies.</li> <li>- revise; main idea sentence, supporting sentence, chronological order, descriptive language.</li> <li>- write for varying purposes and audiences.</li> <li>- complete a cloze activity.</li> </ul> |

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**Collection for Portfolio**

2. Story grammar and written response
  5. Writing sample (pre-writing to final copy)
  6. Prompts / (45 min.) 1 narrative / (45 min.) 1 expository / (45 min.) 1 expository
  8. Cloze exercises
- 

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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**GOAL III: Create works using the language arts in visual, oral, written, and performance-based forums.**

\*R W L S V

| <b>**LEARNER OUTCOMES</b>   | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>  |
|---|---|
| <p><i>The student will know how to:</i></p> <p>5. write.</p> <p>12. experience writing.</p> | <p><i>The student will be able to:</i></p> <p>- develop and organize ideas in writing.</p> <p>- write through the author’s craft / writing genre.</p> |

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**Collection for Portfolio**

- 5. Writing sample (brainstorming to final product)
  - 12. Writing in designated genre: memoir, autobiography or poetry
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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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**GOAL IV: Determine and address task, audience, and purpose in the application of the language arts.**

\*R W L S V

| <b>**LEARNER OUTCOMES</b>   | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>   |
|---|--|
| <p><i>The student will know how to:</i></p> <p>6. write to a prompt.</p> <p>10. listen.</p> <p>11. speak.</p> | <p><i>The student will be able to:</i></p> <p>- write for varying purposes and audiences.</p> <p>- listen to a tape, video, oral presentation.</p> <p>- speak clearly, expressively, and meaningfully; adapt languages and speaking strategies for various situations.</p> |

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**Collection for Portfolio**

6. Prompts / (45 min.) 1 narrative / (45 min.) 1 expository / (45 min.) 1 expository
10. Graphic organizer, notes, questions, responses to questions
11. Refer to report card
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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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| <b>GOAL V: Develop, substantiate, and defend ideas in creative / critical forms both written and oral.</b> |
|--|

\*R W L S V

| <b>**LEARNER OUTCOMES</b>  | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>   |
|--|--|
| <p><i>The student will know how to:</i></p> <p>5. write.</p> <p>6. write to a prompt.</p> <p>10. listen.</p> <p>11. speak.</p> | <p><i>The student will be able to:</i></p> <p>- develop and organize ideas in writing.</p> <p>- write for varying purposes and audiences.</p> <p>- listen to a tape, video, oral presentation.</p> <p>- speak clearly, expressively, and meaningfully; adapt languages and speaking strategies for various situations.</p> |

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**Collection for Portfolio**

5. Writing sample (brainstorming to final product)
  6. Prompts / (45 min.) 1 narrative / (45 min.) 1 expository / (45 min.) 1 expository
  10. Graphic organizer, notes, and response to questions
  11. Refer to report card
- 

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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|--|
| <b>GOAL VI: Know when and how to apply the conventions of edited English in oral and written communications.</b> |
|--|

\*R W L S V

| <b>**LEARNER OUTCOMES</b>                  | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>   |
|--|--|
| <i>The student will know how to:</i>       | <i>The student will be able to:</i>  |
| 5. write/edit.                             | - edit appropriately: capitalize: proper names, names of places, organizations, nationalities, days of week; names of building; historical events; punctuation: comma after greeting and closing, colon in a date; verb tense; present and past pronoun, reference and use of quotation marks. |
| 7. use conventional spelling / vocabulary. | - use conventional spelling / vocabulary   |
| 9. write legibly.                          | - write legibly.   |
| 11. speak.                                 | - speak clearly, expressively, and meaningfully; adapt languages and speaking strategies for various situations.   |
| 12. experience writing.                    | - experience writing through the author's craft / writing genre.   |

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**Collection for Portfolio**

5. Writing sample (brainstorming to final product)
  7. Sitton spelling assessment
  9. Writing sample (brainstorming to final product)
  11. Refer to report card
  12. Writing in designated genre; memoir, autobiography or poetry
- 
- 

\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio



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**GOAL VII: Examine, understand, and respond to a variety of voices from diverse cultures and historical periods.**

\*R W L S V

| **LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING  |
|---|--|
| <p><i>The student will know how to:</i></p> <ul style="list-style-type: none"> <li>3. read.</li> <li>4. read.</li> <li>5. write.</li> <li>10. listen.</li> <li>11. speak.</li> <li>12. experience writing.</li> </ul> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- read for a variety of purposes.</li> <li>- demonstrate a desire to read.</li> <li>- develop and organize ideas in writing.</li> <li>- listen to a tape, video, oral presentation.</li> <li>- speak clearly, expressively, and meaningfully; adapt languages and speaking strategies for various situations.</li> <li>- experience writing through the author's craft / writing genre.</li> </ul> |

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**Collection for Portfolio**

- 3. Student response to three open-ended questions for a non-fiction selection
  - 4. Student logs (independent reading)
  - 5. Writing sample (brainstorming to final product).
  - 10. Graphic organizer, note taking, responses to questions
  - 11. Refer to report card
  - 12. Writing in designated genre: memoir, autobiography or poetry
- 
- 

\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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**GOAL VIII: Use available forms of media and technology as an integral part of the language arts experience.**

\*R W L S V

| <b>**LEARNER OUTCOMES</b>                               | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>                                       |
|---|--|
| <i>The student will know how to:</i><br><br>10. listen. | <i>The student will be able to:</i><br><br>- listen to a tape, video, oral presentation. |

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**Collection for Portfolio**

10. Graphic organizer, note taking, responses to questions

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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|   |
|---|
| <b>GOAL IX: Gather, analyze, and respond to information from primary and secondary sources.</b> |
|---|

\*R W L S V

| **LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING   |
|---|---|
| <p><i>The student will know how to:</i></p> <p>1. construct meaning from text.</p> <p>10. listen.</p> | <p><i>The student will be able to:</i></p> <p>- construct meaning from text.</p> <p>- listen to a tape, video, oral presentation.</p> |

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**Collection for Portfolio**

1. Reading response journals (entire copy or copy excerpts) / student response to three open-ended questions for a non-fiction selection
10. Graphic organizer, note taking, responses to questions

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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## **Trade Book Selections**

### **Grade 4**

The lists for books typically used in grade three are located at each elementary building. These books incorporate a wide range of genres and reading levels.

In our effort to insure that a balance of both fiction and non-fiction books are read by students, teachers are required to choose at least 4 - 7 titles of fiction and 4 - 7 non-fiction titles.

Teachers may choose books from a previous grade level that students have not read. However, these titles are not to be included in the grade level fiction / non-fiction requirements.

Teachers will be encouraged to pilot new books, but need to notify the Language Arts Consultant of the title. Upon completion, these books may be added to the core trade book list by submitting a Trade Book Request / Analysis form.

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## Rebecca Sitton Spelling Approach

**The Rebecca Sitton Spelling approach was introduced into the curriculum in the Fall of 1999. Inservices were provided for all new staff entering the system and updates or refresher courses are offered on an “as needed” basis.**

Spelling instruction addresses phonological awareness, phonetic elements, word families, and spelling generalizations during the presentation of core words.

The number of core and priority words for each grade level has been increased in order to address the issue of rigor:

| Grade        | Core Words    | Priority Words  |
|--------------|---------------|-----------------|
| Kindergarten | 1 through 15  | -----           |
| First Grade  | 1 through 50  | 1 through 25    |
| Second Grade | 1 through 180 | 25 through 80   |
| Third Grade  | 1 through 335 | 80 through 135  |
| Fourth Grade | 1 through 480 | 136 through 210 |
| Fifth Grade  | 1 through 680 | 211 through 286 |

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# **Holistic Scoring Rubric for NARRATIVE WRITING\***

## **Grades 2-4**

### Score Point 1 - Very Sparse Narrative

- May have few/vague details
- Too brief to indicate sequencing
- Awkward and confused

### Score Point 2 - Undeveloped Narrative; Usually Brief Response, Details Just Listed

- Mostly general details
- May be disorganized/weak sequencing
- May be awkward and confused

### Score Point 3 - Minimally Developed Narrative, Little Expansion of Key Events and Characters, Some Details Just Listed

- More general than specific details
- Some evidence of organization/sequencing
- Some awkwardness may be present

### Score Point 4 – Somewhat Developed Narrative; Some Expansion of Key Events and Characters

- Adequately elaborated with mix of general and specific details
- Satisfactory organizational strategy/sequencing
- Somewhat fluent

### Score Point 5 – Developed Narrative; Writers Expand on Most Key Events and Characters

- Moderately well elaborated with mostly specific details
- Satisfactory organizational strategy/sequencing
- Some awkwardness may be present

### Score Point 6 – Well Developed Narrative; Writers Expand on All Key Events and Characters

- Fully elaborated with specific details
- Strong organizational strategy/sequencing
- Fluent

### NS (Non-Scorable)

- Merely Repeats Prompt
- Illegible
- Written in Language Other Than English
- Too Brief to Score Accurately
- Fails to Address Assigned Topic (no evidence that indicates the writer has seen the topic.)

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## **Holistic Scoring Rubric for EXPOSITORY WRITING\***

### **Grades 4-5**

#### Score Point 1 - Very Sparse Responses

- May have few/vague details
- Too brief to indicate sequencing
- Awkward and confused

#### Score Point 2 - Undeveloped Narrative; Usually Brief with Details Listed

- Mostly general details
- May be disorganized
- May be awkward and confused

#### Score Point 3 - Minimally Developed Responses

- Reasons have only a little elaboration; more general than specific details
- Some evidence of organizational strategy
- Some awkwardness may be present

#### Score Point 4 – Somewhat Developed Responses

- Reasons adequately elaborated with a mix of general and specific details
- Satisfactory organizational strategy
- Somewhat fluent

#### Score Point 5 – Developed Responses

- Reasons moderately well-elaborated with mostly specific details
- Generally strong organizational strategy
- Moderately fluent

#### Score Point 6 – Well-Developed Responses

- Reasons fully elaborated with specific detail
- Strong organizational strategy
- Fluent

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# **Grade Five**

## **Learner Outcomes /Assessments**



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As a result of education in Grade 5, students independently and collaboratively, will be able to:

|  |
|--|
| <b>GOAL I: Construct meaning, interpret, and respond critically to written, visual and oral media.</b> |
|--|

\*R W L S V

| <b>**LEARNER OUTCOMES</b>  | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>  |
|--|---|
| <i>The student will know how to:</i><br><br>1. construct meaning from text.<br><br>2. view reading as a process.<br><br>3. read. | <i>The student will be able to:</i><br><br>- construct meaning from text.<br><br>- view reading as a process and use appropriate pre-reading, during reading, and post reading strategies.<br><br>- read for a variety of purposes. |

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### **Collection for Portfolio**

1. A collection of excerpts or reading journals; DRP and off-level CMT result sheet
  2. KWL and written response: first time: teacher-directed; second time: student team or independent
  3. Fiction / non-fiction (character analysis or story grammar)
- 
- 

\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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|--|
| <b>GOAL II: Choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.</b> |
|--|

\*R W L S V

| <b>**LEARNER OUTCOMES</b>   | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>  |
|---|---|
| <p><i>The student will know how to:</i></p> <p>2. view reading as a process.</p> <p>5. write/revise.</p> <p>6. write to a prompt.</p> | <p><i>The student will be able to:</i></p> <p>- view reading as a process and use appropriate pre-reading, during reading, and post reading strategies.</p> <p>- revise: on and on, sentence combining, redundancy of word and phrase.</p> <p>- write for varying purposes and audiences.</p> |

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**Collection for Portfolio**

2. KWL and written response: first time: teacher-directed; second time: student team or independent
  5. Writing sample (brainstorming to final product)
  6. Prompts / (45 min.) 1 expository / (45 min.) 1 expository / (45 min.) 1 expository / (45 min.)
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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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**GOAL III: Create works using the language arts in visual, oral, written, and performance-based forums.**

\*R W L S V

| <b>**LEARNER OUTCOMES</b>  | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>   |
|--|--|
| <i>The student will know how to:</i><br><br>5. write, develop and organize ideas.<br><br>12. experience writing. | <i>The student will be able to:</i><br><br>- develop and organize ideas in writing paragraphs.<br><br>- experience writing through the author's craft / writing genre. |

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**Collection for Portfolio**

- 5. Writing sample (brainstorming to final product)
  - 12. Writing in designated genre: historical fiction, poetry, science fiction, or photo autobiography
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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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|   |
|---|
| <b>GOAL IV: Determine and address task, audience, and purpose in the application of the language arts</b> |
|---|

\*R W L S V

| <b>**LEARNER OUTCOMES</b>  | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>  |
|--|---|
| <p><i>The student will know how to:</i></p> <p>6. write to a prompt.</p> <p>11. speak.</p> | <p><i>The student will be able to:</i></p> <p>- write for varying purposes and audiences.</p> <p>- speak clearly, expressively, and meaningfully; adapt languages and speaking strategies for various situations.</p> |

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**Collection for Portfolio**

6. Prompts / (45 min.) 1 expository / (45 min.) 1 expository / (45 min.) 1 expository
11. Refer to report card
- 
- 

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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|  |
|--|
| <b>GOAL V: Develop, substantiate, and defend ideas in creative / critical forms both written and oral.</b> |
|--|

\*R W L S V

| <b>**LEARNER OUTCOMES</b>   | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>   |
|---|--|
| <p><i>The student will know how to:</i></p> <p>5. write, develop and organize ideas.</p> <p>6. write to a prompt.</p> <p>11. speak.</p> | <p><i>The student will be able to:</i></p> <p>- develop and organize ideas in writing paragraphs.</p> <p>- write for varying purposes and audiences.</p> <p>- speak clearly, expressively, and meaningfully; adapt languages and speaking strategies for various situations.</p> |

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**Collection for Portfolio**

- 5. Writing sample (brainstorming to final product)
  - 6. Prompts / (45 min.) 1 expository / (45 min.) 1 expository / (45 min.) 1 expository
  - 11. Refer to report card
- 
- 

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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|   |
|---|
| <p><b>GOAL VI: Know when and how to apply the conventions of edited English in oral and written communications.</b></p> |
|---|

\*R W L S V

| <b>**LEARNER OUTCOMES</b>   | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>  |
|---|---|
| <p><i>The student will know how to:</i></p> <p>5. write/edit.</p> <p>7. spell.</p> <p>10. experience writing.</p> <p>11. speak.</p> <p>12. write legibly.</p> | <p><i>The student will be able to:</i></p> <p>- edit appropriately (individually within class): capitalize first word in dialogue, comma in a series, quotation marks, singular and plural subjects.</p> <p>- use conventional spelling / vocabulary.</p> <p>- experience writing through the author’s craft / writing genre.</p> <p>- speak clearly, expressively, and meaningfully; adapt languages and speaking strategies for various situations.</p> <p>- write legibly.</p> |

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**Collection for Portfolio**

5. Writing sample (brainstorming to final product)
  7. Sitton spelling assessment
  9. Refer to report card
  10. Writing in designated genre: historical fiction, poetry, science fiction, or photo autobiography
  12. Writing sample (brainstorming to final product)
- 
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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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**GOAL VII: Examine, understand, and respond to a variety of voices from diverse cultures and historical periods.**

\*R W L S V

| <b>**LEARNER OUTCOMES</b>  | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>  |
|--|---|
| <p><i>The student will know how to:</i></p> <p>3. read.</p> <p>4. read.</p> <p>5. write, develop and organize ideas.</p> <p>10. experience writing.</p> <p>11. speak.</p> <p>13. listen.</p> | <p><i>The student will be able to:</i></p> <p>- read for a variety of purposes.</p> <p>- demonstrate a desire to read.</p> <p>- develop and organize ideas in writing.</p> <p>- experience writing through the author’s craft / writing genre.</p> <p>- speak clearly, expressively, and meaningfully; adapt languages and speaking strategies for various situations.</p> <p>- listen to a tape, video, oral presentation.</p> |

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**Collection for Portfolio**

3. Fiction / non-fiction (character analysis or story grammar)
  4. Student logs (independent reading)
  5. Writing sample (brainstorming to final product)
  10. Writing in designated genre: historical fiction, poetry, science fiction, or autobiography
  11. Refer to report card
  13. Graphic organizer, note taking, responses to questions
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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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|  |
|--|
| <b>GOAL VIII: Use available forms of media and technology as an integral part of the language arts experience.</b> |
|--|

\*R W L S V

| <b>**LEARNER OUTCOMES</b>                           | <b>SAMPLE INDICATORS / ASSESSMENTS OF LEARNING</b>                                   |
|---|--|
| <i>The student will know how to:</i><br>13. listen. | <i>The student will be able to:</i><br>- listen to a tape, video, oral presentation. |

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**Collection for Portfolio**

13. Graphic organizer, note taking, responses to questions

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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio



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**GOAL IX: Gather, analyze, and respond to information from primary and secondary sources.**

\*R W L S V

| **LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENTS OF LEARNING  |
|--|--|
| <p><i>The student will know how to:</i></p> <ol style="list-style-type: none"> <li>1. construct meaning from text.</li> <li>13. listen.</li> </ol> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- construct meaning from text.</li> <li>- listen to a tape, video, oral presentation.</li> </ul> |

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**Collection for Portfolio**

1. A collection of excerpts or reading response journals: entire journal blue / white line, or copy excerpts
  13. Graphic organizer, note taking, responses to questions
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\* Refers to: R= Reading, W= Writing, L= Listening, S= Speaking, V= Viewing

\*\* Learner Outcomes / Objectives are numbered according to sequence in grade level portfolio

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## **Trade Book Selections Grade 5**

The lists for books typically used in grade 5 is located at each elementary building. These books incorporate a wide range of genres and reading levels.

In our effort to insure that a balance of both fiction and non-fiction books are read by students, teachers are required to choose at least 4 - 7 book titles of fiction and 4 - 7 book titles of non-fiction.

Teachers may choose books from a previous grade level that students have not read. However, these titles are not to be included in the grade level fiction / non-fiction requirements.

Teachers will be encouraged to pilot new books, but need to notify the Language Arts Consultant of the title. Upon completion, these books may be added to the core trade book list by submitting a Trade Book Request / Analysis form.

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## Rebecca Sitton Spelling Approach

The Rebecca Sitton Spelling approach was introduced into the curriculum in the Fall of 1999. Inservices were provided for all new staff entering the system and updates or refresher courses are offered on an “as needed” basis.

Spelling instruction addresses phonological awareness, phonetic elements, word families, and spelling generalizations during the presentation of core words.

The number of core and priority words for each grade level has been increased in order to address the issue of rigor:

| Grade        | Core Words    | Priority Words  |
|--------------|---------------|-----------------|
| Kindergarten | 1 through 15  | -----           |
| First Grade  | 1 through 50  | 1 through 25    |
| Second Grade | 1 through 180 | 25 through 80   |
| Third Grade  | 1 through 335 | 80 through 135  |
| Fourth Grade | 1 through 480 | 136 through 210 |
| Fifth Grade  | 1 through 680 | 211 through 286 |

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## **Holistic Scoring Rubric for NARRATIVE WRITING\***

### **Grade 5**

Score Point 1 - Very Sparse Narrative

- May have few/vague details
- Too brief to indicate sequencing
- Awkward and confused

Score Point 2 - Undeveloped Narrative; Usually Brief Response, Details Just Listed

- Mostly general details
- May be disorganized/weak sequencing
- May be awkward and confused

Score Point 3 - Minimally Developed Narrative, Little Expansion of Key Events and Characters, Some Details Just Listed

- More general than specific details
- Some evidence of organization/sequencing
- Some awkwardness may be present

Score Point 4 – Somewhat Developed Narrative; Some Expansion of Key Events and Characters

- Adequately elaborated with mix of general and specific details
- Satisfactory organizational strategy/sequencing
- Somewhat fluent

Score Point 5 – Developed Narrative; Writers Expand on Most Key Events and Characters

- Moderately well-elaborated with mostly specific details
- Satisfactory organizational strategy/sequencing
- Some awkwardness may be present

Score Point 6 – Well-Developed Narrative; Writers Expand on All Key Events and Characters

- Fully elaborated with specific details
- Strong organizational strategy/sequencing
- Fluent

NS (Non-Scorable)

- Merely Repeats Prompt
- Illegible
- Written in Language Other Than English
- Too Brief to Score Accurately
- Fails to Address Assigned Topic (no evidence that indicates the writer has seen the topic.)

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## **Connecticut Mastery Test (CMT) Rubric for EXPOSITORY WRITING\***

### **Grade 5**

#### Score Point 1 - Very Sparse Responses

- May have few/vague details
- Too brief to indicate organization
- Awkward and confused

#### Score Point 2 - Undeveloped Narrative; Usually Brief with Details Just Listed

- Mostly general details
- May be disorganized
- May be awkward and confused

#### Score Point 3 - Minimally Developed Responses

- Reasons have only a little elaboration; more general than specific details
- Some evidence of organizational strategy
- Some awkwardness may be present

#### Score Point 4 – Somewhat Developed Responses

- Reasons adequately elaborated with a mix of general and specific details
- Satisfactory organizational strategy
- Somewhat fluent

#### Score Point 5 – Developed Responses

- Reasons moderately well-elaborated with mostly specific details
- Generally strong organizational strategy
- Moderately fluent

#### Score Point 6 – Well-Developed Responses

- Reasons fully elaborated with specific detail
- Strong organizational strategy
- Fluent

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# **Grade Six**

## **Learner Outcomes /Assessments**

|   |
|---|
| <b>GOAL I: Construct meaning, interpret, and respond critically to written, visual, and oral media.</b> |
|---|

| LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENT OF LEARNING  |
|---|---|
| <p><i>The student will know how to:</i></p> <ol style="list-style-type: none"> <li>3. analyze author’s tone and purpose.</li> <li>4. identify / analyze literary elements.</li> <li>5. set purposes, ask questions, and make predictions prior to and during reading.</li> <li>6. use strategies drawn upon knowledge to develop meaning, draw conclusions, infer.</li> <li>7. construct meaning, interpret, and connect text to personal knowledge in written and spoken responses.</li> <li>10. exercise critical thought about text, spoken word, and viewed material.</li> <li>11. use the writing process to develop, clarify, support and assess ideas in a variety of forms for specific audiences and purposes.</li> <li>13. speak clearly, expressively, and meaningfully; adapt language and speaking strategies for various purposes.</li> </ol> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- respond to literature (short story, novel, poetry, non-fiction, etc.):               <ul style="list-style-type: none"> <li>• open ended responses</li> <li>• thematic approach in reading and writing</li> <li>• reading-response journals.</li> <li>• 4-step summary.</li> <li>• KWL or other appropriate graphic organizers</li> </ul> </li> <li>- respond to films.</li> <li>- respond to art reproductions.</li> <li>- respond to oral presentations.</li> <li>- respond to:               <ul style="list-style-type: none"> <li>• guest speakers</li> <li>• tapes</li> <li>• student presentations</li> </ul> </li> <li>- respond on:               <ul style="list-style-type: none"> <li>• teacher - student presentations</li> </ul> </li> <li>- respond on:               <ul style="list-style-type: none"> <li>• CMT anchor set prompts</li> </ul> </li> </ul> |

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***Sample Collection for Portfolio***

6. *Teacher provided graphic organizer to create a written response (summary or comprehension questions)*
  10. *Response to open-ended questions or result of peer revisions / editing or book reviews or editorials or student-initiated commentaries*
  11. *Expository or persuasive piece done in school*
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|   |
|---|
| <p><b>GOAL II: Choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.</b></p> |
|---|

| LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENT OF LEARNING   |
|---|--|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>  |
| <ol style="list-style-type: none"> <li>1. read for a variety of purposes.</li> <li>6. use strategies and prior knowledge to develop meaning, draw conclusions, infer, generalize, compare, contrast, and summarize from text.</li> <li>7. construct meaning, interpret, and connect text to personal knowledge in written and spoken responses.</li> <li>10. use the writing process to develop, clarify, support, and assess ideas in a variety of forms for specific audiences and purposes.</li> </ol> | <ul style="list-style-type: none"> <li>- respond to:               <ul style="list-style-type: none"> <li>• student-teacher assessment lists</li> <li>• writing sample (pre-writing to final copies):                   <ul style="list-style-type: none"> <li>- expository</li> <li>- narrative</li> <li>- persuasive</li> <li>- descriptive</li> </ul> </li> </ul> </li> <li>- complete a:               <ul style="list-style-type: none"> <li>• KWL and other graphic organizers (4-step summary)</li> <li>• CMT prompt samples</li> </ul> </li> <li>- implement:               <ul style="list-style-type: none"> <li>• “Exploding the Moment” activities:                   <ul style="list-style-type: none"> <li>- use of “thoughtshots”</li> <li>- “snapshots”</li> <li>- How? Why? techniques, etc.</li> </ul> </li> </ul> </li> </ul> |

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***Sample Collection for Portfolio***

6. *Employment of a teacher-provided graphic organizer to create a written response (summary or comprehension questions)*
  11. *Expository or persuasive piece written in school*
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| <b>GOAL III: Create works using the language arts in visual, oral, written and performance-based forums.</b> |
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| LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENT OF LEARNING  |
|--|---|
| <p><i>The student will know how to:</i></p> <ol style="list-style-type: none"> <li>1. read for a variety of purposes.</li> <li>4. identify/analyze literary elements.</li> <li>10. use the writing process to develop, clarify, support, and assess ideas in a variety of forms for specific audiences and purposes.</li> <li>13. speak clearly, expressively, and meaningfully; adapt language and speaking strategies for various purposes.</li> <li>15. organize information in a variety of formats.</li> <li>16. use technology in communication and research.</li> </ol> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- respond to:             <ul style="list-style-type: none"> <li>• oral presentations, self-assessments, posters, (or other forms of visual media)</li> </ul> </li> <li>- writing sample (pre-writing to final copies):             <ul style="list-style-type: none"> <li>• narrative</li> <li>• descriptive</li> <li>• expository</li> <li>• persuasive</li> </ul> </li> <li>- create and write:             <ul style="list-style-type: none"> <li>• picture journals</li> <li>• scrapbooks</li> </ul> </li> <li>- respond to:             <ul style="list-style-type: none"> <li>• teacher-student assessments</li> </ul> </li> <li>- report in:             <ul style="list-style-type: none"> <li>• journals</li> </ul> </li> </ul> |

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***Sample Collection for Portfolio***

- 11. Expository or persuasive piece written in school*  
*12. Oral presentation, dramatic presentation, or debates / mock trials*
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| <b>GOAL IV: Determine and address task, audience, and purpose in the application of the language arts.</b> |
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| LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENT OF LEARNING  |
|--|---|
| <p><i>The student will know how to:</i></p> <ol style="list-style-type: none"> <li>1. read for a variety of purposes.</li> <li>3. analyze author’s tone and purpose.</li> <li>4. set purposes, ask questions, and make predictions prior to and during reading.</li> <li>11. use the writing process to develop, clarify, support, and assess ideas in a variety of forms for specific audiences and purposes.</li> <li>13. speak clearly, expressively, and meaningfully; adapt language and speaking strategies for various purposes.</li> </ol> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- respond to literature:               <ul style="list-style-type: none"> <li>• open-ended</li> <li>• vignettes</li> <li>• journal entries</li> <li>• letter writing</li> <li>• letters to the editor</li> <li>• editorials</li> <li>• fables, myths</li> </ul> </li> <li>- respond on:               <ul style="list-style-type: none"> <li>• CMT prompts</li> </ul> </li> </ul> |

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***Sample Collection for Portfolio***

- 11. Expository or persuasive piece written in school*
- 13. Oral presentation, dramatic presentation, or debates / mock trials*
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| <b>GOAL V: Develop, substantiate, and defend ideas in creative/critical forms, both written and oral.</b> |
|---|

| LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENT OF LEARNING   |
|---|--|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>  |
| <ul style="list-style-type: none"> <li>7. construct meaning, interpret, and connect text to personal knowledge in written and spoken responses.</li> <li>10. exercise critical thought about text, spoken work, and viewed material.</li> <li>11. use the writing process to develop, clarify, support, and assess ideas in a variety of forms for specific audiences and purposes.</li> <li>13. speak clearly, expressively, and meaningfully; adapt language and speaking strategies for various purposes.</li> <li>15. organize information in a variety of formats.</li> <li>16. use technology in communication and research.</li> </ul> | <ul style="list-style-type: none"> <li>- respond to:               <ul style="list-style-type: none"> <li>• debate</li> <li>• oral presentations                   <ul style="list-style-type: none"> <li>- open-ended assessment projects</li> <li>- essays</li> <li>- expository, and persuasive editorials</li> <li>- letters to the editor</li> <li>- writing prompts</li> </ul> </li> <li>• CMT prompts and other 6<sup>th</sup> grade anchor tasks (to be determined)</li> </ul> </li> </ul> |

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***Sample Collection for Portfolio***

- 11. Expository or persuasive piece written in school*
  - 13. Oral presentation, dramatic presentation, or debates/mock trials*
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| <b>GOAL VI: Know when and how to apply the conventions of edited English in oral and written communications.</b> |
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| LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENT OF LEARNING   |
|---|--|
| <p><i>The student will know how to:</i></p> <p>9. develop new vocabulary through literature and supplementary vocabulary activities.</p> <p>11. use the writing process to develop, clarify, support, and assess ideas in a variety of forms for specific audiences and purposes.</p> <p>12. use standard English in speaking and writing.</p> <p>13. speak and write clearly, expressively, and meaningfully; adapt language and speaking strategies for various purposes.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- respond to:               <ul style="list-style-type: none"> <li>• writing samples (prewriting to final copy)</li> <li>• assessment lists                   <ul style="list-style-type: none"> <li>- teacher/self</li> <li>- peer</li> <li>- rubric-based (CMT)</li> </ul> </li> <li>• spelling tests</li> </ul> </li> </ul> |

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***Sample Collection for Portfolio***

- 11 Expository or persuasive piece written in school*
- 12. Oral presentation, dramatic presentation, or debates / mock trials*
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| <b>GOAL VII: Examine, understand, and respond to a variety of voices from diverse cultures and historical periods.</b> |
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| LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENT OF LEARNING  |
|--|---|
| <p><i>The student will know how to:</i></p> <ol style="list-style-type: none"> <li>1. read for a variety of purposes.</li> <br/> <li>6. use strategies and prior knowledge to develop meaning, draw conclusions, infer, generalize, compare, contrast, and summarize from text.</li> <br/> <li>7. construct meaning, interpret, and connect text to personal knowledge in written and spoken responses.</li> <br/> <li>11. use the writing process to develop, clarify, support, and assess ideas in a variety of forms for specific audiences and purposes.</li> <br/> <li>13. speak clearly, expressively, and meaningfully; adapt language and speaking strategies for various purposes.</li> <br/> <li>14. engage in divergent thinking (fluency, flexibility, originality, elaboration, planning, problem-solving, and decision-making).</li> <br/> <li>15. organize information in a variety of formats.</li> <br/> <li>16. use technology in communication and research.</li> </ol> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- make oral presentations</li> <li>- respond to literature*               <ul style="list-style-type: none"> <li>• open-ended</li> <li>• vignettes</li> <li>• skits</li> <li>• projects (individual/group)</li> <li>• myths, fables (and other fantasies)</li> </ul> </li> </ul><br><p>*See CMT framework</p> |

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***Sample Collection for Portfolio***

- 15. Expository or persuasive piece written in school*
- 16. Oral presentation, dramatic presentation, or debates / mock trials*
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| <b>GOAL VIII: Use available forms of media and technology as an integral part of the language arts experience.</b> |
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| LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENT OF LEARNING  |
|---|---|
| <p><i>The student will know how to:</i></p> <p>15. organize information in a variety of formats.</p> <p>16. use technology in communication and research.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- respond to literature:               <ul style="list-style-type: none"> <li>• projects (individual/group)</li> <li>• debate</li> </ul> </li> <li>- make:               <ul style="list-style-type: none"> <li>• overhead presentations</li> <li>• video presentations</li> </ul> </li> <li>- word process</li> <li>- edit documents</li> <li>- create graphic organizers</li> </ul> |

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***Sample Collection for Portfolio***

- 15. Expository or persuasive piece written in school*
- 16. Group presentations, overhead or video presentation, debates*

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| <b>GOAL IX: Gather, analyze, and respond to information from primary and secondary sources.</b> |
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| <b>LEARNER OUTCOMES</b> | <b>SAMPLE INDICATORS / ASSESSMENT OF LEARNING</b> |
|-------------------------|---|
|-------------------------|---|

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*The student will know how to:*

*The student will be able to:*

7. construct meaning, interpret, and connect text to personal knowledge in written and spoken responses.
10. exercise critical thought about the text, spoken word, and viewed material.
11. use the writing process to develop, clarify, support, and assess ideas in a variety of forms for specific audiences.
16. use technology in communication and research.

- make and complete:
  - graphic organizers
  - interdisciplinary projects (book reports, newspapers)
  - oral presentations
  - essays (expository, persuasive)

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***Sample Collection for Portfolio***

*11. Expository or persuasive piece written in school*

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## **Trade Book Selection**

The lists for books typically used in grade 6 is located at each elementary building. These books incorporate a wide range of genres and reading levels.

In our effort to insure that a balance of both fiction and non-fiction books are read by students, teachers are required to choose at least 4 - 7 book titles of fiction and 4 - 7 book titles of non-fiction.

Teachers may choose books from a previous grade level that students have not read. However, these titles are not to be included in the grade level fiction / non-fiction requirements.

Teachers will be encouraged to pilot new books, but need to notify the Language Arts Consultant of the title. Upon completion, these books may be added to the core trade book list by submitting a Trade Book Request / Analysis form.



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## **Connecticut Mastery Test (CMT) Rubric for EXPLANATORY WRITING\***

### Grade 6

#### Score Point 1 - Very Sparse Responses

- May have few/vague details
- Too brief to indicate organization
- Awkward and confused

#### Score Point 2 - Undeveloped Responses; Usually Brief with Details Just Listed

- Mostly general details
- May be disorganized
- May be awkward and confused

#### Score Point 3 - Minimally Developed Responses

- Reasons have only a little elaboration; more general than specific details
- Some evidence of organizational strategy
- Some awkwardness may be present

#### Score Point 4 – Somewhat Developed Responses

- Reasons adequately elaborated with a mix of general and specific details
- Satisfactory organizational strategy
- Somewhat fluent

#### Score Point 5 – Developed Responses

- Reasons moderately well-elaborated with mostly specific details
- Generally strong organizational strategy
- Moderately fluent

#### Score Point 6 – Well Developed Responses

- Reasons fully elaborated with specific detail
- Strong organizational strategy
- Fluent

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## **Connecticut Mastery Test (CMT) Rubric for PERSUASIVE WRITING\***

### Grade 6

Score Point 1 - Very Sparse Responses; Writers' Awareness of Audiences May Be Nonexistent

- May have few/vague details
- Too brief to indicate organization
- Awkward and confused

Score Point 2 - Undeveloped Responses; Usually Brief with Details Just Listed' Writers' Awareness of Audience Is Limited

- Mostly general details
- May be disorganized
- May be awkward and confused

Score Point 3 - Minimally Developed Responses; Writers Are Somewhat Aware of Their Audience

- Reasons have only a little elaboration; more general than specific details
- Some evidence of organizational strategy
- Some awkwardness may be present

Score Point 4 – Somewhat Developed Responses; Writers Are Generally Aware of Their Audience

- Reasons adequately elaborated with a mix of general and specific details
- Satisfactory organizational strategy
- Somewhat fluent

Score Point 5 – Developed Responses; Writers Are, For The Most Part, Aware of Their Audience

- Reasons moderately well-elaborated with mostly specific details
- Generally strong organizational strategy
- Moderately fluent

Score Point 6 – Well Developed Responses; Writers Are Consistently Aware of Their Audience

- Reasons fully elaborated with specific detail
- Strong organizational strategy
- Fluent

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## Holistic Scoring Criteria Grade 6 CAPT Response to Literature

### Score 1 Responses:

- Demonstrate very limited or superficial understanding of the text.
- Lack support, detail, and reflective thinking about the text.
- Exhibit no connection between the text and outside experiences.
- Show no awareness of literary elements/features of the text.
- Display frequent and severe errors in written language which interfere with the understanding of the text.

### Score 2 Responses:

- Demonstrate limited understanding of the text.
- Show minimal support, detail, and display little evidence of reflective thinking about the text.
- Exhibit minimal connection between text and outside experiences.
- Show an awareness of some literary elements/features.
- Display numerous errors in written language which may interfere with the meaning of text.

### Score 3 Responses:

- Demonstrate adequate understanding and interpretation of the text; yet the response may be uneven or lacking insight.
- Show little support, provide few details, but demonstrate some evidence of reflective thinking about the text.
- Exhibit little connection between text and outside experiences.
- Show knowledge of literary elements/features but lack explanation.
- Lack some clarity in written language.

### Score 4 Responses:

- Demonstrate sufficient understanding of text and plausible interpretation and some reflective thinking.
- Provide some supportive details, contribution and elaboration, but lack depth in reflective thinking about the text.
- Exhibit some connection between text and outside experiences.
- Show knowledge of literary elements/features and provide some supportive explanation.
- Organization is evident in written language.

### Score 5 Responses:

- Demonstrate an insightful and exceptional understanding of the text.
- Show support and reflective thinking about the text
- Exhibit somewhat perceptive and supported associations between text and outside experiences.
- Show knowledge, application, and judgment of literary elements/features.
- Display good organization, and somewhat sophisticated work choice in written language.
- Satisfactory organizational strategy/sequencing.
- Some awkwardness may be present.

### Score 6 Responses:

- Demonstrate an insightful and exceptional understanding of the text; explanation is thorough and unified.
- Show extensive support and exceptional reflective thinking about the text.
- Exhibit perceptive and well-supported associations between text and outside experiences.
- Show in-depth knowledge, application, and judgment of literary elements/features.
- Display well organized, fluent, written language, vivid examples of imagery, and sophisticated choice of words.
- Strong organizational strategy/sequencing
- Fluent

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# **Grade Seven**

## **Learner Outcomes/Assessments**

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| <b>GOAL I: Construct meaning, interpret, and respond critically to written, visual, and oral media.</b> |
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| LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENT OF LEARNING   |
|--|--|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>  |
| 3. analyze author's tone and purpose.<br>4. identify/analyze literary elements.<br>5. set purposes, ask questions, and make predictions prior to and during reading.<br>6. use strategies drawn upon prior knowledge to develop meaning, draw conclusions, infer, generalize, compare, contrast, and summarize from text.<br>7. construct meaning, interpret, and connect text to personal knowledge in written and spoken responses.<br>10. exercise critical thought about text, spoken word, and viewed material.<br>11. use the writing process to develop, clarify, support and assess ideas in a variety of forms for specific audiences and purposes. | <ul style="list-style-type: none"> <li>- do a formal integrated assessment project* (capital punishment, or other)</li> <li>- respond to:               <ul style="list-style-type: none"> <li>• open-ended response</li> <li>• thematic approach in reading and writing</li> </ul> </li> <li>- respond to films</li> <li>- respond to art reproductions.</li> <li>- respond to oral presentations</li> <li>- respond to:               <ul style="list-style-type: none"> <li>• guest speakers</li> <li>• tapes</li> <li>• student presentations</li> </ul> </li> <li>- complete:               <ul style="list-style-type: none"> <li>• teacher - student presentations</li> </ul> </li> </ul> |
|  | *See CAPT Frameworks   |

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***Sample Collection for Portfolio***

- *Four CMT practice writing prompts*
  - *Narrative employing elements of a short story*
  - *Persuasive letter*
  - *Memoir (personal narrative with a purpose)*
  - *Literary analysis based on a class-read novel*
  - *Poetry portfolio with reflection pieces*
  - *Book review*
  - *Regular student reflection on certain portfolios*
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**GOAL II: Choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.**

| LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENT OF LEARNING  |
|---|---|
| <p><i>The student will know how to:</i></p> <ol style="list-style-type: none"> <li>1. read for a variety of purposes.</li> <li>6. use strategies and prior knowledge to develop meaning, draw conclusions, infer, generalize, compare, contrast, and summarize from text.</li> <li>7. construct meaning, interpret, and connect text to personal knowledge in written and spoken responses.</li> <li>11. use the writing process to develop, clarify, support, and assess ideas in a variety of forms for specific audiences and purposes.</li> </ol> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- respond to:               <ul style="list-style-type: none"> <li>• student-teacher assessment lists</li> <li>• writing sample (pre-writing to final copies):                   <ul style="list-style-type: none"> <li>• expository</li> <li>• narrative</li> <li>• persuasive</li> <li>• descriptive</li> </ul> </li> <li>• CMT prompts</li> </ul> </li> <li>- implement:               <ul style="list-style-type: none"> <li>• "Exploding the Moment" activities:                   <ul style="list-style-type: none"> <li>- use "thoughtshots"</li> <li>- use "snapshots"</li> <li>- How? Why? techniques, etc.</li> <li>- peer assessments</li> </ul> </li> </ul> </li> </ul> |

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***Sample Collection for Portfolio***

- *Four CMT practice writing prompts*
  - *Narrative employing elements of a short story*
  - *Persuasive letter*
  - *Memoir (personal narrative with a purpose)*
  - *Literary analysis based on a class-read novel*
  - *Poetry portfolio with reflection pieces*
  - *Book review*
  - *Regular student reflection on certain portfolios*
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**GOAL III: Create works using the language arts in visual, oral, written and performance-based forums.**

| LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENT OF LEARNING   |
|--|--|
| <p><i>The student will know how to:</i></p> <ol style="list-style-type: none"> <li>1. read for a variety of purposes experience writing through the author's craft / genre.</li> <li>2. identify / analyze literary elements.</li> <li>4. use the writing process to develop, clarify, support, and assess ideas in a variety of forms for specific audiences and purposes.</li> <li>13. speak clearly, expressively, and meaningfully; adapt language and speaking strategies for various purposes.</li> <li>15. organize information in a variety of formats.</li> </ol> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- respond to: <ul style="list-style-type: none"> <li>• oral presentations, self-assessments, posters, (or other forms of visual media)</li> </ul> </li> <li>- writing sample (pre-writing to final copies): <ul style="list-style-type: none"> <li>• narrative</li> <li>• descriptive</li> <li>• expository</li> <li>• persuasive</li> </ul> </li> <li>- create and write: <ul style="list-style-type: none"> <li>• poetry</li> <li>• scrapbooks</li> <li>• teacher-student assessment journals</li> </ul> </li> </ul> |

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***Sample Collection for Portfolio***

- *Four CMT practice writing prompts*
  - *Narrative employing elements of a short story*
  - *Persuasive letter*
  - *Memoir (personal narrative with a purpose)*
  - *Literary analysis based on a class-read novel*
  - *Poetry collection with reflection pieces*
  - *Book review*
  - *Periodic student reflection on certain portfolios*
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| <b>GOAL IV: Determine and address task, audience, and purpose in the application of the language arts.</b> |
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| LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENT OF LEARNING  |
|--|---|
| <p><i>The student will know how to:</i></p> <ol style="list-style-type: none"> <li>1. read for a variety of purposes.</li> <li>3. analyze author's tone and purpose.</li> <li>5. set purposes, ask questions, and make predictions prior to and during reading.</li> <li>11. use the writing process to develop, clarify, support, and assess ideas in a variety of forms for specific audiences and purposes.</li> <li>13. speak clearly, expressively, and meaningfully; adapt language and speaking strategies for various purposes.</li> </ol> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- respond to literature:               <ul style="list-style-type: none"> <li>• open-ended</li> <li>• vignettes</li> <li>• journal entries</li> <li>• letter writing</li> <li>• letters to the editor</li> <li>• editorials</li> </ul> </li> <li>- create and write:               <ul style="list-style-type: none"> <li>• editorials</li> <li>• oral presentations; debate</li> </ul> </li> </ul> |

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***Sample Collection for Portfolio***

- *Four CMT practice writing prompts*
  - *Narrative employing elements of a short story*
  - *Persuasive letter*
  - *Memoir (personal narrative with a purpose)*
  - *Literary analysis based on a class-read novel*
  - *Poetry portfolio with reflection pieces*
  - *Book review*
  - *Periodic student reflection on certain portfolios*
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|---|
| <b>GOAL V: Develop, substantiate, and defend ideas in creative / critical forms, both written and oral.</b> |
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**LEARNER OUTCOMES**

**SAMPLE INDICATORS / ASSESSMENT OF LEARNING**

*The student will know how to:*

*The student will be able to:*

1. experience writing through the author's craft/genre.
10. exercise critical thought about text, spoken work, and viewed material.
11. use the writing process to develop, clarify, support, and assess ideas in a variety of forms for specific audiences and purposes.
15. organize information in a variety of formats.
16. use technology in communication and research.

- respond to:
  - debate
  - oral presentations
  - open-ended assessment projects\*
    - essays, expository, persuasive
    - editorials
    - letters to the editor
- write:
  - prompts
    - book
    - art
    - film, restaurant, drama
    - reviews or discussions
    - pen pal letters
    - essay contest writing
    - videos
    - television interviews
    - character studies
    - news broadcasts
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\*See CAPT Frameworks

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***Sample Collection for Portfolio***

- *Four CMT practice writing prompts*
  - *Narrative employing elements of a short story*
  - *Persuasive letter*
  - *Memoir (personal narrative with a purpose)*
  - *Literary analysis based on a class-read novel*
  - *Poetry portfolio with reflection pieces*
  - *Book review*
  - *Periodic student reflection on certain portfolios*
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| <b>GOAL VI: Know when and how to apply the conventions of edited English in oral and written communications.</b> |
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**LEARNER OUTCOMES**

**SAMPLE INDICATORS / ASSESSMENT OF LEARNING**

*The student will know how to:*

*The student will be able to:*

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|--|--|
| <ul style="list-style-type: none"> <li>2. experience writing through the author's craft / genre.</li> <br/> <li>8. display thoughtful judgments about the literary quality of a text.</li> <br/> <li>9. develop new vocabulary through literature and supplementary vocabulary activities.</li> <br/> <li>11. use the writing process to develop, clarify, support, and assess ideas in a variety of forms for specific audiences and purposes.</li> <br/> <li>12. use standard English in speaking.</li> <br/> <li>13. speak and write clearly, expressively, and meaningfully; adapt language and speaking strategies for various purposes.</li> </ul> | <ul style="list-style-type: none"> <li>- respond to:               <ul style="list-style-type: none"> <li>• writing samples (prewriting to final copy)</li> </ul> </li> <br/> <li>- create and / or complete:               <ul style="list-style-type: none"> <li>• assessment lists                   <ul style="list-style-type: none"> <li>- teacher/self</li> <li>- peer</li> <li>- rubric-based</li> </ul> </li> <li>• spelling tests</li> </ul> </li> </ul> |
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***Sample Collection for Portfolio***

- *Four CMT practice writing prompts*
  - *Narrative employing elements of a short story*
  - *Persuasive letter*
  - *Memoir (personal narrative with a purpose)*
  - *Literary analysis based on a class-read novel*
  - *Poetry collection with reflection pieces*
  - *Book review*
  - *Periodic student reflection on certain portfolios*
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| <b>GOAL VII: Examine, understand, and respond to a variety of voices from diverse cultures and historical periods.</b> |
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**LEARNER OUTCOMES**

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**SAMPLE INDICATORS / ASSESSMENT OF LEARNING**

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*The student will know how to:*

1. read for a variety of purposes.
2. experience writing through the author's craft / genre.
3. analyze author's tone and purpose.
11. use the writing process to develop, clarify, support, and assess ideas in a variety of forms for specific audiences and purposes.
14. engage in divergent thinking (fluency, flexibility, originality, elaboration, planning, problem-solving, and decision-making).
15. organize information in a variety of formats.
16. use technology in communication and research.

*The student will be able to:*

- respond to literature
  - open-ended
  - vignettes
  - skits
  - projects (individual/group)

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***Sample Collection for Portfolio***

- *Four CMT practice writing prompts*
  - *Narrative employing elements of a short story*
  - *Persuasive letter*
  - *Memoir (personal narrative with a purpose)*
  - *Literary analysis based on a class-read novel*
  - *Poetry collection with reflection pieces*
  - *Book review*
  - *Periodic student reflection on certain portfolios*
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| <b>GOAL VIII: Use available forms of media and technology as an integral part of the language arts experience.</b> |
|--|

| LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENT OF LEARNING   |
|---|--|
| <p><i>The student will know how to:</i></p> <p>15. organize information in a variety of formats.</p> <p>16. use technology in communication and research.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- respond to literature:               <ul style="list-style-type: none"> <li>• projects (individual/group)</li> <li>• debate</li> </ul> </li> <li>- make:               <ul style="list-style-type: none"> <li>• overhead presentations</li> <li>• video presentations</li> <li>• multimedia presentations</li> </ul> </li> <li>- wordprocess               <ul style="list-style-type: none"> <li>• electronically edit document</li> </ul> </li> <li>- create graphic organizers</li> </ul> |

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***Sample Collection for Portfolio***

- *Four CMT practice writing prompts*
  - *Narrative employing elements of a short story*
  - *Persuasive letter*
  - *Memoir (personal narrative with a purpose)*
  - *Literary analysis based on a class-read novel*
  - *Poetry collection with reflection pieces*
  - *Book review*
  - *Periodic student reflection on certain portfolios*
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|---|
| <b>GOAL IX: Gather, analyze, and respond to information from primary and secondary sources.</b> |
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| LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENT OF LEARNING  |
|--|---|
| <p><i>The student will know how to:</i></p> <p>3. analyze author's tone and purpose.</p> <p>10. exercise critical thought about text, spoken word, and viewed material.</p> <p>11. use the writing process to develop, clarify, support, and assess ideas in a variety of forms for specific audiences.</p> <p>16. use technology in communication and research.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- make and complete:               <ul style="list-style-type: none"> <li>• graphic organizers</li> <li>• interdisciplinary projects (book reports newspapers)</li> <li>• oral presentations</li> <li>• essays (explanatory, persuasive)</li> </ul> </li> </ul> |

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***Sample Collection for Portfolio***

- *Four CMT practice writing prompts*
  - *Narrative employing elements of a short story*
  - *Persuasive letter*
  - *Memoir (personal narrative with a purpose)*
  - *Literary analysis based on a class-read novel*
  - *Poetry collection with reflection pieces*
  - *Book review*
  - *Periodic student reflection on certain portfolios*
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## **Connecticut Mastery Test (CMT) Rubric for EXPLANATORY WRITING\***

### **Grade 8**

#### ***Score Point 1 - Very Sparse Responses***

- May have few/vague details
- Too brief to indicate organization
- Awkward and confused

#### **Score Point 2 - Undeveloped Responses; Usually Brief with Details Just Listed**

- Mostly general details
- May be disorganized
- May be awkward and confused

#### **Score Point 3 - Minimally Developed Responses**

- Reasons have only a little elaboration; more general than specific details
- Some evidence of organizational strategy
- Some awkwardness may be present

#### **Score Point 4 – Somewhat Developed Responses**

- Reasons adequately elaborated with a mix of general and specific details
- Satisfactory organizational strategy
- Somewhat fluent

#### **Score Point 5 – Developed Responses**

- Reasons moderately well-elaborated with mostly specific details
- Generally strong organizational strategy
- Moderately fluent

#### **Score Point 6 – Well-Developed Responses**

- Reasons fully elaborated with specific detail
- Strong organizational strategy
- Fluent

\*CMT Rubric

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## **Connecticut Mastery Test (CMT) Rubric for PERSUASIVE WRITING\***

### Grade 8

Score Point 1 - Very Sparse Responses; Writers' Awareness of Audiences May Be Nonexistent

- May have few/vague details
- Too brief to indicate organization
- Awkward and confused

Score Point 2 - Undeveloped Responses; Usually Brief with Details Just Listed Writers' Awareness of Audience Is Limited

- Mostly general details
- May be disorganized
- May be awkward and confused

Score Point 3 - Minimally Developed Responses; Writers Are Somewhat Aware of Their Audience

- Reasons have only a little elaboration; more general than specific details
- Some evidence of organizational strategy
- Some awkwardness may be present

Score Point 4 – Somewhat Developed Responses; Writers Are Generally Aware of Their Audience

- Reasons adequately elaborated with a mix of general and specific details
- Satisfactory organizational strategy
- Somewhat fluent

Score Point 5 – Developed Responses; Writers Are, For The Most Part, Aware of Their Audience

- Reasons moderately well-elaborated with mostly specific details
- Generally strong organizational strategy
- Moderately fluent

Score Point 6 – Well-Developed Responses; Writers Are Consistently Aware of Their Audience

- Reasons fully elaborated with specific detail
- Strong organizational strategy
- Fluent

\*CMT Rubric

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## Abbreviated Scoring Rubric for CAPT Literature Prompts

Each score category contains a range of student responses which reflects the descriptions given below:

### Score 1

- Displays very limited understanding and/or serious misunderstanding of the text.
- Displays no or very little reflective thinking about the text or his/her ability process the text.
- Displays no awareness of or appreciation for aesthetic or literary features of the text.
- Displays no meaningful associations between the text and other texts and/or outside experience.

### Score 2

- Displays a literal or superficial understanding of the text.
- Displays little, if any, reflective thinking about the text.
- Displays judgments of literary quality that are superficial or emotional.
- Displays difficulty in making associations between the text and other texts and/or outside experience.

### Score 3

- Displays marginally acceptable comprehension but interpretation tends to be predictable and lacks insight.
- Displays little reflective thinking about the text.
- Displays judgments about the literary quality of the text that tend to be ritualistic and lacks support.
- Displays associations between the text and other texts and/or outside experience that are superficial, lack depth of understanding, or lack support.

### Score 4

- Displays a thoughtful and plausible interpretation of the text but the interpretation lacks the insight displayed by superior and excellent readers.
- Displays some reflective thinking about the text but not the deeper interpretations exhibited by superior and excellent readers.
- Displays judgments about the literary quality of the text but the judgments tend to be superficial and/or not well supported.
- Displays some associations between the text and other texts and/or outside experience but the associations tend to be routine and predictable.



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**Score 5**

- Displays thoughtful comprehension but the interpretations may be less insightful than that of superior readers.
- Displays reflective thinking about the text but may lack the deeper interpretations exhibited by superior readers.
- Displays judgments about the literary quality of the text and usually supports those judgments with evidence.
- Displays associations between the text and other texts and/or outside experience but the associations may not be as perceptive or thoughtful as those of superior readers.

**Score 6**

- Displays perceptive and insightful comprehension.
- Displays exceptional reflective thinking about the text.
- Displays thoughtful judgments about the literary quality of the text and supports those judgments with evidence from the text and/or outside experience.
- Displays perceptive associations between the text and/or outside experience.

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## CAPT Interdisciplinary Assessment Scoring Rubric

Each score category contains a range of student responses which reflects the descriptions given below:

### **Score 1**

Fails to take a stand that addresses the problem. The response offers no support; or emotional support only; or serious misunderstanding; or inaccurate or irrelevant support. The response lacks focus and a controlling idea; displays little or no organization; and contains frequent digressions or abrupt shifts in ideas that interfere with meaning. The response shows no awareness of audience; most ideas are difficult to follow and understand; fluency and transitions are lacking.

### **Score 2**

Attempts a stand but fluctuates between or among positions. Only superficial support (1 or 2 ideas) is given and ideas may be poorly developed, inaccurate, irrelevant or logically inconsistent. The response stays on topic but lacks the focus of a strong controlling idea; digressions and/or abrupt shifts interfere with meaning. The response displays little, if any, awareness of audience; many ideas are difficult to understand; fluency and transitions are lacking.

### **Score 3**

Takes a stand but does not develop a clear position; the response contains limited support with only a few ideas; some information may be inaccurate or irrelevant. The controlling idea, if present, may be a simple restatement of the problem. The response shows some organization but there may be some digressions or abrupt shifts that interfere with meaning. The response shows some awareness of audience and some transitions and fluency; however, some ideas may not be clearly expressed.

### **Score 4**

Takes and develops a position but the response lacks thoroughness; some information may be inaccurate or irrelevant. The response displays adequate organization with at least one controlling idea and some coherence; digressions, if present, are not disruptive. The response shows some awareness of audience; most ideas are clear and understandable but fluency and transitions may be lacking.

### **Score 5**

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Takes a clear and thoughtful position; the position is well supported but not as completely developed as a “6” response; information is accurate and relevant. The position is well organized and contains one or more controlling ideas; but may not be a unified as “6” response; digressions are rare. The response shows some sensitivity to audience; ideas are clearly expressed but may lack the fluency and polish of a “6” response.

**Score 6**

Takes a clear and persuasive position; the position is richly supported and developed with accurate and relevant information from the source materials. The position is unified and focused and contains one or more clear controlling ideas. Organization and control are sustained throughout the response. The response shows awareness of audience; ideas are clearly and effectively developed; and writing is fluent with effective transitions.

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# **Grade Eight**

## **Learner Outcomes/Assessments**

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| <b>GOAL I: Construct meaning, interpret, and respond critically to written, visual, and oral media.</b> |
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| LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENT OF LEARNING   |
|---|--|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>  |
| 3. analyze author's tone and purpose.<br>4. identify/analyze literary elements.<br>5. set purposes, ask questions, and make predictions prior to and during reading.<br>6. use strategies drawn upon prior knowledge to develop meaning, draw conclusions, infer, generalize, compare, contrast, and summarize from text.<br>7. construct meaning, interpret, and connect text to personal knowledge in written and spoken responses.<br>8. display thoughtful judgments about the literary quality of a text.<br>10. exercise critical thought about text, spoken word, and viewed material.<br>11. use the writing process to develop, clarify, support and assess ideas in a variety of forms for specific audiences and purposes.<br>13. speak clearly, expressively, and meaningfully; adapt language and speaking strategies for various purposes.<br>14. engage in divergent thinking (fluency flexibility, originality, elaboration, planning, problem-solving, and decision-making.) | <ul style="list-style-type: none"> <li>- respond to:               <ul style="list-style-type: none"> <li>• formal integrated assessment projects* (capital punishment or other)</li> </ul> </li> <li>- respond to:               <ul style="list-style-type: none"> <li>• literature (short story, novel, poetry, nonfiction, etc.)*</li> <li>• open-ended responses</li> <li>• delivery themes</li> <li>• writing and supporting thesis statement</li> </ul> </li> <li>- respond to films.</li> <li>- respond to art reproductions.</li> <li>- respond to oral presentations.</li> <li>- respond to music.</li> <li>- respond to:               <ul style="list-style-type: none"> <li>• guest speakers</li> <li>• tapes</li> <li>• theatric productions</li> </ul> </li> <li>- complete:               <ul style="list-style-type: none"> <li>• teacher-student assessments</li> </ul> </li> </ul> <p style="font-size: small; margin-top: 10px;">*See CAPT Frameworks</p> <hr/> <p style="text-align: center;"><b><i>Sample Collection for Portfolio</i></b></p> <ul style="list-style-type: none"> <li>- <i>Two samples of CMT practice prompts</i></li> <li>- <i>Self-awareness paper: personal narrative, journal entry, or reflection on heroic qualities</i></li> <li>- <i>Application of core unit information to creative form of media: paper, song, poem, illustration</i></li> </ul> <hr/> |

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| <b>GOAL II: Choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.</b> |
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| LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENT OF LEARNING  |
|---|---|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>   |
| <ol style="list-style-type: none"> <li>1. read for a variety of purposes.</li> <li>6. use strategies and prior knowledge to develop meaning, draw conclusions, infer, generalize, compare, contrast, and summarize from text.</li> <li>7. construct meaning, interpret, and connect text to personal knowledge in written and spoken responses.</li> <li>11. use the writing process to develop, clarify, support, and assess ideas in a variety of forms for specific audiences and purposes.</li> <li>14. engage in divergent thinking (fluency, flexibility, originality, elaboration, planning, problem-solving, and decision-making.)</li> </ol> | <ul style="list-style-type: none"> <li>- respond to:               <ul style="list-style-type: none"> <li>• student-teacher assessment lists</li> <li>• writing sample (pre-writing to final copies):                   <ul style="list-style-type: none"> <li>- expository</li> <li>- narrative</li> <li>- persuasive</li> <li>- descriptive</li> </ul> </li> </ul> </li> <li>- complete a:               <ul style="list-style-type: none"> <li>• KWL and other graphic organizers (4-step summary)</li> <li>• CMT prompt samples</li> </ul> </li> <li>- respond to:               <ul style="list-style-type: none"> <li>• "Exploding the Moment" activities:                   <ul style="list-style-type: none"> <li>- use of "thoughtshots"</li> <li>- "snapshots"</li> <li>- How? Why? techniques, etc.</li> </ul> </li> </ul> </li> </ul> |

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***Sample Collection for Portfolio***

- *Two samples of CMT practice prompts*
  - *Self-awareness paper: personal narrative, journal entry, or reflection on heroic qualities*
  - *Application of core unit information to creative form of media: paper, song, poem, illustration*
  - *Vignette from interdisciplinary core*
  - *Response to literature, movie, or other form of media*
  - *In-class essay test*
  - *Theme paper or essay*
  - *Formal persuasive paper which supports a thesis*
  - *Reflection piece(s) on portfolio contents*
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**GOAL III: Create works using the language arts in visual, oral, written and performance-based forums.**

| LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENT OF LEARNING   |
|---|--|
| <p><i>The student will know how to:</i></p> <ol style="list-style-type: none"> <li>1. read for a variety of purposes.</li> <li>2. experience writing through the author's craft/genre.</li> <li>4. identify/analyze literary elements.</li> <li>11. use the writing process to develop, clarify, support, and assess ideas in a variety of forms for specific audiences and purposes.</li> <li>13. speak clearly, expressively, and meaningfully; adapt language and speaking strategies for various purposes.</li> <li>14. engage in divergent thinking (fluency, flexibility, originality, elaboration, planning, problem-solving, and decision-making.)</li> </ol> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- make: <ul style="list-style-type: none"> <li>• bulletin board display</li> <li>• oral presentations</li> <li>• plays</li> <li>• newspapers</li> <li>• interdisciplinary assessment projects</li> <li>• films</li> <li>• peer assessment, poster writing <ul style="list-style-type: none"> <li>- narrative</li> <li>- descriptive</li> <li>- explanatory</li> <li>- persuasive</li> </ul> </li> </ul> </li> <li>- create and write: <ul style="list-style-type: none"> <li>• poetry</li> <li>• poetry books</li> <li>• literary magazines</li> <li>• scrapbooks</li> <li>• teacher-student assessments</li> </ul> </li> </ul>                  |
| <ol style="list-style-type: none"> <li>15. organize information in a variety of formats.</li> <li>16. use technology in communication and research.</li> </ol>  | <hr/> <p><b><i>Sample Collection for Portfolio</i></b></p> <ul style="list-style-type: none"> <li>- <i>Two samples of CMT practice prompts</i></li> <li>- <i>Self-awareness paper: personal narrative, journal entry, or reflection on heroic qualities</i></li> <li>- <i>Application of core unit information to creative form of media: paper, song, poem, illustration</i></li> <li>- <i>Vignette from interdisciplinary core</i></li> <li>- <i>Response to literature, movie, or other form of media</i></li> <li>- <i>In-class essay test</i></li> <li>- <i>Theme paper or essay</i></li> <li>- <i>Formal persuasive paper which supports a thesis</i></li> <li>- <i>Reflection piece(s) on portfolio contents</i></li> </ul> |

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| <b>GOAL IV: Determine and address task, audience, and purpose in the application of the language arts.</b> |
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| LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENT OF LEARNING   |
|--|--|
| <p><i>The student will know how to:</i></p> <ol style="list-style-type: none"> <li>1. read for a variety of purposes.</li> <li>3. analyze author's tone and purpose.</li> <li>5. set purposes, ask questions, and make predictions prior to and during reading.</li> <li>11. use the writing process to develop, clarify, support, and assess ideas in a variety of forms for specific audiences and purposes.</li> <li>13. speak clearly, expressively, and meaningfully; adapt language and speaking strategies for various purposes.</li> <li>14. engage in divergent thinking (fluency, flexibility, originality, elaboration, planning, problem-solving, and decision making).</li> </ol> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- respond to literature:               <ul style="list-style-type: none"> <li>• integrated assessment projects*</li> <li>• open-ended</li> <li>• vignette</li> <li>• journal entries</li> <li>• letter writing</li> <li>• letters to the editor</li> <li>• editorials</li> <li>• fables, myths</li> <li>• oral presentations</li> <li>• debates</li> <li>• assessment lists</li> </ul> </li> </ul> <p style="text-align: center; font-size: small;">*See CAPT Frameworks</p> |

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***Sample Collection for Portfolio***

- *Two samples of CMT practice prompts*
  - *Self-awareness paper: personal narrative, journal entry, or reflection on heroic qualities*
  - *Application of core unit information to creative form of media: paper, song, poem, illustration*
  - *Vignette from interdisciplinary core*
  - *Response to literature, movie, or other form of media*
  - *In-class essay test*
  - *Theme paper or essay*
  - *Formal persuasive paper which supports a thesis*
  - *Reflection piece(s) on portfolio contents*
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**GOAL V: Develop, substantiate, and defend ideas in creative/critical forms, both written and oral.**

| LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENT OF LEARNING  |
|--|---|
| <p><i>The student will know how to:</i></p> <ul style="list-style-type: none"> <li>2. experience writing through the author's craft / genre.</li> <li>7. construct meaning, interpret, and connect text to personal knowledge in written and spoken responses.</li> <li>10. exercise critical thought about text, spoken work, and viewed material.</li> <li>11. use the writing process to develop, clarify, support, and assess ideas in a variety of forms for specific audiences and purposes.</li> <li>13. speak clearly, expressively, and meaningfully; adapt language and speaking strategies for various purposes.</li> </ul> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- respond to:               <ul style="list-style-type: none"> <li>• debate</li> <li>• oral presentations</li> <li>• open-ended assessment projects*                   <ul style="list-style-type: none"> <li>- essays</li> <li>- expository, persuasive editorials</li> <li>- letters to the editor</li> </ul> </li> </ul> </li> <li>• writing prompts               <ul style="list-style-type: none"> <li>- book, art, film, restaurant, drama (review or discussions)</li> <li>- pen pal letters</li> <li>- essay contest writing</li> <li>- videos/television interviews</li> <li>- character studies</li> <li>- news broadcasts</li> </ul> </li> </ul> <p><i>*See CAPT Frameworks</i></p> |
| <ul style="list-style-type: none"> <li>15. organize information in a variety of formats.</li> <li>16. use technology in communication and research.</li> </ul>   | <p><b><i>Sample Collection for Portfolio</i></b></p> <ul style="list-style-type: none"> <li>- <i>Two samples of CMT practice prompts</i></li> <li>- <i>Self-awareness paper: personal narrative, journal entry, or reflection on heroic qualities</i></li> <li>- <i>Application of core unit information to creative form of media: paper, song, poem, illustration</i></li> <li>- <i>Vignette from interdisciplinary core</i></li> <li>- <i>Response to literature, movie, or other form of media</i></li> <li>- <i>In-class essay test</i></li> <li>- <i>Theme paper or essay</i></li> <li>- <i>Formal persuasive paper which supports a thesis</i></li> <li>- <i>Reflection piece(s) on portfolio contents</i></li> </ul>  |

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**GOAL VI: Know when and how to apply the conventions of edited English in oral and written communications.**

| LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENT OF LEARNING  |
|---|---|
| <p><i>The student will know how to:</i></p> <p>9. develop new vocabulary through literature and supplementary vocabulary activities.</p> <p>11. use the writing process to develop, clarify, support, and assess ideas in a variety of forms for specific audiences and purposes.</p> <p>12. use standard English in speaking and writing.</p> <p>13. speak and write clearly, expressively, and meaningfully; adapt language and speaking strategies for various purposes.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- respond to:               <ul style="list-style-type: none"> <li>• writing samples (pre-writing to final copy)</li> </ul> </li> <li>- complete:               <ul style="list-style-type: none"> <li>• assessment                   <ul style="list-style-type: none"> <li>- teacher/self</li> <li>- peer</li> <li>- rubric-based</li> </ul> </li> <li>• spelling tests</li> <li>• formal integrated assessment project (capital punishment or other)*</li> </ul> </li> </ul> |

\*See CAPT Frameworks

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***Sample Collection for Portfolio***

- *Two samples of CMT practice prompts*
  - *Self-awareness paper: personal narrative, journal entry, or reflection on heroic qualities*
  - *Application of core unit information to creative form of media: paper, song, poem, illustration*
  - *Vignette from interdisciplinary core response to literature, movie, or other form of media*
  - *In-class essay test*
  - *Theme paper or essay*
  - *Formal persuasive paper which supports a thesis*
  - *Reflection piece(s) on portfolio contents*
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**GOAL VII: Examine, understand, and respond to a variety of voices from diverse cultures and historical periods.**

| LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENT OF LEARNING   |
|--|--|
| <p><i>The student will know how to:</i></p> <ol style="list-style-type: none"> <li>1. read for a variety of purposes.</li> <li>2. experience writing through the author's craft / genre.</li> <li>3. analyze author's tone and purpose.</li> <li>6. use strategies and prior knowledge to develop meaning, draw conclusions, infer, generalize, compare, contrast, and summarize from text.</li> <li>7. construct meaning, interpret, and connect text to personal knowledge in written and spoken responses.</li> </ol>   | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- make oral presentations.</li> <li>- respond to               <ul style="list-style-type: none"> <li>• formal integrated assessment project (capital punishment or other)*</li> </ul> </li> <li>- respond to literature:               <ul style="list-style-type: none"> <li>• open-ended</li> <li>• vignettes</li> <li>• skits</li> <li>• projects (individual/group)</li> <li>• colonial newspapers, food preparation, etc.</li> <li>• myths, fables and other fantasies</li> </ul> </li> </ul> <p>*See CAPT Frameworks</p>  |
| <ol style="list-style-type: none"> <li>11. use the writing process to develop, clarify, support, and assess ideas in a variety of forms for specific audiences and purposes.</li> <li>13. speak clearly, expressively, and meaningfully; adapt language and speaking strategies for various purposes.</li> <li>14. engage in divergent thinking (fluency, flexibility, originality, elaboration, planning, problem-solving, and decision making).</li> <li>15. organize information in a variety of formats.</li> <li>16. use technology in communication and research.</li> </ol> | <p><b><i>Sample Collection for Portfolio</i></b></p> <ul style="list-style-type: none"> <li>- <i>Two samples of CMT practice prompts</i></li> <li>- <i>Self-awareness paper: personal narrative, journal entry, or reflection on heroic qualities</i></li> <li>- <i>Application of core unit information to creative form of media: paper, song, poem, illustration</i></li> <li>- <i>Vignette from interdisciplinary core</i></li> <li>- <i>Response to literature, movie, or other form of media</i></li> <li>- <i>In-class essay test</i></li> <li>- <i>Theme paper or essay</i></li> <li>- <i>Formal persuasive paper which supports a thesis</i></li> <li>- <i>Reflection piece(s) on portfolio contents</i></li> </ul> |

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| <b>GOAL VIII: Use available forms of media and technology as an integral part of the language arts experience.</b> |
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| LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENT OF LEARNING   |
|--|--|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>  |
| 15. organize information in a variety of formats.<br><br>16. use technology in communication and research. | <ul style="list-style-type: none"> <li>- respond to literature:               <ul style="list-style-type: none"> <li>• projects (individual/group)</li> <li>• debate</li> </ul> </li> <li>- make:               <ul style="list-style-type: none"> <li>• overhead presentations</li> <li>• video presentations</li> </ul> </li> <li>- word process; edit, create graphic organizers</li> </ul> |

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***Sample Collection for Portfolio***

- *Two samples of CMT practice prompts*
  - *Self-awareness paper: personal narrative, journal entry, or reflection on heroic qualities*
  - *Application of core unit information to creative form of media: paper, song, poem, illustration*
  - *Vignette from interdisciplinary core*
  - *Response to literature, movie, or other form of media*
  - *In-class essay test*
  - *Theme paper or essay*
  - *Formal persuasive paper which supports a thesis*
  - *Reflection piece(s) on portfolio contents*
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|---|
| <b>GOAL IX: Gather, analyze, and respond to information from primary and secondary sources.</b> |
|---|

| LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENT OF LEARNING  |
|---|---|
| <p><i>The student will know how to:</i></p> <ul style="list-style-type: none"> <li>4. analyze author's tone and purpose.</li> <li>10. exercise critical thought about text, spoken word, and viewed material.</li> <li>11. use the writing process to develop, clarify, support, and assess ideas in a variety of forms for specific audiences.</li> <li>16. use technology in communication and research.</li> </ul> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- make and complete:               <ul style="list-style-type: none"> <li>• graphic organizers</li> <li>• interdisciplinary projects (book reports, newspapers)</li> <li>• oral presentations</li> <li>• thesis statements</li> <li>• essays (explanatory, persuasive)</li> </ul> </li> </ul> |

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***Sample Collection for Portfolio***

- *Two samples of CMT practice prompts*
  - *Self-awareness paper: personal narrative, journal entry, or reflection on heroic qualities*
  - *Application of core unit information to creative form of media: paper, song, poem, illustration*
  - *Vignette from interdisciplinary core*
  - *Response to literature, movie, or other form of media*
  - *In-class essay test*
  - *Theme paper or essay*
  - *Formal persuasive paper which supports a thesis*
  - *Reflection piece(s) on portfolio contents*
-

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## **Connecticut Mastery Test (CMT) Rubric for EXPLANATORY WRITING\***

### **Grade 8**

#### Score Point 1 - Very Sparse Responses

- May have few/vague details
- Too brief to indicate organization
- Awkward and confused

#### Score Point 2 - Undeveloped Responses; Usually Brief with Details Just Listed

- Mostly general details
- May be disorganized
- May be awkward and confused

#### Score Point 3 - Minimally Developed Responses

- Reasons have only a little elaboration; more general than specific details
- Some evidence of organizational strategy
- Some awkwardness may be present

#### Score Point 4 – Somewhat Developed Responses

- Reasons adequately elaborated with a mix of general and specific details
- Satisfactory organizational strategy
- Somewhat fluent

#### Score Point 5 – Developed Responses

- Reasons moderately well-elaborated with mostly specific details
- Generally strong organizational strategy
- Moderately fluent

#### Score Point 6 – Well-Developed Responses

- Reasons fully elaborated with specific detail
- Strong organizational strategy
- Fluent

\*CMT Rubric

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## **Connecticut Mastery Test (CMT) Rubric for PERSUASIVE WRITING\***

### Grade 8

Score Point 1 - Very Sparse Responses; Writers' Awareness of Audiences May Be Nonexistent

- May have few/vague details
- Too brief to indicate organization
- Awkward and confused

Score Point 2 - Undeveloped Responses; Usually Brief with Details Just Listed Writers' Awareness of Audience Is Limited

- Mostly general details
- May be disorganized
- May be awkward and confused

Score Point 3 - Minimally Developed Responses; Writers Are Somewhat Aware of Their Audience

- Reasons have only a little elaboration; more general than specific details
- Some evidence of organizational strategy
- Some awkwardness may be present

Score Point 4 – Somewhat Developed Responses; Writers Are Generally Aware of Their Audience

- Reasons adequately elaborated with a mix of general and specific details
- Satisfactory organizational strategy
- Somewhat fluent

Score Point 5 – Developed Responses; Writers Are, For The Most Part, Aware of Their Audience

- Reasons moderately well-elaborated with mostly specific details
- Generally strong organizational strategy
- Moderately fluent

Score Point 6 – Well-Developed Responses; Writers Are Consistently Aware of Their Audience

- Reasons fully elaborated with specific detail
- Strong organizational strategy
- Fluent

\*CMT Rubric

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## Abbreviated Scoring Rubric for CAPT Literature Prompts

Each score category contains a range of student responses which reflects the descriptions given below:

### Score 1

- Displays very limited understanding and/or serious misunderstanding of the text.
- Displays no or very little reflective thinking about the text or his/her ability process the text.
- Displays no awareness of or appreciation for aesthetic or literary features of the text.
- Displays no meaningful associations between the text and other texts and/or outside experience.

### Score 2

- Displays a literal or superficial understanding of the text.
- Displays little, if any, reflective thinking about the text.
- Displays judgments of literary quality that are superficial or emotional.
- Displays difficulty in making associations between the text and other texts and/or outside experience.

### Score 3

- Displays marginally acceptable comprehension but interpretation tends to be predictable and lacks insight.
- Displays little reflective thinking about the text.
- Displays judgments about the literary quality of the text that tend to be ritualistic and lacks support.
- Displays associations between the text and other texts and/or outside experience that are superficial, lack depth of understanding, or lack support.

### Score 4

- Displays a thoughtful and plausible interpretation of the text but the interpretation lacks the insight displayed by superior and excellent readers.
- Displays some reflective thinking about the text but not the deeper interpretations exhibited by superior and excellent readers.
- Displays judgments about the literary quality of the text but the judgments tend to be superficial and/or not well supported.
- Displays some associations between the text and other texts and/or outside experience but the associations tend to be routine and predictable.



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**Score 5**

- Displays thoughtful comprehension but the interpretations may be less insightful than that of superior readers.
- Displays reflective thinking about the text but may lack the deeper interpretations exhibited by superior readers.
- Displays judgments about the literary quality of the text and usually supports those judgments with evidence.
- Displays associations between the text and other texts and/or outside experience but the associations may not be as perceptive or thoughtful as those of superior readers.

**Score 6**

- Displays perceptive and insightful comprehension.
- Displays exceptional reflective thinking about the text.
- Displays thoughtful judgments about the literary quality of the text and supports those judgments with evidence from the text and/or outside experience.
- Displays perceptive associations between the text and/or outside experience.

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## CAPT Interdisciplinary Assessment Scoring Rubric

Each score category contains a range of student responses which reflects the descriptions given below:

### **Score 1**

Fails to take a stand that addresses the problem. The response offers no support; or emotional support only; or serious misunderstanding; or inaccurate or irrelevant support. The response lacks focus and a controlling idea; displays little or no organization; and contains frequent digressions or abrupt shifts in ideas that interfere with meaning. The response shows no awareness of audience; most ideas are difficult to follow and understand; fluency and transitions are lacking.

### **Score 2**

Attempts a stand but fluctuates between or among positions. Only superficial support (1 or 2 ideas) is given and ideas may be poorly developed, inaccurate, irrelevant or logically inconsistent. The response stays on topic but lacks the focus of a strong controlling idea; digressions and/or abrupt shifts interfere with meaning. The response displays little, if any, awareness of audience; many ideas are difficult to understand; fluency and transitions are lacking.

### **Score 3**

Takes a stand but does not develop a clear position; the response contains limited support with only a few ideas; some information may be inaccurate or irrelevant. The controlling idea, if present, may be a simple restatement of the problem. The response shows some organization but there may be some digressions or abrupt shifts that interfere with meaning. The response shows some awareness of audience and some transitions and fluency; however, some ideas may not be clearly expressed.

### **Score 4**

Takes and develops a position but the response lacks thoroughness; some information may be inaccurate or irrelevant. The response displays adequate organization with at least one controlling idea and some coherence; digressions, if present, are not disruptive. The response shows some awareness of audience; most ideas are clear and understandable but fluency and transitions may be lacking.

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**Score 5**

Takes a clear and thoughtful position; the position is well supported but not as completely developed as a “6” response; information is accurate and relevant. The position is well organized and contains one or more controlling ideas; but may not be a unified as “6” response; digressions are rare. The response shows some sensitivity to audience; ideas are clearly expressed but may lack the fluency and polish of a “6” response.

**Score 6**

Takes a clear and persuasive position; the position is richly supported and developed with accurate and relevant information from the source materials. The position is unified and focused and contains one or more clear controlling ideas. Organization and control are sustained throughout the response. The response shows awareness of audience; ideas are clearly and effectively developed; and writing is fluent with effective transitions.

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**Grade Nine**  
**Learner Outcomes/Assessments**

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## FRESHMAN LITERATURE PROGRAM

### I. DESCRIPTION OF THE COURSE

The freshman course offerings focus on the introduction of various genres of literature, as well as the four modes of writing. Literature study includes the *Odyssey*, myths which emphasize origins and contemporary examples of basic archetypal themes, *Julius Caesar* and/or *Romeo & Juliet*, and other examples of fiction, non-fiction, drama and poetry, both classical and contemporary. The course includes instruction in speaking, listening, and writing, with regular attention given to grammar, usage, and vocabulary development. Students develop oral presentation skills through class discussions, presentation of their writing, and recitations. Students should expect both daily and long-term assignments, appropriately gauged to their level.

### II. PURPOSE OF THE COURSE

To provide intensive instruction in critical reading, writing, speaking, and listening, through literary analysis of the genres of drama, fiction, non-fiction, and poetry. To familiarize students with the universal archetypes as evidenced in those genres. To develop writing skills in the four different modes: expository, persuasive, self-expressive, and literary.

### III. GOALS AND EXPECTANCIES ADDRESSED

Throughout their freshman year, students, independently and collaboratively, will be expected to:

- construct meaning, interpret, and respond critically to written, visual, and oral media;
- choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts;
- create works using the language arts in visual, oral, written, and performance-based forums;
- determine and address task, audience, and purpose in the application of the language arts;
- develop, substantiate and defend ideas in creative/critical forms, both written and oral;
- know when and how to apply the conventions of edited English in oral and written communications;
- examine, understand, and respond to a variety of voices from diverse cultures and historical periods;
- use available forms of media and technology as an integral part of the language arts experience; and
- gather, analyze, and respond to information from primary and secondary sources.

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#### IV. OBJECTIVES

The recursive nature of language arts instruction means that many goals and objectives overlap, and student achievement should reflect the integration of skills.

#### V. MATERIALS CITED

The Elements of Literature, Third Course

Man the Myth Maker

Man the Voyager

The Odyssey (Fitzgerald)

Adventures of Ulysses

Red Badge of Courage

When the Legends Die

Object Lessons

Never Cry Wolf

Bless the Beasts and the Children

The Boy Who Could Make Himself Disappear

Death Be Not Proud

Incredible Journey

Julius Caesar

Romeo and Juliet

"The Rime of the Ancient Mariner"

Warriner's English Composition and Grammar

Vocabulary for Achievement (Third Course)

The Light in the Forest

The Call of the Wild

A Separate Peace

Night

To Kill A Mockingbird

Mythology (Hamilton's)

Animal Farm

Selected Anthologies of Short Stories

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## **VI. PRODUCT REQUIREMENTS OF SUCCESS**

This is a generalized list; for more specific product requirements, see assessments listed for individual goals.

Students must show evolving competence in their ability to:

- comprehend weekly reading assignments, as evidenced by response writing, grades on tests and quizzes, and/or reflection in class discussion;
- complete related writing assignments, collected in portfolios, which demonstrate improvement in writing well-organized five-paragraph critical essays;
- write in the persuasive, expository, and self-expressive modes, with samples included in portfolios;
- independently read, analyze, and write critically about novels, as well as longer works of nonfiction;
- participate in and contribute meaningfully to class discussions;
- use new vocabulary meaningfully in writing and in speech;
- deliver presentations of literary analysis and/or library research;
- function productively in cooperative learning groups; and
- relate literature to other art forms and other media, such as painting, sculpture, or film.

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|---|
| <b>GOAL I: Construct meaning, interpret, and respond critically to written, visual, and oral media.</b> |
|---|

| LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENT OF LEARNING  |
|--|---|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>   |
| <p><b>1.1</b> read, discuss, and write, exploring the themes of great literature, such as:</p> <ul style="list-style-type: none"> <li>- The nature of humanity</li> <li>- A person's place in society</li> <li>- Relationships between men and women</li> <li>- People in conflict with their environment, society, and themselves</li> <li>- The relationship between people and god</li> <li>- The archetypal themes of the life cycle, loss of innocence, the God-teacher, metamorphosis, and ritual</li> </ul> <p><b>1.2</b> study the short story, the epic, poetry, non-fiction, the novel, and drama.</p> <p><b>1.3</b> develop an understanding of the following elements of literary analysis:</p> <ul style="list-style-type: none"> <li>- Plot</li> <li>- Characterization</li> <li>- Style</li> <li>- Theme Development</li> <li>- Figurative Language</li> <li>- Rhythm and Rhyme</li> <li>- Tone</li> <li>- Point-of-view</li> </ul> <p><b>1.4</b> listen critically to the ideas of others.</p> | <ul style="list-style-type: none"> <li>- complete five paragraph essays.</li> <li>- analyze those literary elements studied each term.</li> <li>- complete creative papers utilizing style and/or format of literature read and studied.</li> <li>- discuss in large and small group settings.</li> <li>- deliver oral reports focusing on reading (both assigned and independent).</li> <li>- stage debates/dramatizations.</li> </ul> |
|  | <hr/> <p><b><i>Sample Collection for Portfolio</i></b></p> <ul style="list-style-type: none"> <li>- <i>Independent analysis of a short story in which the student demonstrates his or her understanding of literary elements.</i></li> <li>- <i>Independent analysis of a poem of his or her own choosing as a culminating activity of poetry unit study</i></li> <li>- <i>Oral presentation assessment</i></li> </ul>                  |



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**GOAL II: Choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.**

| LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENT OF LEARNING   |
|---|--|
| <p><i>The student will know how to:</i></p> <p><b>2.1</b> generate, develop, and clarify ideas.</p> <p><b>2.2</b> develop a coherent thesis and write effectively about assigned topics in the persuasive, expository, self-expressive, and literary modes.</p> <p><b>2.3</b> develop the skills necessary for the critical interpretation of literature.</p> <p><b>2.4</b> make connections between personal experience and knowledge and ideas presented in a text.</p> <p><b>2.5</b> review portfolio contents to monitor his or her progress.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- participate in group discussions of reading preliminary to writing.</li> <li>- complete brainstorming sheets.</li> <li>- complete character mapping.</li> <li>- perform prewriting exercises.</li> <li>- complete reader response journals.</li> <li>- complete working portfolios containing examples of four modes of literary expression.</li> <li>- write a portfolio evaluation.</li> </ul> |

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***Sample Collection for Portfolio***

- *An original poem, or an imitative poem, or an original short story*
- *A personal narrative based on a literary text*
- *Example of a persuasive write-to-prompt exercise, showing thesis and support*
- *Portfolio evaluation*

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**GOAL III: Create works using the language arts in visual, oral, written, and performance-based forums.**

| LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENT OF LEARNING  |
|--|---|
| <p><i>The student will know how to:</i></p> <p><b>3.1</b> demonstrate ability to write well-organized paragraphs in a five-paragraph essay format.</p> <p><b>3.2</b> declaim passages from great literature and speeches.</p> <p><b>3.3</b> present periodic classroom recitations of literary selections.</p> <p><b>3.4</b> present researched reports.</p> <p><b>3.5</b> participate in dramatizations of literary selections or original works.</p> <p><b>3.6</b> read aloud, with appropriate expression, a variety of styles of poetry and prose.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- complete declamations.</li> <li>- perform recitations.</li> <li>- complete student-made videos (optional).</li> <li>- perform role playing.</li> <li>- perform oral reports.</li> <li>- perform oral readings.</li> <li>- complete writing portfolios.</li> <li>- submit works to student publications.</li> <li>- participate in student-led discussions.</li> </ul> |

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***Sample Collection for Portfolio***

- *Self-assessment/teacher assessment sheets for reports, oral presentations*
- *Teacher assessment form for a declamation, oral presentation, or video*
- *Student essays with teacher assessment*

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| <b>GOAL IV: Determine and address task, audience, and purpose in the application of the language arts.</b> |
|--|

| LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENT OF LEARNING  |
|---|---|
| <p><i>The student will know how to:</i></p> <p><b>4.1</b> recognize archetypal patterns in a variety of literary works of different periods.</p> <p><b>4.2</b> develop critical interpretation skills regarding quality, meaning, or use of text.</p> <p><b>4.3</b> identify the main theme or topic and the author’s overall purpose and point of view in a particular text.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- participate in group brainstorming.</li> <li>- understand point-of-view changes.</li> <li>- write portfolios (working and cumulative).</li> </ul> |

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***Sample Collection for Portfolio***

- *Sample of creative writing showing point-of-view shift*
- *Written analysis of a short story, play or novel in which theme figures prominently*

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| <p><b>GOAL V: Develop, substantiate, and defend ideas in creative/critical forms, both written and oral.</b></p> |
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| LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENT OF LEARNING  |
|--|---|
| <p><i>The student will know how to:</i></p> <p><b>5.1</b> generate, develop, and clarify ideas.</p> <p><b>5.2</b> develop the ability to form a coherent thesis and write effectively about assigned topics in the persuasive, expository, self-expressive, and literary modes.</p> <p><b>5.3</b> demonstrate ability to write well-organized paragraphs in a five-paragraph essay format.</p> <p><b>5.4</b> show awareness of archetypal patterns in a variety of literary works of different periods.</p> <p><b>5.5</b> develop critical interpretation skills regarding quality, meaning, or use of text.</p> <p><b>5.6</b> identify the main theme or topic and the author's overall purpose and point of view in a particular text.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- brainstorm in class in both written and oral forms.</li> <li>- write a variety of essays during the term using process writing.</li> <li>- persuade others of the validity of his or her point-of-view.</li> <li>- perform oral presentations.</li> <li>- show improvement in his or her drafts of creative and critical pieces.</li> <li>- relate the themes of literature studied to both other readings and to his or her experience.</li> </ul> |

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***Sample Collection for Portfolio***

- *Sample of creative writing*
- *Written analysis of a short story, play or novel*
- *Oral presentation assessment*

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| <p><b>GOAL VI: Know when and how to apply the conventions of edited English in oral and written communications.</b></p> |
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| LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENT OF LEARNING  |
|---|---|
| <p><i>The student will know how to:</i></p> <p><b>6.1</b> proofread and edit.</p> <p><b>6.2</b> apply the rules of grammar to writing.</p> <p><b>6.3</b> expand and incorporate new vocabulary in speech and writing.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- increase vocabulary, as shown in portfolio pieces.</li> <li>- create portfolios containing correct written and formatted final products.</li> <li>- peer edit.</li> </ul> |

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***Sample Collection for Portfolio***

- *Writing sample from prewriting to final draft, with included rough draft and peer editing sheets*
- *Traditional test of vocabulary*
- *Writing incorporating new vocabulary/correct grammatical conventions*

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| <b>GOAL VII: Examine, understand, and respond to a variety of voices from diverse cultures and historical periods.</b> |
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| LEARNER OUTCOMES   | SAMPLE INDICATORS / ASSESSMENT OF LEARNING  |
|--|---|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>   |
| <p><b>7.1</b> read independently from a variety of voices from diverse cultures and historical periods.</p> <p><b>7.2</b> gain insights into their own lives from reading of biographies.</p> <p><b>7.3</b> come to an awareness of common human traits by reading literature written during different times and in a variety of settings.</p> | <ul style="list-style-type: none"> <li>- complete comparison essays.</li> <li>- complete reader response journals.</li> <li>- perform interdisciplinary presentations.</li> <li>- perform role-playing.</li> <li>- write creative papers employing an assumed voice.</li> </ul> |

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***Sample Collection for Portfolio***

- *Journal of responses and directed writing activities for any major work of literature*
- *Comparison essays*

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| <b>GOAL VIII: Use available forms of media and technology as an integral part of the language arts experience.</b> |
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| LEARNER OUTCOMES  | SAMPLE INDICATORS / ASSESSMENT OF LEARNING   |
|---|--|
| <p><i>The student will know how to:</i></p> <p><b>8.1</b> view commercially-made productions based on themes and literature studied in class.</p> <p><b>8.2</b> write and produce original videos/PowerPoint presentations (optional).</p> <p><b>8.3</b> employ computers in the various stages of the writing process.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- use available forms of media and technology.</li> <li>- complete portfolios/journals.</li> <li>- make student produced videos/presentations (optional).</li> <li>- create student publications / classroom newsletters.</li> </ul> |

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***Sample Collection for Portfolio***

- *Journals*
- *Student-produced videos or multimedia presentations*
- *Class / school publications*

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| <b>GOAL IX: Gather, analyze, and respond to information from primary and secondary sources.</b> |
|---|

| <b>LEARNER OUTCOMES</b>  | <b>SAMPLE INDICATORS / ASSESSMENT OF LEARNING</b>  |
|--|--|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>  |
| <b>9.1</b> when appropriate, read current news articles related to literature studied in class.                                  | - write CAPT-based responses to short stories.<br>- create reader response journals.<br>- utilize class packets of student research. |
| <b>9.1</b> conduct library research on selected topics throughout the year.  |  |
| <b>9.2</b> study and evaluate short works of literature based on both prior knowledge/experience and related literary criticism. |  |

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***Sample Collection for Portfolio***

- *CAPT-type response to literature exercises*
- *Reader-response journal for a work of literature*



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## **DEVELOPMENTAL READING**

### **GRADES 9 and 10**

Development Reading is a remedial course for those students whose reading skills are not adequate for the reading tasks facing them in high school. A small group instruction method is utilized with a free reading/journal component. Instruction is based on the individual needs of the students enrolled and may include instruction in structural analysis and word attack, vocabulary development and reading strategies. Individual diagnosis of reading difficulties and needs will guide the instruction. The objectives will be determined with input from the enrolled members of the class, the instructor, and appropriate personnel, including guidance counselors and special education program managers.

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## PURPOSE OF CORE LIST

The purpose of the core list is essentially alignment. The core list aligns the curriculum horizontally so every student in the same course will study the same material and develop the same skills. The core list aligns the curriculum vertically as part of a comprehensive and sequential English curriculum by building on skills from the previous year and helping teachers in the subsequent years know what material has been covered. Another benefit of the core list is that it insures, in the shorter terms of the trimester, that there is a common program of learning and instruction. However, the curriculum is not limited to the core list, and thereby continues to allow for teacher autonomy, as well as adjustment and modification for student interest.

### LEVEL: CORE BOOKS

#### ALL

- Required summer reading
- Text – Elements of Literature, 3<sup>rd</sup> course
  - Short Stories
  - Poetry
  - Drama
  - Non-Fiction
- To Kill a Mockingbird
- Animal Farm or Separate Peace or Object Lessons
- Romeo and Juliet +/-or Julius Caesar

#### LEVEL 1 AND 2

- The Odyssey, all

#### LEVEL 3

- The Odyssey, excerpts or Ulysses

### REQUIRED PORTFOLIO PIECES (MINIMUM #):

#### ALL

- *Required summer reading assignment*
- Major test
- Oral report evaluation
- Journal entry
- Reflection piece on the portfolio pieces
- Original short story
- 2-3 original poems
- Character analysis essay
- Using another point of view essay
- Theme essay
- Use of research for one of the above

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- Evidence of the steps of the writing process for one assignment

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**Abbreviated Scoring Rubric for CAPT  
Literature Prompts**

Each score category contains a range of student responses which reflects the descriptions given below:

**Score 1**

- Displays very limited understanding and/or serious misunderstanding of the text.
- Displays no or very little reflective thinking about the text or his/her ability process the text.
- Displays no awareness of or appreciation for aesthetic or literary features of the text.
- Displays no meaningful associations between the text and other texts and/or outside experience.

**Score 2**

- Displays a literal or superficial understanding of the text.
- Displays little, if any, reflective thinking about the text.
- Displays judgments of literary quality that are superficial or emotional.
- Displays difficulty in making associations between the text and other texts and/or outside experience.

**Score 3**

- Displays marginally acceptable comprehension but interpretation tends to be predictable and lacks insight.
- Displays little reflective thinking about the text.
- Displays judgments about the literary quality of the text that tend to be ritualistic and lacks support.

- 
- Displays associations between the text and other texts and/or outside experience that are superficial, lack depth of understanding, or lack support.

#### **Score 4**

- Displays a thoughtful and plausible interpretation of the text but the interpretation lacks the insight displayed by superior and excellent readers.
- Displays some reflective thinking about the text but not the deeper interpretations exhibited by superior and excellent readers.
- Displays judgments about the literary quality of the text but the judgments tend to be superficial and/or not well supported.
- Displays some associations between the text and other texts and/or outside experience but the associations tend to be routine and predictable.

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**Score 5**

- Displays thoughtful comprehension but the interpretations may be less insightful than that of superior readers.
- Displays reflective thinking about the text but may lack the deeper interpretations exhibited by superior readers.
- Displays judgments about the literary quality of the text and usually supports those judgments with evidence.
- Displays associations between the text and other texts and/or outside experience but the associations may not be as perceptive or thoughtful as those of superior readers.

**Score 6**

- Displays perceptive and insightful comprehension.
- Displays exceptional reflective thinking about the text.
- Displays thoughtful judgments about the literary quality of the text and supports those judgments with evidence from the text and/or outside experience.
- Displays perceptive associations between the text and/or outside experience.

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## CAPT Interdisciplinary Assessment Scoring Rubric

Each score category contains a range of student responses which reflects the descriptions given below:

### **Score**

**1**

Fails to take a stand that addresses the problem. The response offers no support; or emotional support only; or serious misunderstanding; or inaccurate or irrelevant support. The response lacks focus and a controlling idea; displays little or no organization; and contains frequent digressions or abrupt shifts in ideas that interfere with meaning. The response shows no awareness of audience; most ideas are difficult to follow and understand; fluency and transitions are lacking.

### **Score 2**

Attempts a stand but fluctuates between or among positions. Only superficial support (1 or 2 ideas) is given and ideas may be poorly developed, inaccurate, irrelevant or logically inconsistent. The response stays on topic but lacks the focus of a strong controlling idea; digressions and/or abrupt shifts interfere with meaning. The response displays little, if any, awareness of audience; many ideas are difficult to understand; fluency and transitions are lacking.

### **Score 3**

Takes a stand but does not develop a clear position; the response contains limited support with only a few ideas; some information may be inaccurate or irrelevant. The controlling idea, if present, may be a simple restatement of the problem. The response shows some organization but there may be some digressions or abrupt shifts that interfere with meaning. The response shows some awareness of audience and some transitions and fluency; however, some ideas may not be clearly expressed.

### **Score 4**

Takes and develops a position but the response lacks thoroughness; some information may be inaccurate or irrelevant. The response displays adequate organization with at least one controlling idea and some coherence; digressions, if present, are not disruptive. The response shows some awareness of audience; most ideas are clear and understandable but fluency and transitions may be lacking.

### **Score 5**

Takes a clear and thoughtful position; the position is well supported but not as completely developed as a “6” response; information is accurate and relevant. The position is well organized and contains one or more controlling ideas; but may not be a unified as “6” response; digressions are rare. The response shows some sensitivity to audience; ideas are clearly expressed but may lack the fluency and polish of a “6” response.

### **Score 6**

Takes a clear and persuasive position; the position is richly supported and developed with accurate and relevant information from the source materials. The position is unified and focused and contains one or more clear controlling ideas. Organization and control are sustained throughout the response.

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The response shows awareness of audience; ideas are clearly and effectively developed; and writing is fluent with effective transitions.



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# **Grade Ten**

## **Learner Outcomes/Assessments**

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## SOPHOMORE ENGLISH PROGRAM

### I. DESCRIPTION OF THE COURSE

The Sophomore curriculum extends the work in writing, reading, and oral presentation begun in the ninth grade. Students continue their development as writers and readers by studying selected works of world literature, and by responding to their reading in discussion, written, and creative formats. The purpose of this curriculum is to build a strong foundation of literacy for our multicultural world, to expand the students' ability to think originally and from multiple perspectives, and to foster the development of speaking and writing skills. Students will study a variety of literary genre which includes poetry, fiction, non-fiction, and drama. Major works may include, but are not limited to, Oedipus the King, Shakespearean Drama, Pride and Prejudice, A Tale of Two Cities, Tess of the D'Urbervilles, Lord of the Flies, Things Fall Apart, The Road from Coorain, Bless Me, Ultima and selections from classical epics, The Bible, The Koran, the writings of Confucius and other major world writers both ancient and modern. Students should expect at least several major writing assignments per term along with journal entries, short papers, long range projects, and nightly homework assignments.

### II. PURPOSE OF THE COURSE

The purpose of this course is to develop reading, speaking, and writing skills and to provide students with a foundation for advanced academic study. In addition, the course will familiarize students with the beliefs and values of major world cultures. As students grow in their sensitivity to other cultural voices and perspectives, they should develop greater ability to reflect on their own values and perspectives.

### III. GOALS AND EXPECTANCIES ADDRESSED

Throughout their sophomore year, students, independently and collaboratively, will be able to:

- construct meaning, interpret, and respond critically to written, visual, and oral media;
- choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts;
- create works using the language arts in visual, oral, written, and performance-based forums;
- determine and address task, audience, and purpose in the application of the language arts;
- develop, substantiate and defend ideas in creative/critical forms, both written and oral;
- know when and how to apply the conventions of edited English in oral and written communications;
- examine, understand, and respond to a variety of voices from diverse cultures and historical periods;
- use available forms of media and technology as an integral part of the language arts experience; and

- 
- gather, analyze, and respond to information from primary and secondary sources.

#### **IV. OBJECTIVES**

The recursive nature of language arts instruction means that many goals and objectives overlap, and student achievement should reflect the integration of skills.

#### **V. MATERIALS CITED**

World Masterpieces (Prentice-Hall)

Contemporary Short Stories

The Bean Trees

Oedipus the King

Frankenstein

The Tragedy of Macbeth

Great Expectations

The Tempest

The Merchant of Venice

Pride and Prejudice

A Tale of Two Cities

Tess of the D'Urbervilles

A Doll's House

Lord of the Flies

The Road from Coorain

Things Fall Apart

Oliver Twist

The Picture of Dorian Gray

Red Sky at Morning

Sir Gawain and the Green Knight

Wuthering Heights

Appropriate and related works of visual art

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## **VI. PRODUCT REQUIREMENTS OF SUCCESS**

This is a generalized list; for more specific product requirements, see assessments listed for individual goals.

Students must show evolving competence in their ability to:

- comprehend weekly reading assignments, as evidenced by response writing, grades on tests and quizzes, and/or reflection in class discussion;
- complete related writing assignments, collected in portfolios, which demonstrate improvement in writing well-organized five-paragraph critical essays;
- write in the persuasive, expository, and self-expressive modes, with samples included in portfolios;
- independently read, analyze, and write critically about novels, as well as longer works of nonfiction;
- participate in and contribute meaningfully to class discussions;
- use new vocabulary meaningfully in writing and in speech;
- deliver presentations of literary analysis and/or library research;
- function productively in cooperative learning groups; and
- relate literature to other art forms and other media, such as painting, sculpture, or film.

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|---|
| <b>GOAL I: Construct meaning, interpret, and respond critically to written, visual, and oral media.</b> |
|---|

| LEARNER OUTCOMES  | VII. SAMPLE INDICATORS / ASSESSMENT OF LEARNING   |
|---|---|
| <p><i>The student will know how to:</i></p> <p><b>1.1</b> read, discuss, and write, exploring the themes of great literature, such as:</p> <ul style="list-style-type: none"> <li>- heroism in literature</li> <li>- relationships between men and women</li> <li>- the individual versus society</li> <li>- the nature of humanity</li> <li>- the relationship between people and God</li> <li>- fate and freewill</li> <li>- humanity's place in the natural world</li> </ul> <p><b>1.2</b> study the short story, the epic, poetry, non-fiction, the novel, and drama.</p> <p><b>1.3</b> develop an understanding of the following elements of literary analysis:</p> <ul style="list-style-type: none"> <li>- plot</li> <li>- characterization</li> <li>- style</li> <li>- theme development</li> <li>- symbolism</li> <li>- interpretation</li> <li>- other literary terminology</li> <li>- figurative Language</li> <li>- rhythm and rhyme</li> <li>- tone</li> <li>- point-of-view</li> <li>- imagery</li> </ul> | <p>VIII. The student will be able to:</p> <p>IX.</p> <ul style="list-style-type: none"> <li>- complete multiple paragraph essays.</li> <li>- analyze those literary elements studied each term.</li> <li>- complete creative papers utilizing style and / or format of literature read and studied.</li> <li>- discuss in large and small group settings.</li> <li>- deliver oral reports focusing on reading.</li> </ul> <p>X.</p> |

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**XI. Sample Collection for Portfolio**

- *Summary of work read*
- *Analytical essay on work of literature (character analysis, examination of themes or literary technique)*
- *Original creative piece employing literary elements*
- *Teacher-made text*
- *Oral presentation assessment*

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| <b>GOAL II: Choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.</b> |
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| LEARNER OUTCOMES   | <i>XII.</i> <i>SAMPLE INDICATORS / ASSESSMENT OF LEARNING</i>   |
|--|---|
| <i>The student will know how to:</i>   | <b>XIII.</b> The student will be able to:   |
| <b>2.1</b> display perceptive and insightful comprehension and reflective thinking about the text.   | - participate in group discussions of reading preliminary to writing and prewriting exercises in his or her journal or working portfolio. |
| <b>2.2</b> develop a coherent thesis and use process writing in all modes.   | - complete the steps of the writing process.  |
| <b>2.3</b> display thoughtful judgments about the literary quality of the text, and support those judgments with evidence from the text and/or outside experience. | - complete reader response journals.  |
| <b>2.4</b> display perceptive associations between the text and outside experience.  | - complete working portfolios containing examples of four modes of literary expression.   |
| <b>2.5</b> review portfolio contents to monitor his or her progress.   | - write a portfolio evaluation.   |
|  | <b>XIV.</b>   |
|  | <b>XV.</b>  |
|  | <b>XVI.</b>   |
|  | <b>XVII.</b>  |
|  | <b>XVIII.</b>   |
|  | <b>XIX.</b>   |
|  | <b>XX.</b>  |
|  | <b>XXI.</b>   |
|  | <b>XXII.</b>  |
|  | <hr style="border: 1px solid black;"/>  |
|  | <b>XXIII. Sample Collection for Portfolio</b>   |
|  | - <i>Reader-response for a specific work</i>  |
|  | - <i>Writing assignments in the various modes</i>   |
|  | - <i>Portfolio evaluation</i>   |

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|---|
| <b>GOAL III: Create works using the language arts in visual, oral, written, and performance-based forums.</b> |
|---|

| LEARNER OUTCOMES  | XXIV. <i>SAMPLE INDICATORS / ASSESSMENT OF LEARNING</i>   |
|---|---|
| <i>The student will know how to:</i>  | XXV. The student will be able to:   |
| <b>3.1</b> demonstrate ability to write well-organized paragraphs in a five paragraph essay format. | <ul style="list-style-type: none"> <li>- complete declamations.</li> <li>- perform recitations.</li> <li>- complete student-made videos (optional).</li> <li>- perform role playing.</li> </ul> |
| <b>3.1</b> declaim passages from great literature and speeches.                                     | <ul style="list-style-type: none"> <li>- perform oral reports.</li> <li>- perform oral readings.</li> <li>- complete writing portfolios.</li> </ul>   |
| <b>3.2</b> present researched reports.  | <ul style="list-style-type: none"> <li>- submit works to student publications.</li> <li>- participate in student-led discussions.</li> </ul>  |
| <b>3.3</b> participate in dramatizations of literary selections or original works.                  |   |
| <b>3.4</b> read aloud, with appropriate expression, a variety of styles of poetry and prose.        |   |

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***Sample Collection for Portfolio***

- *Self-assessment/teacher assessment sheets for reports, oral presentations*
- *Teacher assessment form for a declamation, oral presentation, or video*
- *Student essays with teacher assessment*

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| <b>GOAL IV: Determine and address task, audience, and purpose in the application of the language arts.</b> |
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| <b>LEARNER OUTCOMES</b>  | <i>XXVI. SAMPLE INDICATORS / ASSESSMENT OF LEARNING</i>  |
|--|--|
| <i>The student will know how to:</i>   | <b>XXVII.</b> The student will be able to:   |
| <b>4.1</b> show awareness of different cultural perspectives in a variety of literary works of different periods.<br><br><b>4.1</b> develop critical interpretation skills regarding quality, meaning, or use of text.<br><br><b>4.2</b> identify the main theme or topic and the author's overall purpose and point of view in a particular text. | <ul style="list-style-type: none"> <li>- discuss / brainstorm.</li> <li>- identify literary techniques and styles from a variety of cultures.</li> <li>- complete writing assignments showing critical interpretations and understanding of author's purpose.</li> </ul> |

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***Sample Collection for Portfolio***

- *Analytical essays*
- *Original and imitative creative pieces*
- *Selected journal entries*



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| <b>GOAL V: Develop, substantiate, and defend ideas in creative/critical forms, both written and oral.</b> |
|---|

| LEARNER OUTCOMES  | <i>XXVIII. SAMPLE INDICATORS / ASSESSMENT OF LEARNING</i>   |
|---|---|
| <i>The student will know how to:</i>  | XXIX. The student will be able to:  |
| <p><b>5.1</b> develop the ability to form a coherent thesis and write effectively about assigned topics in the persuasive, expository, self-expressive, and literary modes.</p> <p><b>5.2</b> demonstrate ability to write well-organized paragraphs in a five-paragraph essay format.</p> <p><b>5.3</b> show awareness of archetypal patterns in a variety of literary works of different periods.</p> <p><b>5.4</b> continue to develop and refine critical interpretation skills regarding quality, meaning, or use of text.</p> <p><b>5.5</b> identify the main theme or topic and the author's overall purpose and point of view in a particular text.</p> | <ul style="list-style-type: none"> <li>- write multiple paragraph essays in the four modes using process writing.</li> <li>- write creative pieces.</li> <li>- give oral presentations.</li> <li>- participate in class discussions.</li> </ul> |

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**XXX. Sample Collection for Portfolio**

- *Comparison-contrast essay*
- *Persuasive essay*
- *Literary analysis*
- *Creative response*
- *Write-to-prompt timed essay*

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**GOAL VI: Know when and how to apply the conventions of edited English in oral and written communications.**

| LEARNER OUTCOMES   | XXXI. <i>SAMPLE INDICATORS / ASSESSMENT OF LEARNING</i>                      |
|--|--|
| <i>The student will know how to:</i>                             | XXXII. The student will be able to:  |
| 6.1 proofread and edit.  | - increase vocabulary, as shown in portfolio pieces.                         |
| 6.2 apply the rules of grammar to writing.                       | - create portfolios containing correct written and formatted final products. |
| 6.3 expand and incorporate new vocabulary in speech and writing. | - peer edit.   |

**XXXIII.**

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**XXXIV. Sample Collection for Portfolio**

- *Writing sample from prewriting to final draft, with included rough draft and peer editing sheets*
- *Traditional test of vocabulary*
- *Writing incorporating new vocabulary/correct grammatical conventions*

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**GOAL VII: Examine, understand, and respond to a variety of voices from diverse cultures and historical periods.**

| LEARNER OUTCOMES  | XXXV. <i>SAMPLE INDICATORS / ASSESSMENT OF LEARNING</i>  |
|---|--|
| <p><i>The student will know how to:</i></p> <p><b>7.1</b> read independently from a variety of multicultural texts.</p> <p><b>7.2</b> gain insights into their own lives from reading of biographies.</p> <p><b>7.3</b> come to an awareness of common human experiences by reading literature written during different times and in a variety of settings.</p> | <p>XXXVI. The student will be able to:</p> <ul style="list-style-type: none"> <li>- complete comparison essays.</li> <li>- complete reader response journals.</li> <li>- perform interdisciplinary presentations.</li> <li>- perform role-playing.</li> <li>- write creative papers employing an assumed voice.</li> </ul> |

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**XXXVII. Sample Collection for Portfolio**

- *Personal essay/self evaluation*
- *Other essays*
- *Creative writing*

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| <b>GOAL VIII: Use available forms of media and technology as an integral part of the language arts experience.</b> |
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| LEARNER OUTCOMES   | <i>XXXVIII. SAMPLE INDICATORS / ASSESSMENT OF LEARNING</i>  |
|--|---|
| <p><i>The student will know how to:</i></p> <p><b>8.1</b> view and listen to productions based on the literature studied in class.</p> <p><b>8.2</b> write and produce original videos/PowerPoint presentations (optional).</p> <p><b>8.3</b> employ computers in the various stages of the writing process.</p> | <p>XXXIX.      The student will be able to:</p> <ul style="list-style-type: none"> <li>- use available forms of media and technology as in completing portfolios/journals.</li> <li>- make student produced videos/presentations (optional).</li> <li>- create student publications/classroom newsletters.</li> </ul> |

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**XL.      Sample Collection for Portfolio**

- *Evaluations of student-created media presentations*
- *Word processed paper*

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| <b>GOAL IX: Gather, analyze, and respond to information from primary and secondary sources.</b> |
|---|

| LEARNER OUTCOMES  | <i>XLII. SAMPLE INDICATORS / ASSESSMENT OF LEARNING</i> |
|---|---|
| <i>The student will know how to:</i>  | XLII. The student will be able to:                      |
| <b>9.1</b> read current news articles related to literature studied in class.                                     | - write CAPT-based responses to short stories.          |
| <b>9.2</b> conduct library research on assigned topics.   | - research papers and projects successfully.            |
| <b>9.3</b> study and evaluate short works of literature utilizing prior knowledge and related literary criticism. | - write papers that use literary criticism.             |

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**XLIII. Sample Collection for Portfolio**

- *Research paper*
- *Analysis of literature*
- *CAPT-based response*

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## GRADE 10

### LEVEL: CORE BOOKS

#### ALL

- Required summer reading
- Texts
  - Contemporary Short Stories
  - World Masterpieces
  - Gilgamesh
  - Old Testament
  - 1001 Nights
  - Iliad, excerpts
- Macbeth +/-or The Tempest
- Lord of the Flies
- A Doll's House
- Oedipus Rex
- At least one unit of study (a novel, series of poems, short stories) by a woman author.

#### LEVEL 1

- A Dickens Novel
- Additional British Novels

#### LEVEL 2 & 3

- Additional Novels

### REQUIRED PORTFOLIO PIECES (MINIMUM #):

#### ALL

- Required summer reading assignment
- Major test
- Oral report evaluation
- Journal entry
- Reflection piece on the portfolio pieces
  
- Original creative piece
- Personal narrative
  
- Literature analysis essay
- Persuasive essay
- Expository essay\*\*
  
- Use of research for one of the above
- Evidence of the steps of the writing process for one assignment
- Timed CAPT type responses

\*\*such as, comparison/contrast, classification, cause/effect, definition, and so forth.

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## Abbreviated Scoring Rubric for CAPT Literature Prompts

Each score category contains a range of student responses which reflects the descriptions given below:

### Score 1

- Displays very limited understanding and/or serious misunderstanding of the text.
- Displays no or very little reflective thinking about the text or his/her ability process the text.
- Displays no awareness of or appreciation for aesthetic or literary features of the text.
- Displays no meaningful associations between the text and other texts and/or outside experience.

### Score 2

- Displays a literal or superficial understanding of the text.
- Displays little, if any, reflective thinking about the text.
- Displays judgments of literary quality that are superficial or emotional.
- Displays difficulty in making associations between the text and other texts and/or outside experience.

### Score 3

- Displays marginally acceptable comprehension but interpretation tends to be predictable and lacks insight.
- Displays little reflective thinking about the text.
- Displays judgments about the literary quality of the text that tend to be ritualistic and lacks support.
- Displays associations between the text and other texts and/or outside experience that are superficial, lack depth of understanding, or lack support.

### Score 4

- Displays a thoughtful and plausible interpretation of the text but the interpretation lacks the insight displayed by superior and excellent readers.
- Displays some reflective thinking about the text but not the deeper interpretations exhibited by superior and excellent readers.
- Displays judgments about the literary quality of the text but the judgments tend to be superficial and/or not well supported.
- Displays some associations between the text and other texts and/or outside experience but the associations tend to be routine and predictable.

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**Score 5**

- Displays thoughtful comprehension but the interpretations may be less insightful than that of superior readers.
- Displays reflective thinking about the text but may lack the deeper interpretations exhibited by superior readers.
- Displays judgments about the literary quality of the text and usually supports those judgments with evidence.
- Displays associations between the text and other texts and/or outside experience but the associations may not be as perceptive or thoughtful as those of superior readers.

**Score 6**

- Displays perceptive and insightful comprehension.
- Displays exceptional reflective thinking about the text.
- Displays thoughtful judgments about the literary quality of the text and supports those judgments with evidence from the text and/or outside experience.
- Displays perceptive associations between the text and/or outside experience.



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## CAPT Interdisciplinary Assessment Scoring Rubric

Each score category contains a range of student responses which reflects the descriptions given below:

### **Score 1**

Fails to take a stand that addresses the problem. The response offers no support; or emotional support only; or serious misunderstanding; or inaccurate or irrelevant support. The response lacks focus and a controlling idea; displays little or no organization; and contains frequent digressions or abrupt shifts in ideas that interfere with meaning. The response shows no awareness of audience; most ideas are difficult to follow and understand; fluency and transitions are lacking.

### **Score 2**

Attempts a stand but fluctuates between or among positions. Only superficial support (1 or 2 ideas) is given and ideas may be poorly developed, inaccurate, irrelevant or logically inconsistent. The response stays on topic but lacks the focus of a strong controlling idea; digressions and/or abrupt shifts interfere with meaning. The response displays little, if any, awareness of audience; many ideas are difficult to understand; fluency and transitions are lacking.

### **Score 3**

Takes a stand but does not develop a clear position; the response contains limited support with only a few ideas; some information may be inaccurate or irrelevant. The controlling idea, if present, may be a simple restatement of the problem. The response shows some organization but there may be some digressions or abrupt shifts that interfere with meaning. The response shows some awareness of audience and some transitions and fluency; however, some ideas may not be clearly expressed.

### **Score 4**

Takes and develops a position but the response lacks thoroughness; some information may be inaccurate or irrelevant. The response displays adequate organization with at least one controlling idea and some coherence; digressions, if present, are not disruptive. The response shows some awareness of audience; most ideas are clear and understandable but fluency and transitions may be lacking.

### **Score 5**

Takes a clear and thoughtful position; the position is well supported but not as completely developed as a “6” response; information is accurate and relevant. The position is well organized and contains one or more controlling ideas; but may not be a unified as “6” response; digressions are rare. The response shows some sensitivity to audience; ideas are clearly expressed but may lack the fluency and polish of a “6” response.

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**Score 6**

Takes a clear and persuasive position; the position is richly supported and developed with accurate and relevant information from the source materials. The position is unified and focused and contains one or more clear controlling ideas. Organization and control are sustained throughout the response. The response shows awareness of audience; ideas are clearly and effectively developed; and writing is fluent with effective transitions.

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# **Grade Eleven**

## **Learner Outcomes / Assessments**

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## **AMERICAN LITERATURE PROGRAM**

### **I. DESCRIPTION OF COURSE**

The Junior American Literature course is an integrated language arts program which focuses on reading and interpreting literature of the various periods and genres of the American literary tradition as well as on the four modes of writing. Literature study includes pre-colonial American literature, literature of the American Revolution, Neoclassical American literature, literature of the New England Renaissance, literature of the Civil War era, literature of Realism and the frontier, literature of the Modern Age, and literature of Contemporary America. The course also includes instruction in speaking, listening, and writing, with regular attention given to grammar, usage, and vocabulary development. Students develop oral presentation skills through class discussions, presentation of their writing, and formal speaking assignments. Students should expect both daily and long-term assignments, appropriately gauged to their level.

### **II. PURPOSE OF COURSE**

To provide intensive instruction in critical reading, writing, speaking, and listening, through literary analysis of the genres of drama, fiction, non-fiction, and poetry. To familiarize students with the literary conventions which appear in their assigned readings and to provide opportunity for students to practice these conventions in the expository, persuasive, self-expressive and literary modes of composition.

### **III. GOALS OR EXPECTANCIES ADDRESSED**

Throughout their junior year, students, independently and collaboratively, will be expected to:

- construct meaning, interpret, and respond critically to written, visual, and oral media;
- choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts;
- create works using the language arts in visual, oral, written, and performance-based forums;
- determine and address task, audience, and purpose in the application of the language arts;
- develop, substantiate and defend ideas in creative/critical forms, both written and oral;
- know when and how to apply the conventions of edited English in oral and written communications;
- examine, understand, and respond to a variety of voices from diverse cultures and historical periods;
- use available forms of media and technology as an integral part of the language arts experience;
- gather, analyze, and respond to information from primary and secondary sources.

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#### IV. OBJECTIVES

The recursive nature of language arts instruction means many of the goals and objectives overlap and student achievement should reflect the integration of skills.

#### V. MATERIALS CITED

|  |  |
|--|--|
| <u>The American Experience (Prentice-Hall)</u> | <u>Ethan Frome</u>                     |
| <u>Puddin'head Wilson</u>                      | <u>The Glass Menagerie</u>             |
| <u>The Adventures of Huckleberry Finn</u>      | <u>Native Son</u>                      |
| <u>The Scarlet Letter</u>                      | <u>The Awakening</u>                   |
| <u>Billy Budd</u>                              | <u>I Know Why the Caged Bird Sings</u> |
| <u>Moby Dick</u>                               | <u>Of Mice and Men</u>                 |
| <u>The Great Gatsby</u>                        | <u>The Death of a Salesman</u>         |
| <u>The Bluest Eye</u>                          | <u>Bartleby/Benito Cereno</u>          |
| <u>The Catcher in the Rye</u>                  | <u>A Farewell to Arms</u>              |
| <u>Cannery Row</u>                             | <u>Flowers for Algernon</u>            |
| <u>The Grapes of Wrath</u>                     | <u>Great Short Works of Hawthorne</u>  |
| <u>A Raisin in the Sun</u>                     | <u>Mysterious Stranger</u>             |
| <u>The Fixer</u>                               | <u>Black Boy</u>                       |
| <u>The Crucible</u>                            |  |
| <u>Old Man and The Sea</u>                     |  |
| <u>Walden</u>                                  |  |

#### VI. PRODUCT REQUIREMENTS OF SUCCESS

This is a generalized list; for more specific product requirements, see assessments listed for individual goals.

Students must show evolving competence in their ability to:

- comprehend weekly reading assignments, as evidenced by response writing, grades on tests and quizzes, and/or reflection in class discussion;
- complete related writing assignments, collected in portfolios, which demonstrate improvement in writing well-organized multi-paragraph critical essays;
- write in the persuasive, expository, and self-expressive modes, with samples included in portfolios;
- independently read, analyze, and write critically about novels, as well as works of nonfiction;
- participate in and contribute meaningfully to class discussions;
- use new vocabulary meaningfully in writing and in speech;
- deliver presentations of literary analysis and/or library research ;
- function productively in cooperative learning groups; and
- relate literature to other art forms and other media, such as painting, sculpture, or film

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|---|
| <b>GOAL I: Construct meaning, interpret, and respond critically to written, visual, and oral media.</b> |
|---|

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| <b>Learner Outcomes</b> | <b>Sample Indicators / Assessments of Learning</b> |
|-------------------------|--|
|-------------------------|--|

*The student will know how to:*

*The student will be able to:*

- 1.1** explore in reading, discussion, and writing, the themes of American literature, such as:
- Americans in Crisis
  - Choices and Consequences
  - Humans in Conflict
  - Individuals in Society
  - New Beginnings
  - Our Living Earth
  - Search for Meaning
  - Self-Realization
  - Struggle for Justice
  - Uses of Imagination
  - Values and Beliefs
- 1.2** study the short story, poetry, non-fiction, the novel and drama
- 1.3** apply and evaluate the following elements of literary analysis:
- plot
  - characterization
  - style
  - theme development
  - point-of-view
  - persuasive techniques
  - figurative language
  - rhythm and rhyme
  - tone

- write multi-paragraph essays analyzing those literary elements studied each term.
- write creative papers utilizing style and/or format of literature read and studied.
- discuss in large and small settings.
- deliver oral reports focusing on reading (both assigned and independent).
- stage debates, dramatizations, and/or speeches.

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***Sample Collection for Portfolio***

- *Multiple analytical essays and creative papers, as listed above*
- *Performance-based assessments*
- *Teacher-made test*

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| <b>GOAL II: Choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.</b> |
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**Learner Outcomes****Sample Indicators / Assessments of Learning**

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*The student will know how to:*

- 2.1 display perceptive and insightful comprehension and reflective thinking about the text.
- 2.2 develop the ability to form a coherent thesis and write effectively about assigned topics in the persuasive, expository, self-expressive, and literary modes.
- 2.3 display thoughtful judgments about the literary quality of the text, and support those judgments with evidence from the text and/or outside experience.
- 2.4 make connections between personal experience and knowledge and ideas presented in a text.
- 2.5 view portfolio contents to monitor his or her progress.

*The student will be able to:*

- participate in groups discussions of readings preliminary to writing.
- keep working portfolios containing examples of four modes of literary expression.
- complete the steps of the writing process.
- complete reader-response journals.
- write a portfolio evaluation.
- lead class discussions as appropriate and role-play.

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***Sample Collection for Portfolio***

- *Reader-response journals*
- *Formal peer evaluations*
- *Working portfolios containing examples of four modes of literary expression*
- *Portfolio evaluation*

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| <b>GOAL III: Create works using the language arts in visual, oral, written and performance-based forums.</b> |
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**Learner Outcomes****Sample Indicators / Assessments of Learning**

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*The student will know how to:*

- 3.1** demonstrate ability to write well-organized paragraphs in a multi-paragraph essay format.
- 3.2** declaim passages from great literature and speeches.
- 3.3** present researched reports.
- 3.4** participate in dramatizations of literary selections or original works.
- 3.5** read aloud, with appropriate expression, a variety of styles of poetry and prose.
- 3.6** present original speeches.

*The student will be able to:*

- participate in declamations, recitations, oral reports.
- complete student-made videos (optional).
- lead class in discussions and role-playing.
- complete writing portfolios.
- submit works to student publications.

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***Sample Collection for Portfolio***

- *Self-assessment/teacher assessment sheets for reports, oral presentations*
- *Teacher assessment form for a declamation oral presentation, or video*
- *Student essays with teacher assessment*

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| <b>GOAL IV: Determine and address task, audiences, and purposes in the application of the language arts.</b> |
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**Learner Outcomes****Sample Indicators / Assessments of Learning**

*The student will know how to:*

- 4.1** show awareness of themes and literary patterns of American literature in a variety of genres from different periods.
- 4.2** develop critical interpretation skills regarding quality, meaning, or use of text.
- 4.3** identify the main theme or topic and the author's overall purpose and point of view in a particular text.

*The student will be able to:*

- participate in group brainstorming and discussion.
- identify literary techniques, and styles from a variety of American time periods and cultures.
- have an understanding of author's purpose.
- complete personal narrative for college application essay.

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***Sample Collection for Portfolio***

- *Analytical essays*
- *Original and imitative creative pieces*
- *Selected journal entries*
- *Personal narrative*
- *Completed college application*

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| <b>GOAL V: Develop, substantiate, and defend ideas in creative/critical forms, both written and oral.</b> |
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**Learner Outcomes****Sample Indicators / Assessments of Learning**

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*The student will know how to:*

- 5.1** develop the ability to form a coherent thesis and write effectively about assigned topics in the persuasive, expository, self-expressive, and literary modes.
- 5.2** demonstrate ability to write well-organized paragraphs in a multi-paragraph essay format.
- 5.3** show awareness of American universal themes in American literature of different periods.
- 5.4** develop critical interpretation skills regarding quality, meaning, or use of text.
- 5.5** identify the main theme or topic and the author's overall purpose, audiences, and point of view in a particular text.

*The student will be able to:*

- write multi-paragraph essays in four modes of literacy expression.
- write creative pieces.
- participate in and lead class discussions.

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***Sample Collection for Portfolio***

- *Multi-paragraph essays in the four modes of literacy expression.*
- *Creative work applying themes of text read in class*
- *Evaluation of class oral presentations*
- *Evaluation of staged debates*
- *Essays of literary analysis*
- *Write-to-prompt timed essay*

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| <b>GOAL VI: Know when and how to apply the conventions of edited English in oral and written communication.</b> |
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**Learner Outcomes**

**Sample Indicators / Assessments of Learning**

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*The student will know how to:*

- 6.1 proofread and edit.
- 6.2 apply grammar skills to writing.
- 6.3 expand and incorporate new vocabulary in speech and writing.

*The student will be able to:*

- correctly edit spoken and written language.
- proofread, apply grammar skills, and demonstrate expanded vocabulary.

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***Sample Collection for Portfolio***

- *Formal peer evaluations*
- *Working portfolios containing examples of correctly written and formatted final products*
- *Teacher-made tests*

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| <b>GOAL VII: Examine, understand, and respond to a variety of voices from diverse cultures and historical periods.</b> |
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| <b>Learner Outcomes</b> | <b>Sample Indicators / Assessments of Learning</b> |
|-------------------------|--|
|-------------------------|--|

*The student will know how to:*

*The student will be able to:*

- 
- 
- 7.1 read independently from a variety of American texts.
    - understand and respond to a variety of information from diverse American cultures and historical periods.
  - 7.2 gain insights into his or her own life from his or her reading.
    - complete compare/contrast essays, keep reader-response journals, perform role-play, and produce creative paper using an assumed voice.
  - 7.3 come to an awareness of common American experiences by reading literature written during different times and in a variety of settings.
    - perform interdisciplinary presentations.

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***Sample Collection for Portfolio***

- *Comparison/contrast essays*
- *Reader-response journals*
- *Interdisciplinary presentation assessments*
- *Role-playing assessments*
- *Creative papers employing an assumed voice with assessments*

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| <b>GOAL VIII: Use available forms of media and technology as an integral part of the language arts experience.</b> |
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**Learner Outcomes**

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**Sample Indicators / Assessments of Learning**

*The student will know how to:*

*The student will be able to:*

**8.1** view commercially made productions

- use available forms of media and

- based on themes and literature studied in class.
- 8.2** write and produce original videos/PowerPoint presentations (optional).
- 8.3** employ computers in the various stages of the writing process.
- technology as in completing journals/portfolios.
  - make student-produced videos/presentations (optional).
  - create student publications/classroom newsletters.

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***Sample Collection for Portfolio***

- *Evaluations of student-created media presentations*
- *Word-processed papers*

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| <p><b>GOAL IX: Gather, analyze, and respond to information from primary and secondary sources.</b></p> |
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| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessments of Learning</b>  |
|--|---|
| <p><i>The student will know how to:</i></p> <p><b>9.1</b> when appropriate, read current news articles related to literature studied in class.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- write and give oral responses to literature and critical material.</li> </ul> |

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**9.2** conduct library research on selected topics throughout the year.

- complete a research paper.
- complete an assignment using literary criticism.

**9.3** study and evaluate short works of literature based on both prior knowledge/experience and related literary criticism.

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***Sample Collection for Portfolio***

- *Written and oral responses to literature and critical material*
- *Reader-response journals*
- *Student research paper*
- *Teacher and self-assessments*

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**COLLEGE SUCCESS SKILLS**  
**(READING COURSE)**  
**Grades 11 and 12**

**I. DESCRIPTION OF THE COURSE**

The purpose of this course is to enhance the student's ability to interact with text at an advanced level, to conduct independent research, to recognize patterns of reasoning, as well as to outline, note-take, and write in a systematic fashion. Test preparation will be covered as well as strategies for improvement of test-taking skills, from responding to prompts to objective tests. Some attention will be devoted to improvement of performance on standardized tests such as the SAT; however, the focus of the course will be more on the acquisition of skills that guarantee success in college rather than those skills that contribute to college admission.

**II. OBJECTIVES OF THE COURSE**

Students will increase their comprehension of difficult reading material by showing that they can outline text materials written above their grade level.

Students will be able to take organized and lucid notes in response to a lecture.

Students will be able to conduct research on a topic of their choice, and following an organized process, create a research paper of between 5 – 10 pages on that topic.

Students will develop awareness of methods of attacking test questions written in multiple choice, true/false, and essay formats.

Students will be able to distinguish among and employ various methods of reading for various purposes.

Students will increase their reading rate.

Students will become familiar and adept at study reading method SQ3R.

Students will prepare and present an effective oral presentation.

Students will examine and improve time-management skills with logs, schedules, and use this information in study-planning for exams.

Students will undertake a systematic vocabulary development program.

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## GRADE 11

### LEVEL: CORE BOOKS

#### ALL

- Required summer reading
- Text – The American Experience
- The Crucible
- A Twain novel
- At least one unit of study (a novel, series of poems, short stories) by a woman author

#### LEVEL I AND 2

- The Great Gatsby
- *Hawthorne short stories +/or novel*
- Melville short stories +/or novel

#### LEVEL 3

- Of Mice and Men
- Hawthorne short stories +/or excerpt from text
- Melville short stories +/or excerpt from text

### REQUIRED PORTFOLIO PIECES (MINIMUM #):

#### ALL

- Required summer reading assignment
- Major test
- Oral report evaluation
- Journal entry
- Reflection piece on the portfolio pieces
  
- Original creative piece
- College essay
  
- Literature analysis essay
- Persuasive essay
- Expository essay\*\*
  
- Use of research for one of the above
- Evidence of the steps of the writing process for one assignment

\*\*such as, comparison/contrast, classification, cause/effect, definition, and so forth.



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## Abbreviated Scoring Rubric for CAPT Literature Prompts

Each score category contains a range of student responses which reflect the descriptions given below:

### Score 1

- Displays very limited understanding and/or serious misunderstanding of the text.
- Displays no or very little reflective thinking about the text or his/her ability process the text.
- Displays no awareness of or appreciation for aesthetic or literary features of the text.
- Displays no meaningful associations between the text and other texts and/or outside experience.

### Score 2

- Displays a literal or superficial understanding of the text.
- Displays little, if any, reflective thinking about the text.
- Displays judgments of literary quality that are superficial or emotional.
- Displays difficulty in making associations between the text and other texts and/or outside experience.

### Score 3

- Displays marginally acceptable comprehension but interpretation tends to be predictable and lacks insight.
- Displays little reflective thinking about the text.
- Displays judgments about the literary quality of the text that tend to be ritualistic and lacks support.
- Displays associations between the text and other texts and/or outside experience that are superficial, lack depth of understanding, or lack support.

### Score 4

- Displays a thoughtful and plausible interpretation of the text but the interpretation lacks the insight displayed by superior and excellent readers.
- Displays some reflective thinking about the text but not the deeper interpretations exhibited by superior and excellent readers.
- Displays judgments about the literary quality of the text but the judgments tend to be superficial and/or not well supported.
- Displays some associations between the text and other texts and/or outside experience but the associations tend to be routine and predictable.

### Score 5

- 
- Displays thoughtful comprehension but the interpretations may be less insightful than that of superior readers.
  - Displays reflective thinking about the text but may lack the deeper interpretations exhibited by superior readers.
  - Displays judgments about the literary quality of the text and usually supports those judgments with evidence.
  - Displays associations between the text and other texts and/or outside experience but the associations may not be as perceptive or thoughtful as those of superior readers.

**Score 6**

- Displays perceptive and insightful comprehension.
- Displays exceptional reflective thinking about the text.
- Displays thoughtful judgments about the literary quality of the text and supports those judgments with evidence from the text and/or outside experience.
- Displays perceptive associations between the text and/or outside experience.

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## CAPT Interdisciplinary Assessment Scoring Rubric

Each score category contains a range of student responses which reflects the descriptions given below:

### **Score 1**

Fails to take a stand that addresses the problem. The response offers no support; or emotional support only; or serious misunderstanding; or inaccurate or irrelevant support. The response lacks focus and a controlling idea; displays little or no organization; and contains frequent digressions or abrupt shifts in ideas that interfere with meaning. The response shows no awareness of audience; most ideas are difficult to follow and understand; fluency and transitions are lacking.

### **Score 2**

Attempts a stand but fluctuates between or among positions. Only superficial support (1 or 2 ideas) is given and ideas may be poorly developed, inaccurate, irrelevant or logically inconsistent. The response stays on topic but lacks the focus of a strong controlling idea; digressions and/or abrupt shifts interfere with meaning. The response displays little, if any, awareness of audience; many ideas are difficult to understand; fluency and transitions are lacking.

### **Score 3**

Takes a stand but does not develop a clear position; the response contains limited support with only a few ideas; some information may be inaccurate or irrelevant. The controlling idea, if present, may be a simple restatement of the problem. The response shows some organization but there may be some digressions or abrupt shifts that interfere with meaning. The response shows some awareness of audience and some transitions and fluency; however, some ideas may not be clearly expressed.

### **Score 4**

Takes and develops a position but the response lacks thoroughness; some information may be inaccurate or irrelevant. The response displays adequate organization with at least one controlling idea and some coherence; digressions, if present, are not disruptive. The response shows some awareness of audience; most ideas are clear and understandable but fluency and transitions may be lacking.

### **Score 5**

Takes a clear and thoughtful position; the position is well supported but not as completely developed as a “6” response; information is accurate and relevant. The position is well organized and contains one or more controlling ideas; but may not be a unified as “6” response; digressions are rare. The response shows some sensitivity to audience; ideas are clearly expressed but may lack the fluency and polish of a “6” response.

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**Score 6**

Takes a clear and persuasive position; the position is richly supported and developed with accurate and relevant information from the source materials. The position is unified and focused and contains one or more clear controlling ideas. Organization and control are sustained throughout the response. The response shows awareness of audience; ideas are clearly and effectively developed; and writing is fluent with effective transitions.

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**COLLEGE SUCCESS SKILLS  
(READING COURSE)  
Grades 11 and 12**

**I. DESCRIPTION OF THE COURSE**

The purpose of this course is to enhance the student’s ability to interact with text at an advanced level, to conduct independent research, to recognize patterns of reasoning, as well as to outline, note-take, and write in a systematic fashion. Test preparation will be covered as well as strategies for improvement of test-taking skills, from responding to prompts to objective tests. Some attention will be devoted to improvement of performance on standardized tests such as the SAT; however, the focus of the course will be more on the acquisition of skills that guarantee success in college rather than those skills that contribute to college admission.

**II. OBJECTIVES OF THE COURSE**

Students will increase their comprehension of difficult reading material by showing that they can outline text materials written above their grade level.

Students will be able to take organized and lucid notes in response to a lecture.

Students will be able to conduct research on a topic of their choice, and following an organized process, create a research paper of between 5 – 10 pages on that topic.

Students will develop awareness of methods of attacking test questions written in multiple choice, true/false, and essay formats.

Students will be able to distinguish among and employ various methods of reading for various purposes.

Students will increase their reading rate.

Students will become familiar and adept at study reading method SQ3R.

Students will prepare and present an effective oral presentation.

Students will examine and improve time-management skills with logs, schedules, and use this information in study-planning for exams.

Students will undertake a systematic vocabulary development program.

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**SENIOR ADVANCED PLACEMENT/  
UNIVERSITY OF CONNECTICUT COOPERATIVE PROGRAM  
ENGLISH**

**I. DESCRIPTION OF THE COURSE**

Advanced Placement/UCONN Cooperative English is a college-level English language, literature, and composition course. The course focuses on careful reading and critical analysis of non-fiction prose written in a variety of periods, disciplines, and rhetorical contexts. In addition, Advanced Placement English engages students in the reading and analysis of imaginative literary works from various genres and periods with concentration on works written in the English language from the sixteenth century to the present. This course not only teaches students to become skilled readers, it also instructs students in the writing process, with a strong emphasis on the techniques of revision. Students write in a variety of forms – narrative, exploratory, expository, argumentative – on a variety of subjects from personal experiences, to public policies, from imaginative literature to popular culture – and for a variety of purposes. Writing assignments which focus on the critical analysis of literature may include expository, analytical, and argumentative essays, well-constructed creative writing assignments as well as research-based writing. Oral presentations, and multi-disciplinary projects are also vital components of the course.

**II. PURPOSE OF THE COURSE**

To provide intensive instruction in critical reading, writing, speaking and listening, through literary analysis of the genres of drama, fiction, non-fiction, and poetry.

To familiarize students with the literary conventions which appear in their assigned readings and to provide opportunity for students to practice these conventions in the expository, persuasive, self-expressive and literary modes of composition.

**III. GOALS AND EXPECTANCIES ADDRESSED**

Throughout this course, students, independently and collaboratively, will be expected to:

- construct meaning, interpret, and respond critically to written, visual, and oral media;
- choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts;
- create works using the language arts in visual, oral, written, and performance-based forums;
- determine and address task, audience, and purpose in the application of the language arts;
- develop, substantiate and defend ideas in creative/critical forms, both written and oral;

- know when and how to apply the conventions of edited English in oral and written communications;
- examine, understand, and respond to a variety of voices from diverse cultures and historical periods;
- use available forms of media and technology as an integral part of the language arts experience;
- gather, analyze, and respond to information from primary and secondary sources; and

#### IV. OBJECTIVES

The recursive nature of language arts instruction means many of the goals and objectives overlap and student achievement should reflect the integration of skills.

#### V. MATERIALS CITED

The Essay Connection, Heath, D.C.  
In Country, Mason, Bobbie Ann  
Invisible Man, Ellison, Ralph  
A Passage to India, Forester, E.M.  
Catch 22, Heller, Joseph  
Their Eyes Were Watching God, Hurston, Zora Neale  
The Metamorphosis, Kafka, Franz  
The Woman Warrior, Kingston, Maxine Hong  
Song of Solomon, Morrison, Toni  
A Thousand Acres, Smiley, Jane  
A Lost Lady, Cather, Willa  
Heart of Darkness, Conrad, Joseph  
A Portrait of the Artist as a Young Man, Joyce, James  
The Kitchen God's Wife, Tan, Amy  
The Canterbury Tales, Chaucer  
Gulliver's Travels, Swift, Jonathan  
The Inferno, Dante  
Oedipus Rex, Sophocles  
Antigone, Sophocles  
Medea, Euripides  
Hamlet, Shakespeare  
King Lear, Shakespeare  
The Death of A Salesman, Miller, Arthur  
The Glass Menagerie, Williams, Tennessee  
Hedda Gabler, Ibsen  
 Selections from The Bible  
 Selections from The Aeneid  
 Selected short stories  
 Selected one-act plays  
 Various poetry selections from 16<sup>th</sup> century to present time

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## **VI. PRODUCT REQUIREMENTS OF SUCCESS**

This is a generalized list; for more specific product requirements, see assessments listed for individual goals.

Students must show evolving competence in their ability to:

- complete and comprehend weekly reading assignments, as evidenced by response writing, grades on tests and quizzes, and/or reflection in class discussion;
- complete related writing assignments, collected in portfolios, which demonstrate improvement in writing well-organized multi-paragraph critical essays;
- write in the persuasive, expository, and self-expressive modes, with samples included in portfolios
- independently read, analyze, and write critically about challenging works of all imaginative genres, as well as longer works of non-fiction within and outside of class;
- participate in and contribute meaningfully to class discussions;
- use new vocabulary with denotative accuracy and connotative resourcefulness in writing and in speech;
- deliver presentations of literary analysis and/or library research employing appropriate technology when warranted;
- function productively in cooperative learning groups; and
- relate literature to other art forms and other media, such as painting, sculpture, or film.



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| <b>GOAL I: Construct meaning, interpret, and respond critically to written, visual, and oral media.</b> |
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| Learner Outcomes   | Sample Indicators / Assessment of Learning  |
|--|---|
| <p><i>The student will know how to:</i></p> <p><b>1.1</b> explore in reading, discussion, and writing, a work’s complexity, absorb its richness of meaning, and analyze how that meaning is embodied in literary form.</p> <p><b>1.2</b> study the short story, poetry, non-fiction, the novel and drama.</p> <p><b>1.3</b> develop an understanding of the elements of literary analysis:</p> <ul style="list-style-type: none"> <li>- Structure</li> <li>- Figurative language</li> <li>- Tone</li> <li>- Diction</li> <li>- Persuasive techniques</li> <li>- Critical perspective</li> <li>- Rhythm</li> <li>- Style</li> <li>- Imagery</li> <li>- Syntax</li> <li>- Plot</li> <li>- Theme</li> <li>- Symbolism</li> <li>- Rhetorical strategies</li> <li>- Character</li> <li>- Allusion</li> <li>- Rhyme</li> </ul> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- write response and reaction papers.</li> <li>- develop skills in annotation, and free-writing.</li> <li>- write papers of analysis and interpretation which are focused on aspects of language and structure.</li> <li>- write papers of evaluation which involve making and explaining judgments about a work’s artistry and exploring its underlying social and cultural values through analysis, interpretation and argument.</li> <li>- write timed in-class essays.</li> <li>- discuss works of literature in large and small group settings.</li> <li>- deliver oral presentations (both assigned and independent).</li> <li>- participate in debates, dramatizations, speeches.</li> <li>- complete AP practice examinations.</li> </ul> |

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***Sample Collection for Portfolio***

- *Writing response and reaction papers with annotation, free writing, reading journal*
- *Papers of analysis and interpretation which are focused on aspects of language and structure*
- *Papers of evaluation*
- *Evaluation of group discussions*
- *Oral presentations (assigned and independent)*
- *Debates/dramatizations/speeches*
- *AP practice examinations*

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**GOAL II: Choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.**

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| Learner Outcomes   | Sample Indicators / Assessment of Learning   |
|--|--|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>  |
| <p><b>2.1</b> explore a wide-ranging vocabulary and employ vocabulary with denotative accuracy and connotative resourcefulness.</p> <p><b>2.2</b> identify and employ a variety of sentence structures, including appropriate use of subordination and coordination.</p> <p><b>2.3</b> learn to identify and employ logical organization enhanced by specific techniques, such as repetition, transitions, and emphasis to increase coherence.</p> <p><b>2.4</b> understand and employ a balance of generalization and specific illustrative detail.</p> <p><b>2.5</b> identify and employ effective rhetorical strategies including controlling tone, establishing and maintaining consistent voice, and achieving appropriate emphasis through diction, sentence structure, parallelism, and antithesis.</p> <p><b>2.6</b> apply reading, writing, and analytical skills learned in the classroom to new material.</p> | <ul style="list-style-type: none"> <li>- respond to literature in both directed and open reader’s journal assignments.</li> <li>- participate in group discussion of readings focused on rhetorical and literary devices.</li> <li>- understand rhetorical strategies and stylistic devices through imitation, papers of rhetorical and literary analysis, formal peer evaluations, and revision exercises.</li> <li>- complete AP practice examinations.</li> <li>- write an analysis of working portfolios.</li> </ul> <hr/> <p><b><i>Sample Collection for Portfolio</i></b></p> <ul style="list-style-type: none"> <li>- <i>Directed and open reader’s journal assignments</i></li> <li>- <i>Evaluation of group discussion (rhetorical and literary devices)</i></li> <li>- <i>Imitation exercises</i></li> <li>- <i>Papers of rhetorical and literary analysis</i></li> <li>- <i>Formal peer evaluations</i></li> <li>- <i>Revision exercises</i></li> <li>- <i>AP practice examinations</i></li> <li>- <i>Analysis of working portfolios</i></li> </ul> |

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| <b>GOAL III: Create works using the language arts in visual, oral, written and performance-based forums.</b> |
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| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>   |
|---|---|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>   |
| <b>3.1</b> demonstrate ability to write well-organized, imaginative, and critical essays.     | <ul style="list-style-type: none"> <li>- present declamations.</li> <li>- create student-made videos/PowerPoint presentations.</li> </ul>   |
| <b>3.2</b> create original works modeled after works studied in class.                        | <ul style="list-style-type: none"> <li>- engage in role-playing.</li> <li>- present oral report and readings.</li> <li>- create writing portfolios demonstrating a variety of writing styles and skills.</li> </ul> |
| <b>3.3</b> present original speeches.   | <ul style="list-style-type: none"> <li>- participate in student-led discussions.</li> <li>- deliver original speeches.</li> </ul>   |
| <b>3.4</b> present researched oral reports.   | <ul style="list-style-type: none"> <li>- present multimedia projects.</li> </ul>  |
| <b>3.5</b> participate in dramatizations of literary selections or original works.            |   |
| <b>3.6</b> read aloud, with appropriate expression, a variety of styles of poetry and prose.  |   |
| <b>3.7</b> incorporate art, music, and technology interest into performance-based activities. |   |

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***Sample Collection for Portfolio***

- *Assessments of declamations*
- *Student-made videos*
- *PowerPoint presentations*
- *Role-playing*
- *Oral report/readings*
- *Student-led discussions*
- *Speeches*
- *Multimedia projects*
- *Writing portfolio*

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| <b>GOAL IV: Determine and address task, audience, and purpose in the application of the language arts.</b> |
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| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>   |
|--|---|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>   |
| <p><b>4.1</b> show awareness of themes and literary patterns in a variety of genres from different periods.</p> <p><b>4.2</b> develop critical interpretation skills regarding quality, meaning, or use of text.</p> <p><b>4.3</b> identify the main theme or topic and the author’s overall purpose, audience, and point-of-view, and strategies in a particular text.</p> <p><b>4.4</b> develop critical listening and interpretation skills regarding quality, meaning, or use of language or text.</p> <p><b>4.5</b> identify author’s overall purpose and point of view in a particular text.</p> <p><b>4.6</b> construct various oral and written projects to meet a specific purpose for a specific audience.</p> | <ul style="list-style-type: none"> <li>- create reader-response journals in both directed and open formats.</li> <li>- participate in group brainstorming and discussion.</li> <li>- explore point-of-view changes in written and oral formats.</li> <li>- create writing portfolios (working and cumulative) demonstrating analytical and creative use of critical skills.</li> <li>- participate in AP sample examinations.</li> <li>- perform research and reading of literary criticism.</li> </ul> |

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***Sample Collection for Portfolio***

- *Reader-response journals-open and directed*
- *Evaluation of group-brainstorming and discussion*
- *Creative and analytical papers exploring point-of-view change*
- *Writing portfolios (working and cumulative)*
- *AP sample examinations*
- *Papers including research and reading of literary criticism*
- *Evaluation of oral presentation of research and reading*

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| <b>GOAL V: Develop, substantiate, and defend ideas in creative/critical forms, both written and oral.</b> |
|---|

| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>  |
|---|--|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>  |
| <p><b>5.1</b> write multi-page papers in a variety of forms and a variety of subjects.</p> <p><b>5.2</b> emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication</p> <p><b>5.3</b> engage in the personal and reflective writing that fosters the development of writing facility in any context.</p> <p><b>5.4</b> analyze various models of argumentative writing and employ, in their own writing, the various strategies used in the models.</p> <p><b>5.5</b> show awareness of particular cultural as well as universal themes in literature of different periods.</p> <p><b>5.6</b> develop critical interpretation skills regarding quality, meaning, or use of text.</p> <p><b>5.7</b> identify the main theme or topic and the author’s overall purpose, audiences, and point of view in a particular text.</p> | <ul style="list-style-type: none"> <li>- participate in classroom discussions of material studied.</li> <li>- create reader’s journals.</li> <li>- write multi-page essays in the four modes of literary expression.</li> <li>- develop creative works applying themes of texts read in class.</li> <li>- deliver class oral presentations.</li> <li>- participate in staged debates.</li> </ul> |

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***Sample Collection for Portfolio***

- *Evaluation of classroom discussions*
- *Reader-response journals*
- *Multi-page essays in the four modes of literary expression*
- *Creative works applying themes of texts read in class*
- *Evaluation of class oral presentations/staged debates*

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| <b>GOAL VI: Know when and how to apply the conventions of edited English in oral and written communications.</b> |
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| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>                                  |
|---|--|
| <i>The student will know how to:</i>                                    | <i>The student will be able to:</i>  |
| <b>6.1</b> proofread and edit.  | - use increased vocabulary in oral and written work.                               |
| <b>6.2</b> apply grammar skills to writing.                             | - edit own and peer work.  |
| <b>6.3</b> Expand and incorporate new vocabulary in speech and writing. | - perform well on traditional editing tests and on tests employing new vocabulary. |

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***Sample Collection for Portfolio***

- *Portfolio pieces incorporating increased vocabulary*
- *Correctly written and formatted final products*
- *Peer editing*
- *Traditional tests on editing and vocabulary comprehension*

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| <b>GOAL VII: Examine, understand, and respond to a variety of voices from diverse cultures and historical periods.</b> |
|--|

| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>  |
|--|--|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>  |
| <p><b>7.1</b> read independently from a variety of multicultural texts – largely Anglophone.</p> <p><b>7.2</b> gain insights into his or her own life and culture from his or her reading of biographies and autobiographies.</p> <p><b>7.3</b> come to an awareness of common human traits by reading literature written during different times and in a variety of settings</p> <p><b>7.4</b> exercise critical abilities in evaluations of these texts.</p> | <ul style="list-style-type: none"> <li>- write comparison-contrast essays.</li> <li>- create journal responses from varied critical perspectives.</li> <li>- write critical essays.</li> <li>- create interdisciplinary presentations.</li> <li>- write creative papers employing an assumed voice.</li> </ul> |

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***Sample Collection for Portfolio***

- *Comparison-contrast essays*
- *Journal responses from varied critical perspectives*
- *Critical essays*
- *Evaluation of interdisciplinary presentations*
- *Creative papers employing an assumed voice*

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| <b>GOAL VIII: Use available forms of media and technology as an integral part of the language arts experience.</b> |
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| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>  |
|---|--|
| <p><i>The student will know how to:</i></p> <p><b>8.1</b> view commercially-made productions based on themes and literature studied in class.</p> <p><b>8.2</b> write and produce original videos.</p> <p><b>8.3</b> employ computers in the various stages of the writing process.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- create portfolios demonstrating various word processing and research skills.</li> <li>- create student-produced videos/PowerPoint demonstrations.</li> <li>- submit work to student publications.</li> <li>- conduct Internet research/e-mail discussion.</li> </ul> |

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***Sample Collection for Portfolio***

- *Writing portfolios*
- *Assessment of student-produced videos and PowerPoint demonstrations*
- *Works submitted for student publications*
- *Papers incorporating Internet research*
- *Evaluation of e-mail discussion.*



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| <b>GOAL IX: Gather, analyze, and respond to information from primary and secondary sources.</b> |
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| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>   |
|--|---|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>   |
| <p><b>9.1</b> when appropriate, read current news articles related to topics studied in class.</p> <p><b>9.2</b> conduct library and Internet research on selected topics throughout the year.</p> <p><b>9.3</b> study and evaluate short works of literature based on both prior knowledge/experience and related literary criticism.</p> | <ul style="list-style-type: none"> <li>- create short written and oral responses to literature and critical material.</li> <li>- create reader response journals.</li> <li>- write papers using critical materials from both library and Internet resources.</li> <li>- write critical essays and research papers.</li> <li>- create and deliver oral presentations.</li> <li>- create and present interdisciplinary projects.</li> </ul> |

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***Sample Collection for Portfolio***

- *Short written and oral responses to literature and critical material*
- *Reader-response journals*
- *Critical essays and research papers*
- *Evaluation of oral presentations*
- *Interdisciplinary projects*

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## **CREATIVE WRITING**

### **I. DESCRIPTION OF THE COURSE**

This course highlights techniques in expressive writing in the biographic, poetic, fictional, and dramatic modes. Students keep writing journals and share some of their work with the class. Readings and written exercises are assigned to help students acquire greater awareness of the writing styles of established authors and to experiment with new forms and techniques in their own expressive writing. Students produce several finished pieces throughout the term, with a major work in a genre of their choice as a culminating activity. Students are encouraged to submit their work to student writing publications either national (e.g., The 21<sup>st</sup> Century, Literary Cavalcade) or local (The DHHS literary magazine Phoenix).

### **II. PURPOSE OF THE COURSE**

The purpose of this course is to provide students interested in creative writing with opportunities to develop techniques and experiment in various genres. In imitative writing, students are expected to develop sensitivity to different styles and literary voices and to add to their own repertoires of techniques and styles. Students should expect to grow as both writers and readers and heighten their own sensitivity to organizational patterns, as well as to stylistic and linguistic features of good writing.

### **III. GOALS AND EXPECTANCIES ADDRESSED**

Throughout this course, students, independently and collaboratively, will be expected to:

- construct meaning, interpret, and respond critically to written, visual, and oral media;
- choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts;
- create works using the language arts in visual, oral, written, and performance-based forums;
- determine and address task, audience, and purpose in the application of the language arts;
- develop, substantiate and defend ideas in creative/critical forms, both written and oral;
- know when and how to apply the conventions of edited English in oral and written communications;
- examine, understand, and respond to a variety of voices from diverse cultures and historical periods;
- use available forms of media and technology as an integral part of the language arts experience;
- gather, analyze, and respond to information from primary and secondary sources.

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#### IV. OBJECTIVES

The recursive nature of language arts instruction means many of the goals and objectives overlap and student achievement should reflect the integration of skills.

#### V. MATERIALS CITED

Creative Writing (Mueller-Reynolds)

Composition: Models and Exercise (Warriner)

Model for Clear Writing (Donald et.al.)

Impact: Fifty Short Short Stories (Ed. Safier)

The Short Story and You (Ed. Simmons/Stern)

Contemporary Short Stories

The Norton Anthology of English and American Poetry (vols. 1 and 2)

The College Anthology of British and American Poetry

The Writer Within (Bloom)

Exercises in Style (Quineau)

The Lively Art of Writing (Payne)

The Design of Drama (Longworth)

Man in the Poetic Mode

**Man in the Dramatic Mode**

#### VI. PRODUCT REQUIREMENTS OF SUCCESS

This is a generalized list; for more specific product requirements, see assessments listed for individual goals.

Students must show evolving competence in their ability to:

- write a memoir;
- develop their original imitative poetry;
- comprehend short story structure;
- develop realistic and believable characters in fiction;
- understand how to meld the various elements of a short story into a unified whole;
- develop imagery in their writing;
- create symbolism;
- recognize literary craft and apply some perceived forms to their own works;
- create and dramatize a scene;
- write stage directions;
- develop a conflict as a dramatic exercise;
- develop a resolution to a dramatic conflict in a limited setting;
- experiment with different poetic forms; and
- write a parody of an author's distinctive style.

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**GOAL I: Construct meaning, interpret, and respond critically to written, visual, and oral media.**

| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>   |
|--|---|
| <p><i>The student will know how to:</i></p> <p><b>1.4</b> present to the class the best examples of creative writing he or she finds in summer reading.</p> <p><b>1.5</b> present summary and analysis of a selected short story to the class.</p> <p><b>1.6</b> share an analysis of an assigned literary work.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- justify his or her choice of a passage(s) that meets his or her definition of powerful and movingly written literature.</li> <li>- lead classmates to a clearer understanding of story structure.</li> <li>- isolate and explain elements of style that might provide inspiration for imitation.</li> </ul> |

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***Sample Collection for Portfolio***

- *Evaluation of summer reading reports*
- *Evaluation of oral presentations on the short story, poems, and novels*

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| <p><b>GOAL II: Choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.</b></p> |
|---|

| Learner Outcomes   | Sample Indicators / Assessment of Learning   |
|--|--|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>  |
| <p><b>2.1</b> recognize specific features of a given writer’s style.</p>                                     | <ul style="list-style-type: none"> <li>- imitate those specific style elements in a work of his or her own.</li> </ul>   |
| <p><b>2.7</b> choose a mode of discourse to create a piece of non-fiction.</p>                               | <ul style="list-style-type: none"> <li>- develop an essay topic based on an appropriate mode of discourse (description, definition, persuasion, process, etc.).</li> </ul> |
| <p><b>2.8</b> complete an essay, story, poem, or dramatic scene that illustrates a chosen theme or idea.</p> | <ul style="list-style-type: none"> <li>- write portfolio evaluations.</li> <li>- write pieces for the portfolio.</li> </ul>  |
| <p><b>2.9</b> review portfolio contents to monitor his or her progress.</p>                                  |  |

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***Sample Collection for Portfolio***

- *Timed writings to prompts*
- *Presentations of reading to the class*
- *Imitations of distinctive authors’ styles*
- *Portfolio evaluation*

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**GOAL III: Create works using the language arts in visual, oral, written and performance-based forums.**

| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>   |
|---|---|
| <p><i>The student will know how to:</i></p> <p><b>3.8</b> write a dramatic monologue.</p> <p><b>3.9</b> develop characters in works of fiction and in dramatic scenes.</p> <p><b>3.10</b> write original essays in various modes on a chosen topic.</p> <p><b>3.11</b> recognize the sonnet, haiku, tanka, and rubai poetic forms, as well as free and blank verse experiments.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- deliver his or her monologue.</li> <li>- work with small peer groups to direct a performance of a student-written scene.</li> <li>- maintain a working portfolio of his or her writing of the course.</li> <li>- maintain his or her portfolio with examples of his or her poetic efforts.</li> </ul> |

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***Sample Collection for Portfolio***

- *Evaluations of presentations of dramatic monologue*
- *Peer and teacher evaluation of dramatic scenes*
- *Collection of working portfolios*
- *Individual grades on assigned poems, essays, and dramas*

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| <b>GOAL IV: Determine and address task, audience, and purpose in the application of the language arts.</b> |
|--|

| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>  |
|---|--|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>  |
| <p><b>4.7</b> recognize tone and author intent in assigned writing samples.</p> <p><b>4.8</b> listen critically to others' works to assist them in clarifying purpose/tone.</p> <p><b>4.9</b> identify a specific task and adopt the most creatively efficient method in which to explore it</p> <p><b>4.10</b> address different audiences with a similar topic.</p> | <ul style="list-style-type: none"> <li>- contribute insight into another student's work to facilitate improvement.</li> <li>- propose the concept or scenario for a short story, an essay, and a dramatic scene, all with the same theme.</li> <li>- experiment with different presentations of topics in their journals.</li> </ul> |

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***Sample Collection for Portfolio***

- *Class discussions of various topics and audiences*
- *Peer editing exercises*
- *Completed journal assignments with writing on a single topic geared to different audiences*
- *Finished piece in portfolio*

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| <p><b>GOAL V: Develop, substantiate, and defend ideas in creative/critical forms, both written and oral.</b></p> |
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| Learner Outcomes  | Sample Indicators / Assessment of Learning   |
|---|--|
| <p><i>The student will know how to:</i></p> <p><b>5.8</b> generate ideas for essays, stories, and dramas.</p> <p><b>5.9</b> clarify existing ideas and extend them.</p> <p><b>5.10</b> explain his or her own creative process in developing a creative work.</p> <p><b>5.11</b> analyze a piece of literature for specific stylistic elements.</p> <p><b>5.12</b> revise, rewrite and rework drafts to improve them.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- brainstorm in class in both written and oral forms.</li> <li>- participate in small group story conferences, offering suggestions or journal entries to “grow” an idea.</li> <li>- present his or her analysis of a short literary work to the class.</li> <li>- show improvement in his or her drafts of creative pieces.</li> <li>- analyze his or her creative process in questionnaires or journal entries.</li> </ul> |

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***Sample Collection for Portfolio***

- *Journal entries to “process sheets” detailing the creative process undergone by the author in the work*
- *Evaluation of class presentation of a short literary analysis*
- *Observation of participation in story conferences*
- *Portfolio pieces including initial topic ideas through to final draft and revisions*



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| <b>GOAL VI: Know when and how to apply the conventions of edited English in oral and written communications.</b> |
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| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>                                     |
|--|---|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>   |
| <b>6.4</b> proofread and edit.   | - write with a sensitive eye to common proofreading errors.                           |
| <b>6.5</b> apply grammar skills to writing.  | - use appropriate sentence structure and variety.                                     |
| <b>6.6</b> understand how to punctuate dialogue in prose and in drama form.          | - correctly format his or her plays and short stories.                                |
| <b>6.7</b> suspend the rules of punctuation and grammar to achieve a desired effect. | - defend his or her decisions involving the suspension of commonly accepted practice. |
| <b>6.8</b> expand and incorporate new vocabulary in writing.                         | - increase vocabulary as shown in portfolio pieces.                                   |

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***Sample Collection for Portfolio***

- *Correctly written and spelled portfolio pieces*
- *Peer editing work on classmates' pieces*
- *Explanations of decisions regarding the suspension of rules of grammar and syntax*
- *Correctly punctuated and setup dialogue in scenes and stories*

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**GOAL VII: Examine, understand, and respond to a variety of voices from diverse cultures and historical periods.**

| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>  |
|--|--|
| <p><i>The student will know how to:</i></p> <p><b>7.5</b> demonstrate cultural sensitivity in his or her creative work.</p> <p><b>7.6</b> use language that shows awareness of the multicultural environment in which we live.</p> <p><b>7.7</b> consider critically the underlying assumptions on which some older literature is based.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- avoid stereotyping and typecasting along racial, ethnic or gender lines in stories and plays.</li> <li>- point out the stereotypes/assumptions that underlie a specific work of literature under study.</li> </ul> |

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***Sample Collection for Portfolio***

- *Reader-response journals*
- *Role-playing assessments*
- *Oral presentations/discussions about established works of fiction and poetry*

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| <b>GOAL VIII: Use available forms of media and technology as an integral part of the language arts experience.</b> |
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| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>  |
|--|--|
| <p><i>The student will know how to:</i></p> <p><b>8.4</b> word-process final drafts and use the computer to simplify and correct mistakes.</p> <p><b>8.5</b> employ video technology to produce and videotape scenes and short plays (optional).</p> <p><b>8.6</b> view and analyze short examples of quality drama.</p> <p><b>8.7</b> develop or contribute to the school publication a class publication using the computer for layout issues.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- produce word-processed reports.</li> <li>- videotape a short scene of a student dramatic presentation.</li> <li>- discuss in a group the source of power of certain scenes on video.</li> <li>- create a merged document of the class’s work in a certain area.</li> </ul> |

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***Sample Collection for Portfolio***

- *Portfolios*
- *Class discussion*
- *Student-produced videos of student-written scenes*
- *Original movies from student screenplays*
- *Class/school publications*

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| <b>GOAL IX: Gather, analyze, and respond to information from primary and secondary sources.</b> |
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| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>  |
|--|--|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>  |
| <p><b>9.4</b> read and reflect on the writing process of established authors.</p> <p><b>9.5</b> recognize and consciously absorb into his or her own writing the stylistic elements of established craftsmen.</p> <p><b>9.6</b> employ the critical comments of others regarding a work of literature to evaluate style.</p> | <ul style="list-style-type: none"> <li>- apply the reflections on writing of established authors to their own work.</li> <li>- point out the influences of other authors in a work of his or her own.</li> <li>- write a parody of an established author’s style.</li> </ul> |

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***Sample Collection for Portfolio***

- *Reader-response journals*
- *Parodies*
- *Self-reflections*
- *Process sheets*
- *Class discussion and peer editing sessions*
- *Final “masterwork” presentations*

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# JOURNALISM

## I. DESCRIPTION OF THE COURSE

In this course students examine communication theories and trends in the mass media, and observe how these theories and trends influence reading and viewing audiences. During the term, students learn newspaper writing, conduct research, and interview people about various current issues. These activities result in ten major articles submitted for grading during the course. Student writers use computers as word processors to compose and revise throughout the term. In addition, students assess newspaper writing style, learn to edit and copy read, evaluate newspapers and other related media, learn the history of journalism, familiarize themselves with advertising and layout techniques, and experience the process of publishing newspaper articles. Students have the opportunity to submit their revised articles to the student newspaper, *The Hand Print*. Seminar discussions at the course's conclusion allow students to distinguish fact from propaganda and to evaluate the effects of both on multimedia society.

## II. PURPOSE OF THE COURSE

The purpose of this course is to provide students with the opportunity to focus on an introductory analysis of human communication and in particular journalism and its role as a mass medium in today's world. The course will stress analysis and evaluation of current theories and trends in journalism and will provide students with the fundamental skills for understanding, gathering, and writing news articles. In addition, students will discover techniques for revising and editing news and feature articles as they prepare copy for publication. Also, students will be coached to identify types of editorials and apply that skill to the construction of editorial and opinion pieces of writing. The course will not only help students distinguish fact from propaganda, but also, will help students appreciate their First Amendment rights as they learn to balance coverage and seek the truth beyond their own biases. Finally, students will learn the sense of responsibility that must accompany a free press in a democratic society as they examine various types of articles in journalistic publications.

## III. GOALS AND EXPECTANCIES ADDRESSED

Throughout this course, students, independently and collaboratively, will be expected to:

- construct meaning, interpret, and respond critically to written, visual, and oral media;
- choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts;
- create works using the language arts in visual, oral, written, and performance-based forums;
- determine and address task, audience, and purpose in the application of the language arts;
- develop, substantiate and defend ideas in creative/critical forms, both written and oral;
- know when and how to apply the conventions of edited English in oral and written communications;

- 
- 
- examine, understand, and respond to a variety of voices from diverse cultures and historical periods;
  - use available forms of media and technology as an integral part of the language arts experience;
  - gather, analyze, and respond to information from primary and secondary sources;
  - integrate the basic skills – reading, writing, and computing and the higher-order skills – thinking, reasoning, problem-solving and decision making; and
  - demonstrate an understanding of the need for the work habits and attitudes necessary for success in the job environment.

#### **IV. OBJECTIVES**

The recursive nature of language arts instruction means many of the goals and objectives overlap and student achievement should reflect the integration of skills.

#### **V. MATERIALS CITED**

Scholastic Journalism (9<sup>th</sup> Edition), English, Hach, Rolnicki, 1996

Getting the Words Right, Cheney, 1993

On Writing Well, Zinsser, 1994

The Associated Press Stylebook and Libel Manual, Goldstein, 1996

#### **VI. PRODUCT REQUIREMENTS OF SUCCESS**

This is a generalized list; for more specific product requirements, see assessments listed for individual goals.

Students must show evolving competence in their ability to:

- comprehend instruction and reading, as evidenced by response writing, journalistic story writing, grades on tests and quizzes, reflection in class discussion, and quality of projects;
- complete journalistic writing by applying professional standards to created pieces that demonstrate accuracy, balance, clarity, and coherence in matters of style and substance;
- understand and present balanced messages when writing and speaking to make sure all sides to the issues are presented truthfully and fairly;
- independently read, research, analyze, and write and speak critically about daily newspaper articles and related mass media communications;
- participate in and contribute meaningfully in class discussions and editorial content meetings and follow professional standards of ethics in judging the suitability of articles;
- use technology in journalistic writing and in oral presentations;
- function productively in cooperative learning groups and editorial teams; and
- relate learned communication skills to improve interpersonal communication.

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| <b>GOAL I: Construct meaning, interpret, and respond critically to written, visual, and oral media.</b> |
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| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>   |
|--|---|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>   |
| <p><b>1.7</b> identify the need for print policy guidelines by analyzing audience and function in the professional media and applying that same process to student writing.</p> <p><b>1.8</b> identify the aspects of interpersonal communication and the ingredients within communication, function of language, nonverbal communication, feedback, and symbols of communication that allow people to communicate.</p> <p><b>1.9</b> become critical, informed consumers of the mass media by distinguishing fact from opinion, determining the difference between persuasion and propaganda technique.</p> | <ul style="list-style-type: none"> <li>- recognize the contributions of journalism and the press to the development of media as it relates to contemporary American society through a concise history with a special emphasis on freedom of speech as it relates to each level of the press.</li> <li>- isolate the different forms of the print media and analyze how each affects the daily lives of Americans by tracing the evolution of each and projecting current and future trends.</li> <li>- recognize the importance and influence of the media, by understanding the rationale for basic rules and regulations which not only guide the professional media, but also, guide a classroom writer's moral, legal, and ethical responsibility.</li> <li>- understand how people communicate with each other by responding to sensory stimuli, past experiences, and how culture influences human communication on different levels.</li> <li>- discuss in small groups how interpersonal communication places emphasis on immediate feedback for message control and comprehension.</li> <li>- critique and compare newspapers, magazines, and broadcasts by noting how coverage in each medium differs by bias and omission of content.</li> </ul> |

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***Sample Collection for Portfolio***

- *Critical essays and reports*
- *Evaluations of oral performance in grouped discussion and individual class reports*
- *Group project evaluation*
- *Interpersonal communication model*
- *Comparative media essay*

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| <p><b>GOAL II: Choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.</b></p> |
|---|

| Learner Outcomes  | Sample Indicators / Assessment of Learning   |
|---|--|
| <p><i>The student will know how to:</i></p> <p><b>2.1</b> define, identify, and analyze news worthiness, hard and soft news, the three factors essential to news, the qualities that distinguish news from other forms of writing, the factors that modify the importance of news elements in actual practice, and the concept of having a "nose" for news.</p> <p><b>2.10</b> identify and practice the skills necessary for basis reporting through information gathering.</p> <p><b>2.11</b> review portfolio contents to monitor his or her progress.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- master the concept of using the values that make news worthy of reporting: timeliness, proximity, prominence, emotions, consequence, sex, progress, drama, oddity, conflict, and impact.</li> <li>- determine the news worthiness of a coverage idea by establishing its value by the eleven news values.</li> <li>- understand the concepts of accuracy, balance, conciseness, clarity, and objectivity, as applied to news story writing.</li> <li>- determine how editors apply publication policy to modify news content.</li> <li>- master information-gathering approaches including background research, polls, surveys, and one-on-one interviewing that focuses on the interpersonal exchange as the major source of information.</li> <li>- understand the basic skills and techniques of interviewing.</li> <li>- develop sound listening and observational skills that allow for accurate notetaking.</li> <li>- gain practical experience through participation in news-gathering experiences.</li> <li>- determine how to obtain background information prior to an interview, cope with reluctant or hostile sources, and recognize sources that will lead the reporter to the news.</li> </ul> |

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***Sample Collection for Portfolio***

- *Writing/prewriting exercises*
- *Working portfolios*
- *Interview techniques done through individual and small group activities*
- *First draft of personal essay/college essay*
- *Practice news story/interpersonal interviews*



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| <b>GOAL III: Create works using the language arts in visual, oral, written and performance-based forums.</b> |
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| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>   |
|---|---|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>   |
| <b>3.12</b> develop a proper news lead and observe how it fits into the evolution of the modern news lead.  | <ul style="list-style-type: none"> <li>- identify and use leads that arouse audience attention and invite the reader to ready the story.</li> <li>- identify and use the special characteristics of leads.</li> </ul>   |
| <b>3.13</b> examine and develop the straightforward summary, and feature lead.  | <ul style="list-style-type: none"> <li>- understand the concept of using the journalistic five W's with special emphasis in the use of what and who to develop a straightforward lead.</li> </ul>   |
| <b>3.14</b> use grammatical forms to vary leads.  | <ul style="list-style-type: none"> <li>- use the inverted pyramid form for initiating news stories and realize that modern writers often employ the pyramid form to gain audience interest.</li> </ul>  |
| <b>3.15</b> employ the basic outline structure of a story by using the inverted pyramid and pyramid form of news writing.   | <ul style="list-style-type: none"> <li>- master the skill of writing brief, concise stories that effectively use direct quotes as the best source of attribution.</li> </ul>  |
| <b>3.16</b> write stories that employ correct news writing style, including news briefs, straight news, in-depth presentations.   | <ul style="list-style-type: none"> <li>- utilize words that are appropriate for specific journalistic genres of news, features, and editorials.</li> </ul>  |
| <b>3.17</b> develop stories that employ precise, fresh wording, strong verbs, appropriate transitional devices.   | <ul style="list-style-type: none"> <li>- master the skill of identifying the three basic types of copy format for stories, headlines, and cutlines by using the <u>Associated Press Stylebook</u> in the development of all articles.</li> </ul>  |
| <b>3.18</b> employ correct attribution style by using direct and indirect quotes correctly and appropriately.   |   |
| <b>3.19</b> employ correct and consistent style by using the <u>Associated Press Stylebook</u> as a guide.  |   |
| <b>3.20</b> organize articles that are free of author opinion and use short paragraphs that develop and support the story's main ideas with facts, examples, reasons descriptions, and incidents. |   |
| <hr/> <b><i>Sample Collection for Portfolio</i></b> <hr/>   |   |
|   | <ul style="list-style-type: none"> <li>- <i>Practice stories</i></li> <li>- <i>Student-created projects</i></li> <li>- <i>Revised stories</i></li> <li>- <i>Peer editing sheets</i></li> <li>- <i>Student interview sheets</i></li> <li>- <i>Edited article using the <u>AP Stylebook</u></i></li> <li>- <i>News-feature interview story</i></li> </ul> |

**GOAL IV: Determine and address task, audience, and purpose in the application of the language arts.**

| Learner Outcomes   | Sample Indicators / Assessment of Learning  |
|--|---|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>   |
| <p><b>4.11</b>become aware of an article's readership by conducting interest polls.</p>  | <ul style="list-style-type: none"> <li>- discuss the school and community socio-economic data as it pertains to the readership of the stories.</li> </ul>   |
| <p><b>4.12</b>recognize the purpose of a story and know that the story can inform, entertain, and persuade the audience to view issues and events from a particular bias based upon how well the student writer not only tells the story, but also, "shows" the story.</p> | <ul style="list-style-type: none"> <li>- consider the impact that published material may have upon a readership.</li> <li>- identify issues and events which will inform, entertain, or persuade the readership.</li> <li>- recognize the eleven news elements that will make the facts interesting to the readership.</li> </ul> |
| <p><b>4.13</b>determine which events and issues are newsworthy for his or her readership.</p>  | <ul style="list-style-type: none"> <li>- determine which potential issues and coverage should/could be included in a particular issue or news story.</li> </ul>   |
| <p><b>4.14</b>devise a plan to provide the coverage appropriate to the medium and to the message being conveyed.</p>   | <ul style="list-style-type: none"> <li>- recognize the eleven news elements that will make the facts interesting to the readership.</li> <li>- determine which potential issues and coverage should/could be included in a particular issue or news story.</li> </ul>   |
| <p><b>4.15</b>seek, actively gather, and evaluate potential story publication content for a selected audience.</p>   | <ul style="list-style-type: none"> <li>- provide a variety of content including but not limited to news stories, feature stories, sports stories, editorials, reviews, and columns.</li> </ul>  |
| <p><b>4.16</b>develop critical listening and interpretation skills regarding meaning, or use of language or text.</p>  | <ul style="list-style-type: none"> <li>- utilize interviewing skills and techniques to understand the audience's role as receiver</li> <li>- identify available resources.</li> </ul>   |
| <p><b>4.17</b>identify author's overall purpose and point of view in selected news/feature/editorial articles.</p>   | <ul style="list-style-type: none"> <li>- evaluate the need for attribution and the authoritativeness/bias of audience sources.</li> <li>- develop notetaking/recording skills that will allow feedback with the audience.</li> </ul>  |
| <p><b>4.18</b>construct various written projects to meet a specific audience in the medium.</p>  | <ul style="list-style-type: none"> <li>- orally conduct an interview using the open and closed format to determine audience encoding-decoding ability.</li> </ul>   |

***Sample Collection for Portfolio***

- *Group discussion/written response to readings*
- *Pre-writing activities*
- *Oral presentation evaluations*
- *Writing portfolios (working and cumulative)*
- *Reports*
- *Written news-feature opinion articles*
- *Symposium story*

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| <p><b>GOAL V: Develop, substantiate, and defend ideas in creative/critical forms, both written and oral.</b></p> |
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| Learner Outcomes  | Sample Indicators / Assessment of Learning  |
|---|---|
| <p><i>The student will know how to:</i></p> <p><b>5.1</b> generate, develop, and clarify ideas that will lead to the understanding of the types and purposes of opinion articles:</p> <ul style="list-style-type: none"> <li>• distinguish that editorials reflect the opinion and philosophy of a publication and are not bylined.</li> <li>▪ compare and contrast the differences among articles to inform, to entertain, and to state an opinion.</li> <li>▪ apply proper techniques orally and written to editorials by using argument and refutation, argument and directive, cause and effect, and comparison and contrast.</li> <li>▪ understand the employment of journalistic devices that will improve editorial writing by using examples, anecdotes, parodies, epigrams, and analogies.</li> </ul> <p><b>5.2</b> gain the ability to conceive, develop, and write a feature story:</p> <ul style="list-style-type: none"> <li>▪ employ journalistic techniques in striving to capture emotions and feelings that add to the story’s interest and vitality.</li> <li>▪ develop the use of sights and sounds reporting that is based on skills of observation and listening.</li> <li>▪ investigate the use of various fictional leads and creative writing techniques in their feature writing.</li> </ul> <p><b>5.3</b> develop critical interpretation regarding quality, meaning, or use of texts and newspaper articles and explain orally.</p> <ul style="list-style-type: none"> <li>▪ identify the main theme or topic and the author's overall purpose or point of view in a particular text or newspapers articles and explain orally.</li> <li>▪ demonstrate ability to conduct an effective interview.</li> </ul> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- plan, research and organize an editorial topic into a well written composition that stresses the similarity of standard essay writing skills.</li> <li>- develop the technique to write editorials that differ in purpose--to interpret, to criticize, to persuade, and to praise.</li> <li>- develop the technique to write editorials that are short, to the point, based on newspapers, and contain supportive material.</li> <li>- understand how the letters to the editor column provides for reader interest, feedback, and balance to an editorial group.</li> <li>- master the skill of writing the three basic types of feature articles: human interest, news-feature, and personality sketch.</li> <li>- recognize and avoid the use of first person writing unless he or she is employing a "writer's journal" style of feature writing to his or her articles.</li> <li>- utilize the feature style story structure to write logically organized and developed stories that begin with a strong introduction (<u>Wall Street Journal</u> method), support, and an effective conclusion.</li> <li>- evaluate selected newspaper articles by syndicated writers and write an analysis of the style being used by the author and extrapolate the main idea of the piece that grabs the reader's attention.</li> </ul> <hr/> <p><b><i>Sample Collection for Portfolio</i></b></p> <ul style="list-style-type: none"> <li>- <i>Oral presentation evaluations</i></li> <li>- <i>Interviews</i></li> <li>- <i>Class discussion notes</i></li> <li>- <i>Editorial writing</i></li> <li>- <i>Feature story writing</i></li> <li>- <i>Editorial of interpretation</i></li> <li>- <i>Academic story (feature-personality)</i></li> </ul> |

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| <b>GOAL VI: Know when and how to apply the conventions of edited English in oral and written communications.</b> |
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| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>   |
|--|---|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>   |
| <p><b>6.1</b> identify and use standard copyreading symbols for correcting articles.</p> <p><b>6.2.</b> identify and correct style mistakes in writing.</p> <p><b>6.3</b> identify and correct grammatical and spelling mistakes in writing.</p> <p><b>6.4</b> identify and practice the skills necessary for writing headlines and cutlines.</p> <p><b>6.5</b> apply conventions of correct English to oral and written language.</p> | <ul style="list-style-type: none"> <li>- proofread and peer edit all stories prior to submission.</li> <li>- follow style guides set by the <u>Associated Press Stylebook</u>.</li> <li>- improve writing by identifying and correcting redundancy and “clutter words.”</li> <li>- understand and identify the function and format of headlines and cutlines (captions) in both writing and design skills.</li> <li>- understand and identify the four basic ways in which headlines can be written and presented by using primary and secondary elements.</li> <li>- understand and identify the content and structural approaches to cutline writing and its assimilation to the photograph.</li> </ul> |

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***Sample Collection for Portfolio***

- *Peer editing sheets*
- *Correctly written and formatted journalistic articles*
- *Weekly quizzes on journalistic terms*
- *Sample first draft article with copy editing symbols*

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| <b>GOAL VII: Examine, understand, and respond to a variety of voices from diverse cultures and historical periods.</b> |
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| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>   |
|---|---|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>   |
| <b>7.1</b> demonstrate the ability to use culturally sensitive language in written and oral communications.   | - recognize that there are both daily and weekly newspapers that are the voices of ethnic, racial, and religious groups.  |
| <b>7.2</b> understand and appreciate the sense of responsibility that must accompany the right of a free press and the meaning and the limitations that are placed on the foreign press of various countries. | - recognize the differences between various ethnic, racial, religious, and foreign newspapers by reviewing the current differing viewpoints of sample publications. |
| <b>7.3</b> Demonstrate an awareness of a global culture in the news media by examining how those of the foreign press view restrictions in their reporting procedures.  |   |

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***Sample Collection for Portfolio***

- *Comparison-contrast essays*
- *Reader-response journals*
- *Interdisciplinary presentations*
- *Role-playing*
- *Creative papers*

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| <b>GOAL VIII: Use available forms of media and technology as an integral part of the language arts experience.</b> |
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| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>  |
|---|--|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>  |
| <b>8.1</b> develop a working knowledge of Windows 98, PowerPoint, Netscape Navigator, Microsoft Word. | - complete portfolio and classroom writings.<br>- employ the use of NewsBank and the Internet in the Library Media Center and the journalism classroom to enhance the attribution of all journalism stories. |
| <b>8.2</b> view and listen to journalistic videotapes in the classroom and the Library Media Center.  |  |
| <b>8.3</b> employ computers in writing and desktop publishing process.                                |  |

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***Sample Collection for Portfolio***

- *Word-processed stories for publication*
- *Traditional quizzes and tests*

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| <b>GOAL IX: Gather, analyze, and respond to information from primary and secondary sources.</b> |
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| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>   |
|---|---|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>   |
| <b>9.7</b> read and explain current news articles related to the topics studied in class. | - select a various array of primary and secondary sources in the Library Media Center and use properly in story and report attribution.       |
| <b>9.8</b> conduct library research on assigned topics.                                   | - develop a strategy for using the most current primary sources in the Library Media Center by seeking assistance from the library personnel. |

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***Sample Collection for Portfolio***

- *Research papers and projects*
- *Journalistic story assignments*
- *Quizzes and tests*
- *Personal response journal as a "Futures Book" for future story ideas*

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# **THE BIBLE AS LITERATURE**

## **I. DESCRIPTION OF THE COURSE**

This is a survey of the Old and New Testaments of the Bible. The course includes readings from Greek Mythology and modern literature for comparative purposes. Students examine the concepts of democracy, freedom, and justice, as well as attitudes toward life, death, and marriage as described in the Bible. Most importantly, the course explores the numerous literary allusions, which use the Bible as a source.

## **II. PURPOSE OF THE COURSE**

The purpose of this course is to provide intensive instruction in critical reading, writing, speaking, and listening, through analysis of the various literary genres which comprise the Bible, to familiarize students with the literary conventions which appear in their assigned readings, to acquaint students with Biblical allusions and themes in other literature, and to provide opportunities for students to demonstrate their knowledge in the expository, persuasive, self-expressive and literary modes of composition.

## **III. GOALS AND EXPECTANCIES ADDRESSED**

In The Bible as Literature course, students, independently and collaboratively, will be expected to:

- construct meaning, interpret, and respond critically to written, visual, and oral media;
- choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts;
- create works using the language arts in visual, oral, written, and performance-based forums;
- determine and address task, audience, and purpose in the application of the language arts;
- develop, substantiate and defend ideas in creative/critical forms, both written and oral;
- know when and how to apply the conventions of edited English in oral and written communications;
- examine, understand, and respond to a variety of voices from diverse cultures and historical periods;
- use available forms of media and technology as an integral part of the language arts experience;
- gather, analyze, and respond to information from primary and secondary sources.



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#### IV. OBJECTIVES

The recursive nature of language arts instruction means many of the goals and objectives overlap and student achievement should reflect the integration of skills.

#### V. MATERIALS CITED

The Bible, King James Version

The Student Bible

The Garden and the Wilderness

The Temple and the Ruin

#### VI. PRODUCT REQUIREMENTS OF SUCCESS

This is a generalized list; for more specific product requirements, see assessments listed for individual goals.

Students must show evolving competence in their ability to:

- comprehend weekly reading assignments, as evidenced by response writing, grades contests and quizzes, and/or reflection in class discussion;
- complete related writing assignments, collected in portfolios, which demonstrate improvement in writing well-organized, multi-paragraph, critical essays;
- write in the persuasive, expository, and self-expressive modes, with samples included in portfolios;
- independently read, analyze, and write critically about Biblical literature, as well as about related literary works assigned outside of class;
- participate in and contribute meaningfully to class discussions;
- use new vocabulary meaningfully in writing and in speech;
- deliver presentations of literary analysis and/or library research;
- function productively in cooperative learning groups; and
- relate literature to other art forms and other media, such as painting, sculpture, or film.

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| <b>GOAL I: Construct meaning, interpret, and respond critically to written, visual, and oral media.</b> |
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| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>  |
|--|--|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>  |
| <p><b>1.10</b> explore the themes of Biblical literature in reading, discussion, and writing, such as:</p> <ul style="list-style-type: none"> <li>- The Nature of Human Life</li> <li>- The Struggle between Good and Evil</li> <li>- Choices and Consequences</li> <li>- Humans in Conflict</li> <li>- Individuals in Society</li> <li>- New Beginnings</li> <li>- Our Living Earth</li> <li>- Search for Meaning</li> <li>- Self-Realization</li> <li>- Struggle for Justice</li> <li>- Uses of Imagination</li> <li>- Values and Beliefs</li> </ul> | <ul style="list-style-type: none"> <li>- write multi-paragraph essays analyzing those literary elements studied each term.</li> <li>- write creative papers utilizing style and/or format of literature read and studied.</li> <li>- discuss material covered in large and small group settings.</li> <li>- deliver oral reports focusing on reading (both assigned and independent).</li> <li>- participate in staged debates, dramatizations, speeches.</li> </ul> |
| <p><b>1.11</b> study <u>The Bible</u> as well as related short stories, poetry, non-fiction, novels, drama, and film (at the discretion of the instructor).</p>  |  |
| <p><b>1.12</b> develop an understanding of the following elements of literary analysis:</p> <ul style="list-style-type: none"> <li>- plot</li> <li>- characterization</li> <li>- style</li> <li>- theme development</li> <li>- point-of-view</li> <li>- figurative language</li> <li>- rhythm and rhyme</li> <li>- tone</li> <li>- allusion</li> <li>- persuasive techniques</li> <li>- critical perspective</li> <li>- genre</li> </ul>   | <hr style="border: 1px solid black;"/> <p><b><i>Sample Collection for Portfolio</i></b></p> <ul style="list-style-type: none"> <li>- <i>Multi-paragraph essays</i></li> <li>- <i>Creative papers of literature read and studied</i></li> <li>- <i>Teacher and self-assessment of oral reports</i></li> <li>- <i>Teacher and self-assessment of staged debates, dramatizations, speeches</i></li> </ul>   |

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| <b>GOAL II: Choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.</b> |
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| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>  |
|--|--|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>  |
| <p><b>2.2</b> generate, develop, and clarify ideas.</p> <p><b>2.12</b> form a coherent thesis and write effectively about assigned topics in persuasive, expository, self-expressive, and literary modes.</p> <p><b>2.13</b> develop the skills necessary for the critical interpretation of literature.</p> <p><b>2.14</b> make connections between personal experience and knowledge, ideas and themes presented in text.</p> <p><b>2.15</b> review portfolio contents to monitor his or her progress.</p> | <ul style="list-style-type: none"> <li>- participate in group discussion of readings preliminary to writing.</li> <li>- create a reader response journal.</li> <li>- evaluate his or her own work and work of peers.</li> <li>- maintain working portfolios containing examples of writing in the four modes of literary expression.</li> <li>- write a portfolio evaluation.</li> </ul> |

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***Sample Collection for Portfolio***

- *Reader-response journals*
- *Peer and self-assessments*
- *Written pieces in the four modes of literary expression*
- *Portfolio evaluation*

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| <b>GOAL III: Create works using the language arts in visual, oral, written and performance-based forums.</b> |
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| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>                  |
|---|--|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>                                |
| <b>3.21</b> demonstrate ability to write well-organized, multi-paragraph essay format.        | - perform declamations.  |
| <b>3.22</b> present original speeches.  | - recite excerpts from material studied.                           |
| <b>3.23</b> present researched reports.   | - create student-made videos, PowerPoint presentations (optional). |
| <b>3.24</b> participate in dramatizations of literary selections or original works.           | - participate in oral readings and student-led discussions.        |
| <b>3.25</b> read aloud, with appropriate expression, a variety of styles of poetry and prose. | - deliver original speeches.                                       |
| <b>3.26</b> declaim memorized passages from literary works.                                   | - present researched material to class.                            |

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***Sample Collection for Portfolio***

- *Declamations and recitations*
- *Student-made videos/PowerPoint presentations (optional)*
- *Original speeches*
- *Research papers*

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**GOAL IV: Determine and address task, audience, and purpose in the application of the language arts.**

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| Learner Outcomes  | Sample Indicators / Assessment of Learning   |
|---|--|
| <p><i>The student will know how to:</i></p> <p><b>4.19</b>show awareness of themes and varied literary patterns and genres of Biblical works from different historical periods and different cultures.</p> <p><b>4.20</b>develop critical interpretation skills reading quality, meaning, or use of text.</p> <p><b>4.21</b>identify the main theme or topic and the author’s overall purpose and point of view in a particular text.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- participate in group discussion of material studied.</li> <li>- create written pieces in the four modes which demonstrate knowledge and skills developed.</li> <li>- evaluate a piece of literature for its style and rhetorical and literary strategies.</li> </ul> |

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***Sample Collection for Portfolio***

- *Creative and analytical papers*
- *Teacher, peer and self-evaluation of oral or written work*

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| <p><b>GOAL V: Develop, substantiate, and defend ideas in creative/critical forms, both written and oral.</b></p> |
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| Learner Outcomes  | Sample Indicators / Assessment of Learning  |
|---|---|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>   |
| <p><b>5.13</b>will generate, develop, and clarify ideas.</p>  | <ul style="list-style-type: none"> <li>- write multi-paragraph essays in the four modes.</li> </ul>   |
| <p><b>5.14</b>develop the ability to form a coherent thesis and write effectively about assigned topics in the persuasive, expository, self-expressive, and literary modes.</p> | <ul style="list-style-type: none"> <li>- write creative and analytical pieces based on themes of texts read in class.</li> <li>- participate in class oral presentations/staged debates.</li> </ul> |
| <p><b>5.15</b>demonstrate ability to write well-organized paragraphs in a multi-paragraph essay format.</p>   |   |
| <p><b>5.16</b>show awareness of universal themes in Biblical literature.</p>  |   |
| <p><b>5.17</b>develop critical interpretation skills regarding quality, meaning, and use of text.</p>   |   |
| <p><b>5.18</b>identify the main theme or topic and the author’s overall purpose, audience, and point of view in a particular text.</p>  |   |
| <p><b>5.19</b>revise and rewrite drafts to improve them.</p>  |   |

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***Sample Collection for Portfolio***

- *Creative and analytical pieces with teacher assessment*
- *Evaluation of oral presentations*

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| <p><b>GOAL VI: Know when and how to apply the conventions of edited English in oral and written communications.</b></p> |
|---|

| Learner Outcomes   | Sample Indicators / Assessment of Learning   |
|--|--|
| <i>The student will know how to:</i>                                     | <i>The student will be able to:</i>  |
| <b>6.9</b> apply grammar skills to writing.                              | - use increased vocabulary in spoken and written language.                                       |
| <b>6.10</b> proofread and edit.  | - edit and evaluate his or her own work and the work of peers for appropriate use of vocabulary. |
| <b>6.11</b> expand and incorporate new vocabulary in speech and writing. | - apply the conventions of correct grammar to spoken and written work.                           |

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***Sample Collection for Portfolio***

- *Creative and analytical papers in the four modes of literary expression*
- *Teacher assessment*
- *Peer and self-evaluations*

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| <b>GOAL VII: Examine, understand, and respond to a variety of voices from diverse cultures and historical periods.</b> |
|--|

| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>  |
|---|--|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>  |
| <p><b>7.8</b> read independently from the Bible and related articles and literary works.</p> <p><b>7.9</b> gain insights into his or her own life from reading.</p> <p><b>7.10</b> come to an awareness of common human traits by reading Biblical literature which has been shaped and reshaped by varied authors and varied historical and cultural influences.</p> | <ul style="list-style-type: none"> <li>- write creative and analytical papers demonstrating understanding of Biblical themes and Biblical allusions.</li> <li>- develop interdisciplinary presentations combining a number of the arts which demonstrate similar Biblical themes.</li> <li>- create reader-response journals.</li> </ul> |

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***Sample Collection for Portfolio***

- *Comparison-contrast essays*
- *Reader-response journals*
- *Assessment of interdisciplinary presentations*
- *Creative papers employing an assumed voice of varied perspectives*



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**GOAL VIII: Use available forms of media and technology as an integral part of the language arts experience.**

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| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>   |
|---|---|
| <p><i>The student will know how to:</i></p> <p><b>8.8</b> view commercially-made productions based on themes and literature studied in class.</p> <p><b>8.9</b> write and produce original videos/PowerPoint productions (optional).</p> <p><b>8.10</b> employ computers in the various stages of the research and writing process.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- use technology to produce written and visual works employing themes and characters from material studied.</li> <li>- submit written and visual work to student publications.</li> </ul> |

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***Sample Collection for Portfolio***

- *Writings in portfolios*
- *Comparison/contrast of literary selection with commercially-made videos*
- *Original videos/PowerPoint productions (optional)*

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| <b>GOAL IX: Gather, analyze, and respond to information from primary and secondary sources.</b> |
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| Learner Outcomes  | Sample Indicators / Assessment of Learning  |
|---|---|
| <p><i>The student will know how to:</i></p> <p><b>9.9</b> when appropriate, read current news articles related to literature studied in class.</p> <p><b>9.10</b> conduct library research on selected topics throughout the term.</p> <p><b>9.11</b> study and evaluate short related works of literature based on both prior knowledge/experience and related literary criticism.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- write essays and papers which employ critical and researched materials.</li> <li>- participate in class discussion based on research material.</li> </ul> |

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***Sample Collection for Portfolio***

- *Evaluation of oral presentations of critical material and research*
- *Reader-response journals*
- *Research papers*
- *Analytical papers*

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## **BRITISH LITERATURE**

### **I. DESCRIPTION OF THE COURSE**

This course centers on classic British literature. Major works may include, but are not limited to Beowulf, Sir Gawain and the Green Knight, The Canterbury Tales, Shakespearean drama and sonnets, works of major British poets and dramatists, and more recent novels. Students will be expected to take part in class discussion and cooperative group activities based on the reading, as well as to write and present papers to the class, and complete journal assignments. Students will do independent reading and projects.

### **II. PURPOSE OF THE COURSE**

The purpose of this course is to provide students with a survey of British literature from its earliest forms to the present, and to lead them to understand its influences on and contribution to our own literary traditions. As a senior elective for college-bound students, the course also targets the development of writing and oral presentation skills critical for advanced academic work.

### **III. GOALS AND EXPECTANCIES ADDRESSED**

Throughout this course, students, independently and collaboratively, will be expected to:

- construct meaning, interpret, and respond critically to written, visual, and oral media;
- choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts;
- create works using the language arts in visual, oral, written, and performance-based forums;
- determine and address task, audience, and purpose in the application of the language arts;
- develop, substantiate and defend ideas in creative/critical forms, both written and oral;
- know when and how to apply the conventions of edited English in oral and written communications;
- examine, understand, and respond to a variety of voices from diverse cultures and historical periods;
- use available forms of media and technology as an integral part of the language arts experience;
- gather, analyze, and respond to information from primary and secondary sources.

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#### IV. OBJECTIVES

The recursive nature of language arts instruction means many of the goals and objectives overlap and student achievement should reflect the integration of skills.

#### V. MATERIALS CITED

England in Literature

Literature: The British Tradition (Prentice-Hall)

The Norton Anthology of English and American Poetry, vols. 1 and 2

The College Anthology of British and American Poetry

British Short Stories

Plays of William Shakespeare and other authors

Selections of British novels

#### VI. PRODUCT REQUIREMENTS OF SUCCESS

This is a generalized list; for more specific product requirements, see assessments listed for individual goals.

Students must show evolving competence in their ability to:

- comprehend the diction and language of literature from other historical periods in England's history;
- develop a sense of the growth of the English language from its Anglo-Saxon roots to the present;
- write and speak critically about themes, topics, and author's tone in selected works of literature;
- analyze the viewpoints of different British authors;
- understand the major literary periods into which British literature is usually classified;
- comprehend reading assignments, as evidenced by their writing in response journals, contributions to class discussion, and performance on tests and quizzes;
- complete writing assignments in literary, expressive, and expository modes, and maintain a working portfolio of those assignments; and
- relate literature to other forms, such as painting, sculpture, or film.

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| <b>GOAL I: Construct meaning, interpret, and respond critically to written, visual, and oral media.</b> |
|---|

| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>                                      |
|---|--|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>  |
| <b>1.13</b> read and understand the translation of ancient and Middle English pieces. | - relate and compare a modern viewpoint to that expressed in early British literature. |
| <b>1.14</b> present a summary and analysis of parts of a work read.                   | - lead his classmates to a clearer understanding of a given work.                      |
| <b>1.15</b> share an analysis of an assigned literary work.                           | - explain a given author's attitude toward life and the human condition.               |
|   | - write an analysis of a film viewed in class.   |
| <b>1.16</b> view a film of a British work and relate it to other work under study.    |  |

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***Sample Collection for Portfolio***

- *Evaluation of essays, written reports and oral presentations on British epics, short stories, poems, and novels*
- *Evaluations of debates or dramatizations*

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**GOAL II: Choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.**

| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>   |
|---|---|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>   |
| <b>2.2</b> recognize specific features of the literature of a given historical period.            | - list the historical periods into which British literary selections are grouped.   |
| <b>2.16</b> relate themes in literary selections to personal experience.                          | - maintain a response journal in which he or she writes about the connections between the reading and personal experience.        |
| <b>2.17</b> complete essays or poems that illustrate a chosen theme or idea found in a selection. | - write complete pieces and include them in his or her portfolio.<br>- evaluate literary selections in times and untimed formats. |
| <b>2.18</b> assess the literary quality of the text and support judgments with evidence.          |   |
| <b>2.19</b> review portfolio contents to monitor his or her progress.                             |   |

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***Sample Collection for Portfolio***

- *Essays*
- *Presentations of readings to the class*
- *Reader-response journals*
- *In-class essay assignments*
- *Finished pieces in student working folders*
- *Portfolio evaluation*

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**GOAL III: Create works using the language arts in visual, oral, written and performance-based forums.**

| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>  |
|---|--|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>  |
| <b>3.27</b> write well-organized essays in a multi-paragraph essay format.                          | <ul style="list-style-type: none"> <li>- write several papers of literary analysis.</li> <li>- present his or her research to the class.</li> <li>- perform his or her recitations for the class.</li> </ul> |
| <b>3.28</b> create well-researched reports on British literary and historical events.               | <ul style="list-style-type: none"> <li>- take part in a group presentation of a selected scene from Shakespeare, or an original dramatization based on a reading.</li> </ul>                                 |
| <b>3.29</b> memorize and recite brief pieces from English literature.                               | <ul style="list-style-type: none"> <li>- create an original work, video or multimedia presentation of a work studied.</li> </ul>   |
| <b>3.30</b> work in a group to present a dramatization of a literary selection or an original work. |  |
| <b>3.31</b> imitate the theme or style of a work under study in an original format.                 |  |

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***Sample Collection for Portfolio***

- *Evaluation of presentations of recitations*
- *Peer and teacher evaluation of dramatic scenes*
- *Student-created videos or multimedia presentations*
- *Individual grades on assigned research reports, essays and dramas*

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| <b>GOAL IV: Determine and address task, audience, and purpose in the application of the language arts.</b> |
|--|

| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>  |
|---|--|
| <p><i>The student will know how to:</i></p> <p><b>4.22</b> recognize historical context and its contribution to tone and author intent in assigned readings.</p> <p><b>4.23</b> show awareness of themes and literary patterns of British literature in a variety of genres.</p> <p><b>4.3</b> identify the main themes and the author's purpose and point of in a particular text.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- provide insight into these elements for classmates in discussion of specific readings.</li> <li>- write clearly and contribute to class discussion about themes under review.</li> <li>- contribute meaningfully to class discussion and answer test questions concerning those elements.</li> <li>- experiment with different presentations of topics in their journals.</li> </ul> |

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***Sample Collection for Portfolio***

- *Class discussions of various topics and audiences*
- *Group brainstorming*
- *Completed journal assignment with writing on a single topic geared to different audiences*
- *Finished essays*
- *Teacher-made tests*



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| <b>GOAL V: Develop, substantiate, and defend ideas in creative/critical forms, both written and oral.</b> |
|---|

| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>  |
|--|--|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>  |
| <b>5.20</b> generate, develop, and clarify ideas.  | - brainstorm in class in both written and oral forms.  |
| <b>5.21</b> formulate a coherent thesis and write/speak effectively about assigned topics in a variety of modes. | - write a variety of essays during the term.   |
| <b>5.22</b> take a stand concerning the quality of use of a given text in a class discussion or debate.          | - persuade others of the validity of his or her point-of-view.                                 |
| <b>5.23</b> analyze a piece of literature for specific stylistic elements.                                       | - present his or her analysis of a literary work to the class.                                 |
| <b>5.24</b> revise, rewrite and rework drafts to improve them.   | - show improvement in his or her drafts of creative and critical pieces.                       |
| <b>5.25</b> show awareness of the universal themes of British literature.  | - relate the themes of literature studied to both other readings and to his or her experience. |

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***Sample Collection for Portfolio***

- *Multi-paragraph essays in some of the four modes of literary expression.*
- *Evaluation of class presentation of a literary analysis*
- *Portfolio pieces from prewriting through revision(s) to final draft*
- *Observation of class participation in both formal debates*
- *Student or teacher-led discussion*

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**GOAL VI: Know when and how to apply the conventions of edited English in oral and written communications.**

| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>   |
|---|---|
| <p><i>The student will know how to:</i></p> <p><b>6.12</b>proofread and edit.</p> <p><b>6.13</b>apply the rules of grammar to writing.</p> <p><b>6.14</b>expand and incorporate new vocabulary in speech and writing.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- write with a sensitive eye to common proofreading errors.</li> <li>- use appropriate sentence structure and variety.</li> <li>- point out the use of new vocabulary in his or her own writing.</li> </ul> |

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***Sample Collection for Portfolio***

- *Correctly written and spelled final portfolio pieces*
- *Peer editing work on classmates' written work*
- *Increased vocabulary, as shown in portfolio pieces over time*
- *Traditional tests*

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| <b>GOAL VII: Examine, understand, and respond to a variety of voices from diverse cultures and historical periods.</b> |
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| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>   |
|---|---|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>   |
| <p><b>7.11</b>develop awareness of the universality of human experience by reading the works of British authors of many different eras.</p> <p><b>7.12</b>see beyond stylistic differences to the essential truths of a given selection</p> <p><b>7.13</b>gain insight into personal experience from reading non-fiction and literature of Great Britain.</p> | <ul style="list-style-type: none"> <li>- relate his or her own experience to the work of authors of other historical periods.</li> <li>- write reader-response journal entries that offer personal connection to selections read.</li> <li>- make the humanities connections between their lives and the intellectual content of other eras.</li> </ul> |

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***Sample Collection for Portfolio***

- *Reader-response journals*
- *Personal essays*
- *Oral presentations of established works of fiction and poetry*

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| <b>GOAL VIII: Use available forms of media and technology as an integral part of the language arts experience.</b> |
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| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>  |
|---|--|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>  |
| <b>8.11</b> word-process final drafts and use the computer to simplify and correct mistakes                           | <ul style="list-style-type: none"> <li>- produce word-processed reports.</li> <li>- videotape a short scene of a student report or dramatic presentation.</li> </ul>                   |
| <b>8.12</b> employ video technology to produce and videotape reports or multi-media presentations. (optional)         | <ul style="list-style-type: none"> <li>- discuss in a group the comparison of film versus novel.</li> <li>- create a merged document of the class’s work in a certain area.</li> </ul> |
| <b>8.13</b> view and analyze films of works of British literature.  |  |
| <b>8.14</b> develop a class publication or contribute to the school publication using the computer for layout issues. |  |

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***Sample Collection for Portfolio***

- *Essays in portfolios*
- *Student-produced videos or multimedia presentations*
- *Class and group discussions*
- *Class/school publications*

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**GOAL IX: Gather, analyze, and respond to information from primary and secondary sources.**

| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>  |
|---|--|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>  |
| <b>9.12</b> read and reflect on the writing process of established authors.   | - apply the reflections on writing of established authors to their own work.                           |
| <b>9.13</b> when appropriate, read current news articles related to literature studied in class.  | - discuss similarities and differences between current events and classroom literature.                |
| <b>9.14</b> view autobiographical videos or documentaries based on lives of the authors and relate this information to the works of literature studied. | - identify aspects of an author’s work that is autobiographical or reflect parts of the author's life. |
| <b>9.15</b> study and evaluate works of British authors based on both prior knowledge/experiences and related literary criticism/literary research.     | - complete an assignment using literary criticism.   |

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***Sample Collection for Portfolio***

- *Reader-response journals*
- *Parodies*
- *Self-reflections*
- *Process sheets*
- *Class discussion and peer editing sessions*
- *Final “masterwork” presentations*

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## **DRAMA CLASSICS**

### **I. DESCRIPTION OF THE COURSE**

This course centers on classic dramatic works. Discussion will focus on characterization, plot, theme, and style in the plays. Students will use journals to respond to issues about social, political, historical, psychological, and religious problems present in the plays. Major authors that students may study include, but are not limited to Sophocles, Ibsen, Chekhov, Miller, Shaw and Shakespeare. Students will be expected to take part in class discussions and cooperative group activities based on the readings, as well as to write and present papers to the class and complete journal assignments. Students will do independent reading and projects.

### **II. PURPOSE OF THE COURSE**

The purpose of this course is to continue to develop reading, speaking, and writing skills in order to provide students with a foundation for post-high school academic study. In addition, this course will provide a greater in-depth analysis of the great works of drama throughout its history. As students read and write about dramatic works throughout the ages, they should develop greater understanding of the values and cultural changes that have occurred in drama as well as gain some insights as to how the literature of the past foreshadows the literature of the present and speaks to us in a universal voice.

### **III. GOALS AND EXPECTANCIES ADDRESSED**

Throughout this course, students, independently and collaboratively, will be expected to:

- construct meaning, interpret, and respond critically to written, visual, and oral media;
- choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts;
- create works using the language arts in visual, oral, written, and performance-based forums;
- determine and address task, audience, and purpose in the application of the language arts;
- develop, substantiate and defend ideas in creative/critical forms, both written and oral;
- know when and how to apply the conventions of edited English in oral and written communications;
- memorize and deliver scenes from plays;
- deliver presentations of literary analysis and/or library research;
- function productively in cooperative learning groups;
- relate literature to other art forms and other media, such as paint, sculpture or film.

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#### IV. OBJECTIVES

The recursive nature of language arts instruction means many of the goals and objectives overlap and student achievement should reflect the integration of skills.

#### VII. MATERIALS CITED

Masterpieces of Drama

Antigone

Hamlet or other Shakespearean play

Inherit the Wind

Glass Menagerie

Death of a Salesman

Hedda Gabler

Pygmalion

A Streetcar Named Desire

#### VIII. PRODUCT REQUIREMENTS OF SUCCESS

This is a generalized list; for more specific product requirements, see assessments listed for individual goals.

Students must show evolving competence in their ability to:

- comprehend reading assignments from a variety of dramatic works, as evidenced by response writing, grades on tests and quizzes, and/or reflection in class discussion;
- write in a variety of modes, with samples included in portfolios;
- independently read, analyze, and write critically about dramatic works assigned outside of class;
- participate in and contribute meaningfully to class discussions;
- use new vocabulary meaningfully in writing and in speech;
- memorize and deliver scenes from plays;
- deliver presentations of literary analysis and/or library research;
- function productively in cooperative learning groups;
- relate literature to other art forms and other media, such as painting, sculpture, or film.

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| <b>GOAL I: Construct meaning, interpret, and respond critically to written, visual, and oral media.</b> |
|---|

| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>   |
|--|---|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>   |
| <p><b>1.17</b> in reading, discussion, and writing explore the themes of dramatic works of literature, such as:</p> <ul style="list-style-type: none"> <li>- Prejudice</li> <li>- Choices and Consequences</li> <li>- Humans in Conflict</li> <li>- Individuals in Society</li> <li>- Search for Meaning</li> <li>- Self-realization</li> <li>- Values and Beliefs</li> <li>- Uses of Imagination</li> <li>- Diversity</li> <li>- Isolation</li> <li>- The Dysfunctional Family</li> </ul> | <ul style="list-style-type: none"> <li>- complete multi-paragraph essays.</li> <li>- complete creative/initiative papers.</li> <li>- discuss in large/small groups.</li> <li>- deliver oral report.</li> <li>- act out scenes.</li> </ul> |
| <b>1.18</b> study drama.   |   |
| <p><b>1.19</b> continue to develop an understanding of the following elements of literary analysis:</p> <ul style="list-style-type: none"> <li>- plot</li> <li>- characterization</li> <li>- style</li> <li>- theme development</li> <li>- point-of-view</li> <li>- figurative language</li> <li>- rhythm and rhyme</li> <li>- tone</li> <li>- dialogue, monologue, soliloquy</li> </ul>   |   |

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***Sample Collection for Portfolio***

- *Multi-paragraph essays analyzing those literary elements studied*
- *Creative papers*
- *Assessments of oral reports focusing on reading (both assigned and independent)*
- *Assessments of memorization*



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**GOAL II: Choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.**

| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>   |
|---|---|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>   |
| <b>2.3</b> generate, develop, and clarify ideas.  | - participate in group discussion of readings preliminary to writing.   |
| <b>2.20</b> form a coherent thesis and write effectively about assigned topics in a variety of modes.       | - complete reader response journals.<br>- participate in peer evaluations.  |
| <b>2.21</b> develop the skills necessary for the critical interpretation of drama.                          | - complete working portfolios, including examples of the steps of the writing process.<br>- write a portfolio evaluation. |
| <b>2.22</b> make connections between personal experience and knowledge, ideas and themes presented in text. |   |
| <b>2.23</b> review portfolio contents to monitor his or her progress.                                       |   |

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***Sample Collection for Portfolio***

- *Reader-response entries*
- *Writing assignments indicated above*
- *Portfolio evaluation*

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**GOAL III: Create works using the language arts in visual, oral, written and performance-based forums.**

| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>  |
|---|--|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>  |
| <b>3.32</b> demonstrate ability to write well-organized paragraphs essay format.      | <ul style="list-style-type: none"> <li>- perform recitations.</li> <li>- complete student-made videos (optional).</li> </ul>   |
| <b>3.33</b> present researched reports.   | <ul style="list-style-type: none"> <li>- perform role-playing.</li> </ul>  |
| <b>3.34</b> read aloud, with appropriate expressions, selections from dramatic works. | <ul style="list-style-type: none"> <li>- perform oral report/oral readings.</li> <li>- complete writing portfolios.</li> </ul> |
| <b>3.35</b> participate in dramatizations of literary selections or original works.   | <ul style="list-style-type: none"> <li>- participate in student-led discussions.</li> </ul>                                    |
| <b>3.36</b> present periodic classroom recitations of literary selections.            |  |

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***Sample Collection for Portfolio***

- *Self/Peer/Teacher assessment for reports*
- *Oral presentation assessments*
- *Student essays with teacher assessment*

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| <b>GOAL IV: Determine and address task, audience, and purpose in the application of the language arts.</b> |
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| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>    |
|---|--|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>                  |
| <b>4.24</b> show awareness of themes and literary patterns in works of drama.   | - participate in group brainstorming and discussion. |
| <b>4.25</b> develop critical interpretation skills regarding quality, meaning, and use of text.                       | - complete portfolios (working and cumulative).      |
| <b>4.26</b> identify the main theme or topic and the author’s overall purpose and point of view in a particular text. |  |

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***Sample Collection for Portfolio***

- *Sample of creative writing*
- *Written analysis of a play that indicates an understanding of them, purpose and point of view*

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| <b>GOAL V: Develop, substantiate, and defend ideas in creative/critical forms, both written and oral.</b> |
|---|

| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>  |
|--|--|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>  |
| <b>5.26</b> form a coherent thesis and write/speak effectively about assigned topics in a variety of modes.                      | - write multi-paragraph essays.<br>- write creative works applying themes texts read in class. |
| <b>5.27</b> demonstrate the ability to write well-organized paragraphs in a multi-paragraph essay format.                        | - participate in class oral presentations discussions.   |
| <b>5.28</b> show awareness of elements of drama and universal themes.  |  |
| <b>5.29</b> develop critical interpretation skills regarding quality, meaning, and use of text.                                  |  |
| <b>5.30</b> identify the main theme or topic and the author’s overall purpose, audience, and point of view in a particular text. |  |
| <b>5.31</b> revise and rewrite drafts to improve them.   |  |

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***Sample Collection for Portfolio***

- *Essays*
- *Creative pieces*
- *Evaluations of oral assignments*
- *Writing showing use of the writing process*

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| <b>GOAL VI: Know when and how to apply the conventions of edited English in oral and written communications.</b> |
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| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b> |
|--|---|
| <i>The student will know how to:</i>                                     | <i>The student will be able to:</i>               |
| <b>6.15</b> apply grammar skills to writing.                             | - correctly edit spoken and written language.     |
| <b>6.16</b> proofread and edit.  | - expand vocabulary.                              |
| <b>6.17</b> expand and incorporate new vocabulary in speech and writing. |   |

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***Sample Collection for Portfolio***

- *Portfolios containing correctly written and formatted final products*
- *Peer editing sheets*
- *Traditional tests*

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| <b>GOAL VII: Examine, understand, and respond to a variety of voices from diverse cultures and historical periods.</b> |
|--|

| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>  |
|---|--|
| <p><i>The student will know how to:</i></p> <p><b>7.14</b>gain insights into his or her own life from reading dramatic works.</p> <p><b>7.15</b>come to an awareness of common human traits by reading literature representational of the joy and the tragedies of the human condition.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- understand and respond to a variety of information from plays.</li> <li>- complete writing assignments, response journals and presentations that indicate an understanding of comedy and tragedy.</li> </ul> |

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***Sample Collection for Portfolio***

- *Comparison-contrast essays*
- *Reader-response journals*
- *Interdisciplinary presentation/assessments*
- *Creative papers with assessments*

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| <b>GOAL VIII: Use available forms of media and technology as an integral part of the language arts experience.</b> |
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| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>   |
|---|---|
| <p><i>The student will know how to:</i></p> <p><b>8.15</b> employ computers in the various stages of the writing process.</p> <p><b>8.16</b> view and analyze film versions of plays.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- produce word-processed reports.</li> <li>- discuss in a group the elements of drama.</li> <li>- compare and contrast the original and an adaptation of a play.</li> </ul> |

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***Sample Collection for Portfolio***

- *Writings in portfolios*
- *Comparison/contrast of literary selection with commercially-made videos*

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|---|
| <b>GOAL IX: Gather, analyze, and respond to information from primary and secondary sources.</b> |
|---|

| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>  |
|---|--|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>  |
| <b>9.16</b> read and reflect on the elements of drama as reflected in the work of established authors.  | <ul style="list-style-type: none"> <li>- apply the reflections in writing of established authors to his or her own work.</li> <li>- discuss similarities and differences between current events and classroom literature.</li> </ul> |
| <b>9.17</b> when appropriate, read current news articles related to literature studied in class.  | <ul style="list-style-type: none"> <li>- identify aspects of an author’s work that are autobiographical or reflect parts of the author’s life.</li> <li>- complete an assignment using literary criticism.</li> </ul>                |
| <b>9.18</b> view autobiographical videos or documentaries based on lives of the authors and relate this information to the works of literature studied. |  |
| <b>9.19</b> study and evaluate dramatic works based on both prior knowledge/experience and related literary criticism/literary research.                |  |

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***Sample Collection for Portfolio***

- *Written and oral responses to literature and critical material*
- *Reader- response journals*



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## 20<sup>th</sup> CENTURY LITERATURE A

### I. DESCRIPTION OF THE COURSE

This course is a comprehensive study of the novel, the poetry, and the works of non-fiction of the modern era. Major works may include, but are not limited to The Women of Brewster Place, Song of Solomon, A Prayer for Owen Meany, A Portrait of the Artist as a Young Man, Heart of Darkness, and 1984. The poetry studied will be representative of that of the modern and contemporary poets, and the non-fiction component will be addressed through a selection of readings from The Essay Connection. Students will be expected to take part in class discussion and cooperative group activities generated from the readings, as well as to write and present papers to the class. Students will do independent reading and projects.

### II. PURPOSE OF THE COURSE

The purpose of this course is to continue to develop reading, speaking, and writing skills in order to provide students with a foundation for post-high school academic study. In addition, this course will provide a greater in-depth analysis of the great works of the novels, poetry, and non-fiction works of the 20<sup>th</sup> century. As students read and write about the era in which they live, they should develop greater understanding of the values and cultural changes that have occurred during their lifetime, as well as gain some insights as to how the literature of the present foreshadows the literature of the future.

### III. GOALS AND EXPECTANCIES ADDRESSED

Throughout this course, students, independently and collaboratively, will be expected to:

- construct meaning, interpret, and respond critically to written, visual, and oral media;
- choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts;
- create works using the language arts in visual, oral, written, and performance-based forums;
- determine and address task, audience, and purpose in the application of the language arts;
- develop, substantiate and defend ideas in creative/critical forms, both written and oral;
- know when and how to apply the conventions of edited English in oral and written communications;
- examine, understand, and respond to a variety of voices from diverse cultures in 20<sup>th</sup> century literature;
- use available forms of media and technology as an integral part of the language arts experience; and
- gather, analyze, and respond to information from primary and secondary sources.

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#### IV. OBJECTIVES

The recursive nature of language arts instruction means many of the goals and objectives overlap and student achievement should reflect the integration of skills.

#### IX. MATERIALS CITED

The Essay Connection  
Selections from 20<sup>th</sup> century poetry  
Write for College  
The Women of Brewster Place  
Song of Solomon  
A Prayer for Owen Meany  
A Portrait of the Artist as a Young Man  
Heart of Darkness  
1984

#### VI. PRODUCT REQUIREMENTS OF SUCCESS

This is a generalized list; for more specific product requirements, see assessments listed for individual goals.

Students must show evolving competence in their ability to:

- comprehend weekly reading assignments, as response writing, grades on tests and quizzes, and/or reflection in class discussion;
- write in a variety of modes, with samples included in portfolios;
- independently read, analyze, and write critically about novels, non-fiction, and poetry assigned outside of class;
- participate in and contribute meaningfully to class discussions;
- use new vocabulary meaningfully in writing and in speech;
- deliver presentations of literary analysis and/or library research;
- function productively in cooperative learning groups; and
- relate literature to other art forms and other media, such as painting, sculpture, or film.

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| <b>GOAL I: Construct meaning, interpret, and respond critically to written, visual, and oral media.</b> |
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| <b>Learner Outcomes</b> | <b>Sample Indicators / Assessment of Learning</b> |
|-------------------------|---|
|-------------------------|---|

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*The student will know how to:*

*The student will be able to:*

**1.20** in reading, discussion, and writing explore the themes of 20<sup>th</sup> century literature, such as:

- Prejudice
- Choices and Consequences
- Humans in Conflict
- Individuals in Society
- Search for Meaning
- Self-realization
- Values and Beliefs
- Uses of Imagination
- Diversity

- complete multi-paragraph essays.
- complete creative/initiative papers.
- discuss in large/small groups.
- deliver oral reports.
- act out scenes.

**1.21** study the novel, poetry, and non-fiction.

**1.22** continue to develop an understanding of the following elements of literary analysis:

- plot
- characterization
- style
- theme development
- point-of-view
- figurative language
- rhythm and rhyme
- tone

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***Sample Collection for Portfolio***

- *Multi-paragraph essays analyzing those literary elements studied*
- *Creative papers*
- *Assessments of oral reports focusing on reading (both assigned and independent)*
- *Stage debates/dramatizations/speeches*

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| <b>GOAL II: Choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.</b> |
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| Learner Outcomes   | Sample Indicators / Assessment of Learning  |
|--|---|
| <p><i>The student will know how to:</i></p> <p><b>2.4</b> generate, develop, and clarify ideas.</p> <p><b>2.24</b> form a coherent thesis and write effectively about assigned topics in a variety of modes.</p> <p><b>2.25</b> develop the skills necessary for the critical interpretation of drama.</p> <p><b>2.26</b> make connections between personal experience and knowledge, ideas and themes presented in text.</p> <p><b>2.27</b> review portfolio contents to monitor his or her progress.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- participate in group discussion of readings preliminary to writing.</li> <li>- complete reader response journals.</li> <li>- participate in peer evaluations.</li> <li>- complete working portfolios, including examples of the steps of the writing process.</li> <li>- write a portfolio evaluation.</li> </ul> |

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***Sample Collection for Portfolio***

- *Reader-response journals*
- *Essays and other writing assignments*
- *Portfolio evaluation*

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| <b>GOAL III: Create works using the language arts in visual, oral, written and performance-based forums.</b> |
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| Learner Outcomes   | Sample Indicators / Assessment of Learning  |
|--|---|
| <p><i>The student will know how to:</i></p> <p><b>3.37</b> demonstrate ability to write well-organized multi-paragraph essay format.</p> <p><b>3.38</b> present periodic classroom recitations of literary selections.</p> <p><b>3.39</b> read aloud, with appropriate expressions, a variety of poetry and prose.</p> <p><b>3.40</b> participate in dramatizations or recitations of literary selections or original works.</p> <p><b>3.41</b> present periodic classroom recitations of literary selections.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- perform recitations.</li> <li>- complete student-made videos (optional).</li> <li>- perform role-playing.</li> <li>- perform oral report/oral readings.</li> <li>- complete writing portfolios.</li> <li>- participate in student-led discussions.</li> </ul> |

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***Sample Collection for Portfolio***

- *Self/Peer/Teacher assessment for reports*
- *Oral presentation assessments*
- *Student essays with teacher assessment*

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| <b>GOAL IV: Determine and address task, audience, and purpose in the application of the language arts.</b> |
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| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>   |
|---|---|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>   |
| <p><b>4.1</b> show awareness of themes and literary patterns in 20<sup>th</sup> century literature in the novel, nonfiction, and poetry</p> <p><b>4.27</b> develop critical interpretation skills regarding quality, meaning, and use of text.</p> <p><b>4.28</b> identify the main theme or topic and the author’s overall purpose and point of view in a particular text.</p> | <ul style="list-style-type: none"> <li>- participate in group brainstorming and discussion.</li> <li>- discuss point-of-view/purpose/audience.</li> <li>- complete writing as it applies to poetry and fiction and nonfiction.</li> </ul> |

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***Sample Collection for Portfolio***

- *Self/peer/teacher assessment for reports/oral presentations*
- *Student essays with teacher assessment*

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| <b>GOAL V: Develop, substantiate, and defend ideas in creative/critical forms, both written and oral.</b> |
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| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>   |
|---|---|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>   |
| <b>5.32</b> form a coherent thesis and write/speak effectively about assigned topics.   | <ul style="list-style-type: none"> <li>- write multi-paragraph essays.</li> <li>- write creative works applying themes of texts read in class.</li> </ul> |
| <b>5.33</b> demonstrate the ability to write well-organized paragraphs in a multi-paragraph essay format.                         | <ul style="list-style-type: none"> <li>- participate in oral presentations.</li> <li>- participate in class discussions.</li> </ul>                       |
| <b>5.34</b> show awareness of 20 <sup>th</sup> century literature and the universal themes in modern and contemporary literature. |   |
| <b>5.35</b> develop critical interpretation skills regarding quality, meaning, and use of text.                                   |   |
| <b>5.36</b> identify the main theme or topic and the author’s overall purpose, audience, and point of view in a particular text.  |   |
| <b>5.37</b> revise and rewrite drafts.  |   |

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***Sample Collection for Portfolio***

- *Written and formatted final copies of essays and creative papers*
- *Assessments and peer editing sheets*
- *Tests and quizzes*

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| <b>GOAL VI: Know when and how to apply the conventions of edited English in oral and written communications.</b> |
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| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b> |
|--|---|
| <i>The student will know how to:</i>                                     | <i>The student will be able to:</i>               |
| <b>6.18</b> apply grammar skills to writing.                             | - correctly edit spoken and written language.     |
| <b>6.19</b> proofread and edit.  | - expand vocabulary.                              |
| <b>6.20</b> expand and incorporate new vocabulary in speech and writing. |   |

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***Sample Collection for Portfolio***

- *Correctly written and formatted final products*
- *Peer editing sheets*
- *Traditional tests*



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**GOAL VII: Examine, understand, and respond to a variety of voices from diverse cultures and historical periods.**

| Learner Outcomes   | Sample Indicators / Assessment of Learning  |
|--|---|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>   |
| <p><b>7.16</b>gain insights into his or her own life from reading non-fiction and autobiographical works.</p>  | <ul style="list-style-type: none"> <li>- understand and respond to a variety of information from literature in fiction, non-fiction, and poetic forms.</li> </ul>                           |
| <p><b>7.17</b>come to an awareness of common human traits by reading literature written during the different decades in the 20<sup>th</sup> century.</p> | <ul style="list-style-type: none"> <li>- complete writing assignments, reader response journals and presentations that indicate an understanding of traits of modern literature.</li> </ul> |

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*Sample Collection for Portfolio*

- *Comparison-contrast essays*
- *Reader-response journals*
- *Interdisciplinary presentations/assessments*
- *Creative papers with assessments*

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**GOAL VIII: Use available forms of media and technology as an integral part of the language arts experience.**

| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>  |
|--|--|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>  |
| <p><b>8.17</b>view commercially-made productions based on themes and literature studied in class.</p> <p><b>8.18</b>employ computers in the various stages of the writing process.</p> | <ul style="list-style-type: none"> <li>- discuss similarities and differences between film and written versions of a work.</li> <li>- produce word-processed reports.</li> </ul> |

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***Sample Collection for Portfolio***

- *Writings in portfolios*
- *Comparison/contrast of literary selection with commercially-made videos.*

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| <b>GOAL IX: Gather, analyze, and respond to information from primary and secondary sources.</b> |
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| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>  |
|--|--|
| <p><i>The student will know how to:</i></p> <p><b>9.20</b>read and reflect on the differences among novels, non-fiction and fiction.</p> <p><b>9.21</b>when appropriate, read current news articles related to literature studied in class.</p> <p><b>9.22</b>study and evaluate short works of literature based on both prior knowledge/experiences and related literary criticism/literary research.</p> <p><b>9.23</b>view autobiographical videos or documentaries based on lives of the authors and relate this information to the works of literature studied.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- apply the reflections in writing of established authors to his or her own work.</li> <li>- discuss similarities and differences between current events and classroom literature.</li> <li>- identify aspects of an author’s work that are autobiographical or reflect parts of the author’s life.</li> <li>- complete an assignment using literary criticism.</li> </ul> |

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***Sample Collection for Portfolio***

- *Written and oral responses to literature and critical material*
- *Reader-response journals*

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## 20<sup>th</sup> CENTURY LITERATURE B

### I. DESCRIPTION OF THE COURSE

This course is a comprehensive study of the drama, and short stories or novellas of the modern era. Major works may include, but are not limited to The Wild Duck, All My Sons, The Colored Museum, The Joy Luck Club, Typee, The Secret Sharer, and Bartleby, the Scrivener. The short stories covered will be representative of the diversity of the literature of the 20<sup>th</sup> century. Students will be expected to take part in class discussions and cooperative group activities generated from the readings, as well as to write and present papers to the class. Students will do independent reading and projects.

### II. PURPOSE OF THE COURSE

The purpose of this course is to continue to develop reading, speaking, and writing skills in order to provide students with a foundation for post-high school academic study. In addition, this course will provide a greater in-depth analysis of the great works of the drama and short stories/novellas of the 20<sup>th</sup> century. As students read and write about the era in which they live, they should develop greater understanding of the values and cultural changes that have occurred during their lifetime, as well as gain some insights as to how the literature of the present foreshadows the literature of the future.

### III. GOALS AND EXPECTANCIES ADDRESSED

Throughout this course, students, independently and collaboratively, will be expected to:

- construct meaning, interpret, and respond critically to written, visual, and oral media;
- choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts;
- create works using the language arts in visual, oral, written, and performance-based forums;
- determine and address task, audience, and purpose in the application of the language arts;
- develop, substantiate and defend ideas in creative/critical forms, both written and oral;
- know when and how to apply the conventions of edited English in oral and written communications;
- examine, understand, and respond to a variety of voices from diverse cultures in 20<sup>th</sup> century literature;
- use available forms of media and technology as an integral part of the language arts experience; and
- gather, analyze, and respond to information from primary and secondary sources.

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#### IV. OBJECTIVES

The recursive nature of language arts instruction means many of the goals and objectives overlap and student achievement should reflect the integration of skills.

#### X. MATERIALS CITED

Selections of 20<sup>th</sup> Century short stories

The Wild Duck

All My Sons

The Colored Museum

**The Joy Luck Club**

Three Tall Women

Typee

The Secret Sharer

Bartleby the Scrivener

Masterpieces of Drama

#### XI. PRODUCT REQUIREMENTS OF SUCCESS

This is a generalized list; for more specific product requirements, see assessments listed for individual goals.

Students must show evolving competence in their ability to:

- comprehend weekly reading assignments, as response writing, grades on tests and quizzes, and/or reflection in class discussion;
- write in a variety of modes, with samples included in portfolios;
- independently read, analyze, and write critically about drama and short stories/novellas assigned outside of class;
- participate in and contribute meaningfully to class discussions;
- use new vocabulary meaningfully in writing and in speech;
- deliver presentations of literary analysis and/or library research;
- function productively in cooperative learning groups; and
- relate literature to other art forms and other media, such as painting, sculpture, or film.

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| <b>GOAL I: Construct meaning, interpret, and respond critically to written, visual, and oral media.</b> |
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| Learner Outcomes   | Sample Indicators / Assessment of Learning   |
|--|--|
| <p><i>The student will know how to:</i></p> <p><b>1.23</b> in reading, discussion, and writing explore the themes of 20<sup>th</sup> century literature, such as:</p> <ul style="list-style-type: none"> <li>- Prejudice</li> <li>- Isolation</li> <li>- Choices and Consequences</li> <li>- Humans in Conflict</li> <li>- Individuals in Society</li> <li>- Search for Meaning</li> <li>- Self-realization</li> <li>- Values and Beliefs</li> <li>- Uses of Imagination</li> <li>- Diversity</li> <li>- The Dysfunctional Family</li> </ul> <p><b>1.24</b> study the short story/novella as well as drama.</p> <p><b>1.25</b> continue to develop an understanding of the following elements of literary analysis:</p> <ul style="list-style-type: none"> <li>- plot</li> <li>- characterization</li> <li>- style</li> <li>- theme development</li> <li>- point-of-view</li> <li>- figurative language</li> <li>- rhythm and rhyme</li> <li>- tone</li> <li>- allusion</li> <li>- dialogue, monologue, soliloquy</li> </ul> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- complete multi-paragraph essays.</li> <li>- complete creative/initiative papers.</li> <li>- discuss in large/small groups.</li> <li>- deliver oral reports.</li> <li>- act out scenes.</li> </ul>  |
|  | <hr/> <p><b><i>Sample Collection for Portfolio</i></b></p> <ul style="list-style-type: none"> <li>- <i>Multi-paragraph essays analyzing those literary elements studied</i></li> <li>- <i>Creative papers</i></li> <li>- <i>Assessments of oral reports focusing on reading (both assigned and independent)</i></li> <li>- <i>Stage debates/dramatizations/speeches</i></li> </ul> |

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**GOAL II: Choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.**

| Learner Outcomes  | Sample Indicators / Assessment of Learning   |
|---|--|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>  |
| <b>2.5</b> generate, develop, and clarify ideas.  | - participate in group discussion of readings preliminary to writing.                  |
| <b>2.28</b> form a coherent thesis and write effectively about assigned topics in a variety of modes.       | - complete reader response journals.   |
| <b>2.29</b> develop the skills necessary for the critical interpretation of drama.                          | - participate in peer evaluations.   |
| <b>2.30</b> make connections between personal experience and knowledge, ideas and themes presented in text. | - complete working portfolios, including examples of the steps of the writing process. |
|   | - write a portfolio evaluation.  |

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***Sample Collection for Portfolio***

- *Reader-response journals*
- *Essays and other writing assignments*
- *Portfolio evaluation*

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**GOAL III: Create works using the language arts in visual, oral, written and performance-based forums.**

| Learner Outcomes  | Sample Indicators / Assessment of Learning  |
|---|---|
| <p><i>The student will know how to:</i></p> <p><b>3.42</b> demonstrate ability to write well-organized multi-paragraph essay format.</p> <p><b>3.43</b> present periodic classroom recitations of literary selections.</p> <p><b>3.44</b> present researched reports.</p> <p><b>3.45</b> read aloud, with appropriate expression, a variety of styles of prose and dialogue.</p> <p><b>3.46</b> participate in dramatizations of literary selections or original works.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- recite.</li> <li>- make student-made videos.</li> <li>- role-play.</li> <li>- make oral reports and oral readings.</li> <li>- develop writing portfolios.</li> <li>- lead student discussions.</li> </ul> |

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***Sample Collection for Portfolio***

- *Self/Peer/Teacher assessment for reports*
- *Oral presentations*
- *Student essays with teacher assessment*



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| <p><b>GOAL IV: Determine and address task, audience, and purpose in the application of the language arts.</b></p> |
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| Learner Outcomes   | Sample Indicators / Assessment of Learning   |
|--|--|
| <p><i>The student will know how to:</i></p> <p><b>4.1</b> show awareness of themes and literary patterns in 20<sup>th</sup> century literature in the short story/novella and drama.</p> <p><b>4.29</b> develop critical interpretation skills regarding quality, meaning, and use of text.</p> <p><b>4.30</b> identify the main theme or topic and the author's overall purpose and point of view in a particular text.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- participate in group brainstorming and discussion.</li> <li>- discuss point-of-view/purpose/audience.</li> <li>- complete writing as it applies to short works of fiction and drama</li> </ul> |

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***Sample Collection for Portfolio***

- *Self/peer/teacher assessment for reports/oral presentations*
- *Student essays with teacher assessment*

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| <p><b>GOAL V: Develop, substantiate, and defend ideas in creative/critical forms, both written and oral.</b></p> |
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| Learner Outcomes   | Sample Indicators / Assessment of Learning  |
|--|---|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>   |
| <p><b>5.38</b>form a coherent thesis and write/speak effectively about assigned topics.</p>  | <ul style="list-style-type: none"> <li>- write multi-paragraph essays.</li> <li>- write creative works applying themes of texts read in class.</li> </ul> |
| <p><b>5.39</b>demonstrate the ability to write well-organized paragraphs in a multi-paragraph essay format.</p>                        | <ul style="list-style-type: none"> <li>- participate in class oral presentations/discussions.</li> </ul>  |
| <p><b>5.40</b>show awareness of 20<sup>th</sup> century literature and the universal themes in modern and contemporary literature.</p> |   |
| <p><b>5.41</b>develop critical interpretation skills regarding quality, meaning, and use of text.</p>                                  |   |
| <p><b>5.42</b>identify the main theme or topic and the author’s overall purpose, audience, and point of view in a particular text.</p> |   |
| <p><b>5.43</b>revise and rewrite drafts.</p>   |   |

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***Sample Collection for Portfolio***

- *Essays and creative pieces*
- *Evaluations of oral assignments*
- *Writing that shows the use of the writing process*

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| <p><b>GOAL VI: Know when and how to apply the conventions of edited English in oral and written communications.</b></p> |
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| Learner Outcomes  | Sample Indicators / Assessment of Learning  |
|---|---|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>   |
| <p><b>6.21</b> apply grammar skills to writing.</p>                             | <ul style="list-style-type: none"> <li>- edit correctly spoken and written language.</li> <li>- expand vocabulary.</li> </ul> |
| <p><b>6.22</b> proofread and edit.</p>  |   |
| <p><b>6.23</b> expand and incorporate new vocabulary in speech and writing.</p> |   |

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***Sample Collection for Portfolio***

- *Correctly written and formatted final products*
- *Peer editing sheets*
- *Traditional tests*

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| <b>GOAL VII: Examine, understand, and respond to a variety of voices from diverse cultures and historical periods.</b> |
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| Learner Outcomes  | Sample Indicators / Assessment of Learning  |
|---|---|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>   |
| <p><b>7.18</b>gain insights into his or her own life from his or her reading of dramatic works.</p> <p><b>7.19</b>come to an awareness of common human traits by reading literature representational of the joy and the tragedies of the human condition.</p> | <ul style="list-style-type: none"> <li>- understand and respond in written and oral forms to a variety of information from short works of fiction and from plays.</li> <li>- complete writing assignments, reader-response journals and presentations that indicate an understanding of traits of modern literature.</li> </ul> |

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***Sample Collection for Portfolio***

- *Comparison-contrast essays*
- *Reader-response journals*
- *Interdisciplinary presentations/assessments*
- *Creative papers with assessments*

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| <b>GOAL VIII: Use available forms of media and technology as an integral part of the language arts experience.</b> |
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| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>   |
|--|---|
| <p><i>The student will know how to:</i></p> <p><b>8.19</b>view commercially-made productions based on themes and literature studied in class.</p> <p><b>8.20</b>employ computers in the various stages of the writing process.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- discuss similarities and differences between film and written versions of a work.</li> <li>- produce word-processed reports.</li> </ul> |

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***Sample Collection for Portfolio***

- *Writings in portfolios*
- *Comparison/contrast of literary selection with commercially-made videos.*

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| <p><b>GOAL IX: Gather, analyze, and respond to information from primary and secondary sources.</b></p> |
|--|

| Learner Outcomes   | Sample Indicators / Assessment of Learning   |
|--|--|
| <p><i>The student will know how to:</i></p> <p><b>9.24</b>when appropriate, read current news articles related to literature studied in class.</p> <p><b>9.25</b>study and evaluate short works of literature based on both prior knowledge/experiences and related literary criticism/literary research.</p> <p><b>9.26</b>view autobiographical videos or documentaries based on lives of the authors and relate this information to the works of literature studied.</p> <p><b>9.27</b>study and evaluate dramatic works based on both prior knowledge/experience and related literary criticism/literary research.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- apply the reflections in writing of established authors to his or her own work.</li> <li>- discuss similarities and differences between current events and classroom literature.</li> <li>- identify aspects of an author’s work that are autobiographical or reflect parts of the author’s life.</li> <li>- complete an assignment using literary criticism.</li> </ul> |

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***Sample Collection for Portfolio***

- *Written and oral responses to literature and critical material*
- *Reader-response journals*

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## **ENGLISH FOR THE 21st CENTURY**

### **I. DESCRIPTION OF THE COURSE**

Through interactive, project-based instruction, students will learn the various forms of English communication. Units of study include hands-on instruction and practice in those communication skills most desired by today's prospective employers. Students will have opportunities to demonstrate listening, oral and written skills in both individual and collaborative projects. In addition to involvement in real world applications of communication skills, students will also study literature that explores the themes and issues that are consistent with the human work experience. Because this course is team taught by a member of the English Department and a member of the Allied Arts Department, students will learn to use the most currently available technology including word processing, PowerPoint and Internet.

### **II. PURPOSE OF THE COURSE**

To provide students with an opportunity to learn effective workplace communication skills through a continuous cycle of discovery and application. These skills include listening, persuading, preparing reports, applying and interviewing for a job, speaking, and presenting, and are demonstrated through traditional methods as well as through those employing current technology.

### **III. GOALS AND EXPECTANCIES ADDRESSED**

Throughout this course, students, independently and collaboratively, will be expected to:

- construct meaning, interpret, and respond critically to written, visual, and oral media;
- choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts;
- create works using the language arts in visual, oral, written, and performance-based forums;
- determine and address task, audience, and purpose in the application of the language arts;
- develop, substantiate and defend ideas in creative/critical forms, both written and oral;
- know when and how to apply the conventions of edited English in oral and written communications;
- examine, understand, and respond to a variety of voices from diverse cultures and historical periods;

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- use available forms of media and technology as an integral part of the language arts experience;
  - gather, analyze, and respond to information from primary and secondary sources;
  - integrate the basic skills -- reading, writing, and computing and the higher-order skills -- thinking, reasoning, problem-solving and decision making; and
  - demonstrate an understanding of the need for the work habits and attitudes necessary for success in the job environment.

#### **IV. OBJECTIVES**

The recursive nature of language arts instruction means many of the goals and objectives overlap and student achievement should reflect the integration of skills.

#### **V. MATERIALS CITED**

Communicating for Success (Second Edition)  
Student Workbook for Communicating for Success  
Windows Template Package, Windows PowerPoint Package, and Test Bank for  
Communicating for Success  
Tapes of selected speeches

#### **VI. PRODUCT REQUIREMENTS OF SUCCESS**

This is a generalized list; for more specific product requirements, see assessments listed for individual goals.

Students must show evolving competence in their ability to:

- comprehend instruction and reading, as evidenced by response writing, grades on tests and quizzes, reflection in class discussions, and quality of projects;
- complete related writing, speaking, and technologically developed assignments which demonstrate learned skills;
- write and speak in the informative, persuasive, and reflective modes;
- independently read, research, analyze, and write and speak critically about literature and business communications;
- participate in and contribute meaningfully to class discussions and simulated business meetings;
- use technology in writing and in oral presentations;
- function productively in cooperative learning groups; and
- relate learned skills to workplace scenarios.



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| <b>GOAL I: Construct meaning, interpret, and respond critically to written, visual, and oral media.</b> |
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| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>   |
|---|---|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>   |
| <p><b>1.26</b> in reading, discussion, and writing, explore the various modes of English communication, particularly those most emphasized in the workplace.</p> <p><b>1.27</b> practice listening skills and convert what is heard to a written format.</p> <p><b>1.28</b> evaluate language in media and advertising.</p> <p><b>1.29</b> create and evaluate informative, persuasive, sales, and occasional speeches.</p> | <ul style="list-style-type: none"> <li>- evaluate oral performance in group discussions and individual speeches.</li> <li>- write critical essays and reports.</li> </ul> |

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***Sample Collection for Portfolio***

- *Critical essays and reports*
- *Evaluations of oral performance in group discussion and individual speeches*
- *Notes and messages created in listening exercises*

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| <b>GOAL II: Choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.</b> |
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| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>   |
|---|---|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>   |
| <p><b>2.1</b> generate, develop, and clarify ideas.</p> <p><b>2.31</b> learn to define, describe, summarize, compare and contrast, and persuade in both oral and written form.</p> <p><b>2.32</b> continue to develop the skills necessary for the critical interpretation of language and literature.</p> <p><b>2.33</b> make connections between skills learned in the classroom and their application in the workplace.</p> <p><b>2.34</b> review portfolio contents to monitor his or her progress.</p> | <ul style="list-style-type: none"> <li>- lead group discussions of readings prior to writing.</li> <li>- draft essays and speeches.</li> <li>- evaluate oral and multimedia presentations.</li> </ul> |

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***Sample Collection for Portfolio***

- *Group discussion of readings preliminary to writing*
- *Prewriting exercises*
- *Reader-response activities*
- *Drafts of essays and speeches*
- *Evaluations of oral and multimedia presentations*

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| <b>GOAL III: Create works using the language arts in visual, oral, written and performance-based forums.</b> |
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| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>   |
|---|---|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>   |
| <p><b>3.47</b> demonstrate ability to write well-organized essays, reports memos, and letters.</p> <p><b>3.48</b> present speeches in the various modes of literary expression and for various occasions.</p> <p><b>3.49</b> respond to appropriate literary selections in both critical and expressive formats.</p> <p><b>3.50</b> employ varied skills and technology to represent researched projects.</p> <p><b>3.51</b> complete job application forms as well as other familiar business forms.</p> <p><b>3.52</b> read silently and aloud from the text and various other printed and non-print texts.</p> <p><b>3.53</b> participate in mock job interviews.</p> <p><b>3.54</b> conduct and participate in a variety of mock business meetings.</p> | <ul style="list-style-type: none"> <li>- write essays, reports, memos, letters, etc.</li> <li>- role-play.</li> <li>- give oral reports and readings.</li> <li>- conduct mock interviews and business meetings.</li> <li>- produce PowerPoint presentations.</li> </ul>   |
|   | <p style="text-align: center;"><b><i>Sample Collection for Portfolio</i></b></p> <ul style="list-style-type: none"> <li>- <i>Essays</i></li> <li>- <i>Reports</i></li> <li>- <i>Memos</i></li> <li>- <i>Letters</i></li> <li>- <i>Completed business forms and applications</i></li> <li>- <i>Speeches</i></li> <li>- <i>Student-created projects</i></li> <li>- <i>Evaluations of oral reports/readings</i></li> <li>- <i>Mock interviews</i></li> <li>- <i>Student-led mock business meeting and discussions</i></li> </ul> |

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| <b>GOAL IV: Determine and address task, audience, and purpose in the application of the language arts.</b> |
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*The student will know how to:*

*The student will be able to:*

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**Learner Outcomes**

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**Sample Indicators / Assessment of Learning**

*The student will know how to:*

*The student will be able to:*

- 4.31** analyze products and processes in order to write or speak effectively.
- 4.32** develop critical listening and interpretation skills regarding quality, meaning, and use of language or text.
- 4.33** identify author’s overall purpose and point of view in a particular text.
- 4.34** construct various oral and written projects to meet a specific purpose for a specific audience.

- participate in group discussion.
- write responses to readings.
- write analytical essays, speeches and reports.
- present essays, speeches and reports to class.
- participate in group discussions.
- write responses to readings.

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*Sample Collection for Portfolio*

- *Written response to reading*
- *Pre-writing activities*
- *Essays of analysis*
- *Speeches*
- *Reports*
- *Presentations*
- *Notes*

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| <b>GOAL V: Develop, substantiate, and defend ideas in creative/critical forms, both written and oral.</b> |
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| Learner Outcomes  | Sample Indicators / Assessment of Learning                        |
|---|---|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>                               |
| <b>5.44</b> generate, develop, and clarify ideas.   | - write various types of essays.                                  |
| <b>5.45</b> develop the ability to coherently analyze a task, product or process in both oral and written format.                     | - conduct interviews.   |
| <b>5.46</b> demonstrate ability to conduct an effective interview, meeting, introduction, telephone conversation, and discussion.     | - participate in mock business meetings and mock teleconferences. |
| <b>5.47</b> show ability to speak extemporaneously.   | - create PowerPoint presentations.                                |
| <b>5.48</b> develop critical interpretation skills regarding quality, meaning, or use of language in literature and in the workplace. |   |
| <b>5.49</b> identify the main idea or topic and the author’s overall purpose and point of view in a particular text.                  |   |

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***Sample Collection for Portfolio***

- *Written response to reading*
- *Pre-writing activities*
- *Essays of analysis*
- *Speeches*
- *Reports*
- *Presentations*
- *Notes*

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| <b>GOAL VI: Know when and how to apply the conventions of edited English in oral and written communications.</b> |
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| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>        |
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| <i>The student will know how to:</i>   | <i>The student will be able to:</i>                      |
| <b>6.24</b> proofread and edit.  | - correctly write and format final essays and documents. |
| <b>6.25</b> apply grammar skills to writing.   | - participate in speeches and oral presentations.        |
| <b>6.26</b> apply conventions of correct English usage to oral and written language. |  |

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***Sample Collection for Portfolio***

- *Correctly written and formatted essays, forms, documents*
- *Peer editing*
- *Speeches and oral presentations*
- *Traditional quizzes and tests*

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| <b>GOAL VII: Examine, understand, and respond to a variety of voices from diverse cultures and historical periods.</b> |
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| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>  |
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| <p><i>The student will know how to:</i></p> <p><b>7.20</b>demonstrate awareness of a global culture in the contemporary workplace.</p> <p><b>7.21</b>examine diverse work experiences and responses to work issues through the study of work-related literature.</p> <p><b>7.22</b>demonstrate the ability to use culturally sensitive language in written and oral communication.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- give speeches, introductions, and/or presentations.</li> <li>- participate in class discussions and reader response writings.</li> </ul> |

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***Sample Collection for Portfolio***

- *Speeches and introductions*
- *Reader-response writing*
- *Presentations*
- *Essays*
- *Traditional quizzes and tests*

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| <b>GOAL VIII: Use available forms of media and technology as an integral part of the language arts experience.</b> |
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| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>   |
|---|---|
| <p><i>The student will know how to:</i></p> <p><b>8.21</b>develop a working knowledge of Windows 98, PowerPoint, Microsoft Word, NetScape Navigator and other Internet functions.</p> <p><b>8.22</b>write and videotape speeches and presentations.</p> <p><b>8.23</b>employ computers in various class projects and presentations.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- word process essays, report, documents, and forms.</li> <li>- learn how to videotape oral presentations and speeches.</li> <li>- give oral presentations and speeches.</li> </ul> |

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***Sample Collection for Portfolio***

- *Speeches and introductions*
- *Reader-response writing*
- *Presentations*
- *Essays*
- *Traditional quizzes and tests*



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| <b>GOAL IX: Gather, analyze, and respond to information from primary and secondary sources.</b> |
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| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>   |
|--|---|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>   |
| <b>9.28</b> when appropriate, read current news articles related to topics studied in class.         | - complete reader-response activities.<br>- complete projects requiring research .<br>- write essays and reports. |
| <b>9.29</b> conduct Internet research on selected topics throughout the year.                        | - participate in classroom discussions.   |
| <b>9.30</b> study and evaluate short works of literature in light of work-related themes and issues. |   |

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***Sample Collection for Portfolio***

- *Speeches and introductions*
- *Reader-response writing*
- *Presentations*
- *Essays*
- *Traditional quizzes and tests*

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## MODERN LITERATURE

### I. DESCRIPTION OF THE COURSE

In this course students will read and discuss a variety of modern literary selections including poems, stories, drama, non-fiction, and novels. Major works may include, but are not limited to: Annie John, The Color of Water, A Streetcar Named Desire, and Johnny Got His Gun. Other options include Ordinary People, A Death in the Family, Member of the Wedding, Inherit the Wind, Raisin in the Sun, Women of Brewster Place, and Malcolm X. The literature will cover 20<sup>th</sup> century works, and discussion and assignments will include topics such as culture, gender, family, time period, and so forth. In addition to their reading, students are expected to take part in class discussions, cooperative group activities, oral presentations, and to complete a variety of writing assignments ranging from journal entries to library research-based papers.

### II. PURPOSE OF THE COURSE

The purpose of this course is to continue to develop reading, speaking, and writing skills in order to provide students with a foundation for post-high school academic study. In addition, this course will provide a greater depth of study into the fiction, poetry, drama and non-fiction works of our century. As students read and write about the era in which they live, they should develop greater understanding of the values and cultural changes that have occurred during their lifetime, as well as gain some insights as to how the literature of the present foreshadows the literature of the future.

### III. GOALS AND EXPECTANCIES ADDRESSED

Throughout this course, students, independently and collaboratively, will be expected to:

- construct meaning, interpret, and respond critically to written, visual, and oral media;
- choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts;
- create works using the language arts in visual, oral, written, and performance-based forums;
- determine and address task, audience, and purpose in the application of the language arts;
- develop, substantiate and defend ideas in creative/critical forms, both written and oral;
- know when and how to apply the conventions of edited English in oral and written communications;
- examine, understand, and respond to a variety of voices from diverse cultures in 20<sup>th</sup> century literature;
- use available forms of media and technology as an integral part of the language arts experience;
- gather, analyze, and respond to information from primary and secondary sources.

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#### **IV. OBJECTIVES**

The recursive nature of language arts instruction means many of the goals and objectives overlap and student achievement should reflect the integration of skills.

#### **XII. MATERIALS CITED**

Annie John  
The Color of Water  
A Streetcar Named Desire  
Johnny Got His Gun  
Ordinary People  
Member of the Wedding  
Inherit the Wind  
Malcolm X  
A Death in the Family  
Raisin in the Sun  
Women of Brewster Place

#### **XIII. PRODUCT REQUIREMENTS OF SUCCESS**

This is a generalized list; for more specific product requirements, see assessments listed for individual goals.

Students must show evolving competence in their ability to:

- comprehend weekly reading assignments, as response writing, grades on tests and quizzes, and/or reflection in class discussion;
- write in a variety of modes, with samples included in portfolios;
- read, analyze, and write critically about drama, poetry, novels, as well as longer works of non-fiction;
- participate in and contribute meaningfully to class discussions;
- use new vocabulary meaningfully in writing and in speech;
- deliver presentations of literary analysis and/or library research;
- function productively in cooperative learning groups; and
- relate literature to other art forms and other media, such as painting, sculpture, or film.

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| <b>GOAL I: Construct meaning, interpret, and respond critically to written, visual, and oral media.</b> |
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| Learner Outcomes   | Sample Indicators / Assessment of Learning  |
|--|---|
| <p><i>The student will know how to:</i></p> <p><b>1.30</b> in reading, discussion, and writing explore the themes of 20<sup>th</sup> century literature, such as:</p> <ul style="list-style-type: none"> <li>- Prejudice</li> <li>- Choices and Consequences</li> <li>- Humans in Conflict</li> <li>- Individuals in Society</li> <li>- Search for Meaning</li> <li>- Self-realization</li> <li>- Values and Beliefs</li> <li>- Uses of Imagination</li> <li>- Diversity</li> </ul> <p><b>1.31</b> study the short story, the novel, poetry, and non-fiction.</p> <p><b>1.32</b> continue to develop an understanding of the following elements of literary analysis:</p> <ul style="list-style-type: none"> <li>- plot</li> <li>- characterization</li> <li>- style</li> <li>- theme development</li> <li>- point-of-view</li> <li>- figurative language</li> <li>- rhythm and rhyme</li> <li>- tone</li> </ul> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- complete multi-paragraph essays.</li> <li>- complete creative/initiative papers.</li> <li>- discuss in large/small groups.</li> <li>- deliver oral reports.</li> <li>- dramatize scenes.</li> </ul> |

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***Sample Collection for Portfolio***

- *Multi-paragraph essays analyzing those literary elements studied*
- *Creative papers*
- *Assessments of oral reports focusing on reading (both assigned and independent)*
- *Stage debates/dramatizations/speeches*

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| <b>GOAL II: Choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.</b> |
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| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>   |
|---|---|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>   |
| <p><b>2.6</b> generate, develop, and clarify ideas.</p> <p><b>2.35</b> form a coherent thesis and write effectively about assigned topics in a variety of modes.</p> <p><b>2.36</b> develop the skills necessary for the critical interpretation of literature.</p> <p><b>2.37</b> make connections between personal experience and knowledge, ideas and themes presented in text.</p> <p><b>2.38</b> review portfolio contents to monitor his or her progress.</p> | <ul style="list-style-type: none"> <li>- participate in group discussion of readings preliminary to writing.</li> <li>- brainstorm.</li> <li>- create a character map.</li> <li>- pre-write exercises.</li> <li>- create reader-response journals.</li> <li>- participate in formal peer evaluations.</li> <li>- complete working portfolios, including examples of the steps of the writing process.</li> <li>- write a portfolio evaluation.</li> </ul> |

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***Sample Collection for Portfolio***

- *Reader-response journals*
- *Essays and other writing assignments*
- *Portfolio evaluation*
- *Examples of four modes of literary expression*

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| <b>GOAL III: Create works using the language arts in visual, oral, written and performance-based forums.</b> |
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| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>                                     |
|--|---|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>   |
| <b>3.55</b> demonstrate ability to write well-organized multi-paragraph essay format.              | - perform recitations.<br>- complete student-made videos (optional).                  |
| <b>3.56</b> present periodic classroom recitations of literary selections.                         | - perform role-playing.<br>- perform oral readings.<br>- complete writing portfolios. |
| <b>3.57</b> present researched reports.  | - participate in student-led discussions.<br>- make student videos (optional).        |
| <b>3.58</b> participate in dramatizations or recitations of literary selections of original works. |   |
| <b>3.59</b> read aloud, with appropriate expression, a variety of styles of poetry and prose.      |   |

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***Sample Collection for Portfolio***

- *Self/Peer/Teacher assessment for reports*
- *Oral presentations*
- *Student essays with teacher assessment*
- *Student-made videos (optional)*

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| <b>GOAL IV: Determine and address task, audience, and purpose in the application of the language arts.</b> |
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| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>  |
|--|--|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>  |
| <p><b>4.1</b> show awareness of themes and literary patterns in 20<sup>th</sup> century literature in the novel, non-fiction, drama, and poetry.</p> <p><b>4.35</b> develop critical interpretation skills regarding quality, meaning, and use of text.</p> <p><b>4.36</b> identify the main theme or topic and the author's overall purpose and point of view in a particular text.</p> | <ul style="list-style-type: none"> <li>- participate in group brainstorming and discussion.</li> <li>- discuss point-of-view/purpose/audience.</li> <li>- complete writing as it applies to poetry, drama, and fiction and non-fiction.</li> </ul> |

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***Sample Collection for Portfolio***

- *Self/peer/teacher assessment for reports/oral presentations*
- *Student essays with teacher assessment*

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| <b>GOAL V: Develop, substantiate, and defend ideas in creative/critical forms, both written and oral.</b> |
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| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>   |
|---|---|
| <i>The student will know how to:</i>  | <i>The student will be able to:</i>   |
| <b>5.50</b> form a coherent thesis and write/speak effectively about assigned topics.   | - write multi-paragraph essays.<br>- write creative works applying themes of texts read in class. |
| <b>5.51</b> demonstrate the ability to write well-organized paragraphs in a multi-paragraph essay format.                         | - participate in oral presentations<br>- participate in class discussions                         |
| <b>5.52</b> show awareness of 20 <sup>th</sup> century literature and the universal themes in modern and contemporary literature. |   |
| <b>5.53</b> develop critical interpretation skills regarding quality, meaning, and use of text.                                   |   |
| <b>5.54</b> identify the main theme or topic and the author’s overall purpose, audience, and point of view in a particular text.  |   |
| <b>5.55</b> revise and rewrite drafts.  |   |

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***Sample Collection for Portfolio***

- *Written and formatted final copies of essays and creative papers*
- *Assessments and peer editing sheets*
- *Tests and quizzes*



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| <b>GOAL VI: Know when and how to apply the conventions of edited English in oral and written communications.</b> |
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| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b> |
|--|---|
| <i>The student will know how to:</i>                                     | <i>The student will be able to:</i>               |
| <b>6.27</b> apply grammar skills to writing.                             | - correctly edit spoken and written language.     |
| <b>6.28</b> proofread and edit.  | - expand vocabulary.                              |
| <b>6.29</b> expand and incorporate new vocabulary in speech and writing. |   |

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***Sample Collection for Portfolio***

- *Correctly written and formatted final products*
- *Peer editing sheets*
- *Traditional tests*

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| <b>GOAL VII: Examine, understand, and respond to a variety of voices from diverse cultures and historical periods.</b> |
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| <b>Learner Outcomes</b>   | <b>Sample Indicators / Assessment of Learning</b>  |
|---|--|
| <p><i>The student will know how to:</i></p> <p><b>7.23</b>gain insights into his or her own life from his or her reading of non-fiction and autobiographies.</p> <p><b>7.24</b>come to an awareness of common human traits by reading literature written during different decades of the second half of the 20<sup>th</sup> century in a variety of settings.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- write comparison-contrast essays.</li> <li>- write reader-response journals.</li> <li>- perform interdisciplinary presentations.</li> <li>- role play.</li> <li>- write creative papers employing an assumed voice.</li> </ul> |

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***Sample Collection for Portfolio***

- *Comparison-contrast essays*
- *Reader-response journals*
- *Interdisciplinary presentations/assessments*
- *Creative papers with assessments*

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| <b>GOAL VIII: Use available forms of media and technology as an integral part of the language arts experience.</b> |
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| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>  |
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| <p><i>The student will know how to:</i></p> <p><b>8.24</b>view commercially-made productions based on themes and literature studied in class.</p> <p><b>8.25</b>employ computers in the various stages of the writing process.</p> | <p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>- write student publications.</li> <li>- compare/contrast video production with literary selection.</li> <li>- produce student videos (optional).</li> </ul> |

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***Sample Collection for Portfolio***

- *Writings in portfolios*
- *Student publications*
- *Comparison/contrast of literary selection with commercially-made videos.*

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| <b>GOAL IX: Gather, analyze, and respond to information from primary and secondary sources.</b> |
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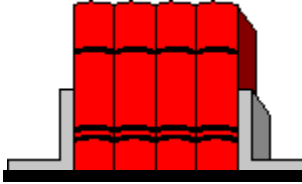
| <b>Learner Outcomes</b>  | <b>Sample Indicators / Assessment of Learning</b>   |
|--|---|
| <i>The student will know how to:</i>   | <i>The student will be able to:</i>   |
| <b>9.31</b> read and reflect on the differences among novels, non-fiction, fiction, and drama.   | - apply the reflections in writing of established authors to his or her own work.                       |
| <b>9.32</b> study and evaluate short works of literature based on both prior knowledge/experiences and related literary criticism/literary research. | - discuss similarities and differences between current events and classroom literature.                 |
| <b>9.33</b> view autobiographical videos or documentaries in the author’s voice.   | - identify aspects of an author’s work that are autobiographical or reflect parts of the author’s life. |
| <b>9.34</b> when appropriate, read current news articles related to literature studied in class.   | - complete an assignment using literary criticism.  |

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***Sample Collection for Portfolio***

- *Written and oral responses to literature, autobiographical, and critical material*
- *Reader-response journal*



English/Language Arts

**Program Support/  
Celebration Statement**

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## Program Support/Celebration Statement

Madison Public Schools celebrate student learning and achievement every day in the classroom. In addition, the following programs and events also highlight our students' competencies:

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|                      |                         |                            |
|----------------------|-------------------------|----------------------------|
| Anthologies          | Enrichment Assemblies   | Read-a-thon                |
| Author's Chair       | Field trips             | Reader's Theater           |
| Authors' Teas        | Journal Writing         | School/Class Newspapers    |
| Authors' Visits      | Learning Logs           | Senior Projects/Portfolios |
| Book Clubs           | Listening Libraries     | Student Bulletin Boards    |
| Book Fairs           | Literary Magazines      | School/Class Newspapers    |
| Classroom Libraries  | Literature Circles      | Theme Celebrations         |
| CMT-on-Line          | Peer Mentoring/Tutoring | Urban/Suburban Exchanges   |
| Community Service    | Pen Pals                | Writing Contests           |
| CT Loves to Read Day | Plays                   | Writers' Workshop          |
| Declamation Contests | Publishing              |                            |

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## Implementation

The implementation section of each curriculum guide will be completed as teachers begin to utilize their subject area design. Teachers, as they use the guide, will be asked to submit sample lesson plans that are aligned or illustrative of student learner outcomes previously agreed upon during the curriculum development process. Also teachers are strongly encouraged to integrate the use of technology with all lesson plans.

The sample lessons that result from the first year of implementation by the classroom teachers will ensure that the subject area curriculum is enhanced or elaborated upon. The submitted lessons will become part of the school district's curriculum guides as suggested strategies and/or references for Madison Public School teachers. The form to be used is as follows:

### Lesson Plan Format for Phase II of the Madison Curriculum Management Cycle

Name \_\_\_\_\_

Subject Area \_\_\_\_\_

Grade \_\_\_\_\_ Course \_\_\_\_\_ Level \_\_\_\_\_

Goal \_\_\_\_\_

\_\_\_\_\_

Outcome \_\_\_\_\_

\_\_\_\_\_

Materials Used \_\_\_\_\_

\_\_\_\_\_

Lesson Plan:

---

## LEARNING RESOURCES AND INFORMATION TECHNOLOGY TEMPLATE

Lesson / Unit Description:

Grade Level:

Student Task:

Time Frame:

### Content Objectives / Performance Standards Addressed

Curriculum / Content Area(s):

Learning Resources and Information Technology:

Prior Knowledge Required:

**Audience For Student Work:**

**Instructional Grouping:**

\_\_\_\_\_ individual

\_\_\_\_\_ small group

\_\_\_\_\_ large group

\_\_\_\_\_ whole class

\_\_\_\_\_ combination



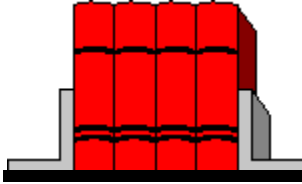
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**Information and Technology Resources Required**

| <b>Print:</b> | <b>Nonprint:</b> | <b>Electronic:</b> | <b>Technology:</b> |
|---------------|------------------|--------------------|--------------------|
|               |                  |                    |                    |

|                    |
|--------------------|
| <b>Lesson Plan</b> |
|--------------------|

| <b>Collaborative Instruction</b> |                                   |
|----------------------------------|-----------------------------------|
| <b>Name of Teacher(s):</b>       | <b>Roles and Responsibilities</b> |
|                                  |                                   |



English/Language Arts

**Assessment Guidelines  
and Procedures**

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## Assessment Guidelines and Procedures

In grades K-5 the following assessments are used to profile students' growth in the English Language Arts:

### **K-5:**

- Metropolitan Achievement Test - 7 Short Form
  - Connecticut Mastery test (CMT)
  - Connecticut Mastery Test Off-Grade Level
  - Portfolio
  - Running Record
  - Informal Reading Inventories
  - Authentic Assessment (daily ongoing in reading and writing, teacher created)
- 

In grades 6-8 the following assessments are used to profile students' growth in the English Language Arts:

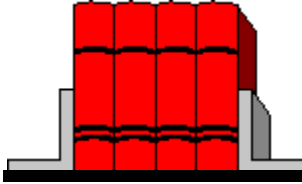
### **6-8**

- Metropolitan Achievement Test - 7 Short Form
  - Connecticut Mastery Test (CMT)
  - Connecticut Mastery Test Off-Grade Level
  - Connecticut Academic Performance Test (CAPT)
    - Practice samples and similar exercises for Response to Literature and Interdisciplinary Sections
- 

In grades 9-12 the following assessments are used to profile students' growth in the English Language Arts:

### **9-12**

- Metropolitan Achievement Test - 7 Short Form
  - Connecticut Academic Performance Test (CAPT)
  - Advance placement (AP) Test Literature and Language
  - University of Connecticut and Gateway tests
  - PSAT/SAT/ACT
  - Writing prompts
  - Writing portfolio
-



English/Language Arts

**Appendices**

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## STATE PROGRAM STANDARDS LANGUAGE ARTS

By the end of Grade 12, students will develop proficiency, confidence and fluency in reading, writing, listening, speaking and viewing to meet the literacy demands of the 21st century.

### PROGRAM GOALS

*As a result of education in Grades K-12, students will:*

- read, write, speak, listen and view to construct meaning of written, visual and oral texts;
- read with understanding and respond thoughtfully to a variety of texts;
- speak and write English proficiently;
- create works using the language arts in visual, oral and written texts;
- choose and apply strategies that enhance the fluent and proficient use of language arts;
- understand and appreciate texts from many historical periods and cultures; and
- employ the language arts for lifelong learning, work and enjoyment.

### K-12 CONTENT STANDARDS

- |  |   |
|--|---|
| 1. Reading And Responding                | Students will read and respond in personal, literal, critical and evaluative ways to literary, informational and persuasive texts.    |
| 2. Producing Texts                       | Students will produce written, oral and visual texts to express, develop and substantiate ideas and experiences.                      |
| 3. Applying English Language Conventions | Students will apply the conventions of standard English in oral and written communication.  |
| 4. Exploring and Responding To Texts     | Students will use the language arts to explore and respond to classic and contemporary texts from many cultures and literary periods. |

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## CONTENT STANDARD 1: Reading and Responding

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Students will read and respond in personal, literal and evaluative ways to literary, informational and persuasive texts.

### K-12 PERFORMANCE STANDARDS

|  |  |   |
|--|--|---|
| Educational experiences in Grades K-4 will assure that students: | Educational experiences in Grades 5-8 will assure that students: | Educational experiences in Grades 9-12 will assure that students: |
|--|--|---|

NOTE: Performance standards in language arts are not presented in the K-4, 5-8 and 9-12 grade-level clusters. The skills involved in expressing oneself through speaking and writing, and receiving information through reading, listening and viewing, are identical for all kindergarten through Grade 12 students. What differs from one grade cluster to another are the difficulty of texts and materials, the level of sophistication of vocabulary and grammatical usage, and the increasing ability to analyze, synthesize and evaluate a variety of text materials.

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Educational experiences in Grades K-12 will assure that students:

- describe the text by giving an initial reaction to the text and describe its general content and purpose;
- interpret the text by using prior knowledge and experiences;
- reflect on the text to make judgments about its meaning and quality;
- analyze text and task, set purpose and plan appropriate strategies for comprehending, interpreting and evaluating texts;
- generate questions before, during and after reading, writing, listening and viewing;
- make and confirm, or revise predictions;
- use a variety of monitoring and self-correcting methods (skimming, scanning, reading ahead, re-reading, using resources, summarizing, retelling, readjusting speed);
- use the structure of narrative, expository, persuasive, poetic and visual text to interpret and extend meaning;
- select and apply efficient and effective word recognition strategies, including contextual clues, picture clues, phonics and structural analysis;
- use a variety of strategies to develop an extensive vocabulary; and
- identify and use main ideas and supporting details in informational texts or elements, such as key events, main characters and setting in narratives.

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## CONTENT STANDARD 1: Reading and Responding

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### *K-12 PERFORMANCE STANDARDS, continued*

Educational experiences in Grades K-12 will assure that students:

- make inferences about ideas implicit in narrative, expository, persuasive and poetic texts;
- understand that a single text may elicit a wide variety of responses; and
- interact with others in creating, interpreting and evaluating written, oral and visual texts.

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## CONTENT STANDARD 2: Producing Texts

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Students will produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

### K-12 PERFORMANCE STANDARDS

|  |  |   |
|--|--|---|
| Educational experiences in Grades K-4 will assure that students: | Educational experiences in Grades 5-8 will assure that students: | Educational experiences in Grades 9-12 will assure that students: |
|--|--|---|

NOTE: Performance standards in language arts are not presented in the K-4, 5-8 and 9-12 grade-level clusters. The skills involved in expressing oneself through speaking and writing, and receiving information through reading, listening and viewing, are identical for all kindergarten through Grade 12 students. What differs from one grade cluster to another are the difficulty of texts and materials, the level of sophistication of vocabulary and grammatical usage, and the increasing ability to analyze, synthesize and evaluate a variety of text materials.

---

Educational experiences in Grades K-12 will assure that students:

- communicate effectively by determining the appropriate text structure on the basis of audience, purpose and point of view;
- communicate effectively in descriptive, narrative, expository and persuasive modes;
- gather, select, organize and analyze information from primary and secondary sources;
- engage in a process of generating ideas, drafting, revising, editing and publishing or presenting; and
- engage in writing, speaking and developing visual texts through frequent reflection, reevaluation and revision.



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### CONTENT STANDARD 3: Applying English Language Conventions

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*Students will apply the conventions of standard English language in oral and written communication.*

#### K-12 PERFORMANCE STANDARDS

|  |  |   |
|--|--|---|
| Educational experiences in Grades K-4 will assure that students: | Educational experiences in Grades 5-8 will assure that students: | Educational experiences in Grades 9-12 will assure that students: |
|--|--|---|

NOTE: Performance standards in language arts are not presented in the K-4, 5-8 and 9-12 grade-level clusters. The skills involved in expressing oneself through speaking and writing, and receiving information through reading, listening and viewing, are identical for all kindergarten through Grade 12 students. What differs from one grade cluster to another are the difficulty of texts and materials, the level of sophistication of vocabulary and grammatical usage, and the increasing ability to analyze, synthesize and evaluate a variety of text materials.

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Educational experiences in Grades K-12 will assure that students:

- proof-read and edit for grammar, spelling, punctuation and capitalization;
- speak and write using conventional patterns of syntax and diction;
- use variations of language appropriate to purpose, audience and task;
- develop fluency and competency in the English language arts by using and building upon the strengths of the learner's language and culture; and
- understand that an accepted practice in spoken and written language may change over time.

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**CONTENT STANDARD 4: Exploring and Responding To Texts.:**

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*Students will use the language arts to explore and respond to classic and contemporary texts from many cultures and literary periods*

**K-12 PERFORMANCE STANDARDS**

|  |  |   |
|--|--|---|
| Educational experiences in Grades K-4 will assure that students: | Educational experiences in Grades 5-8 will assure that students: | Educational experiences in Grades 9-12 will assure that students: |
|--|--|---|

NOTE: Performance standards in language arts are not presented in the K-4, 5-8 and 9-12 grade-level clusters. The skills involved in expressing oneself through speaking and writing, and receiving information through reading, listening and viewing, are identical for all kindergarten through Grade 12 students. What differs from one grade cluster to another are the difficulty of texts and materials, the level of sophistication of vocabulary and grammatical usage, and the increasing ability to analyze, synthesize and evaluate a variety of text materials.

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Educational experiences in Grades K-12 will assure that students:

- demonstrate an understanding that literature represents, recreates, shapes and explores human experience through language and imagination;
- explore and respond to the aesthetic elements of literature, including spoken, visual and written texts;
- use literature as a resource to explore ideas and decisions, as well as political and social issues;
- identify the unique and shared qualities of the voices, cultures and historical periods in literature;
- explore and respond to text representing both the literary tradition and the diversity of American cultural heritage;
- explore and respond to classic literary text that has shaped Western thought;
- explore and respond to contemporary literature;
- evaluate the merit of literary text on the basis of individual preference and established standards;
- examine the ways readers and writers are influenced by personal, social, cultural and historical context; and
- recognize literary conventions and devices and understand how they convey meaning.

**LANGUAGE      ARTS**  
**CURRICULUM**  
**FRAMEWORK**

Connecticut State Department of Education  
Division of Teaching and Learning  
March 1998

# LANGUAGE ARTS

*By the end of Grade 12, students will develop proficiency, confidence and fluency in reading, writing, listening, speaking and viewing to meet the literacy demands of the 21st century.*

## PROGRAM GOALS

As a result of education in Grades K-12, students will:

- read, write, speak, listen and view to construct meaning of written, visual and oral texts;
- read with understanding and respond thoughtfully to a variety of texts;
- write and speak English proficiently to communicate ideas clearly;
- create works using the language arts in visual, oral and written texts;
- choose and apply strategies that enhance the fluent and proficient use of language arts;
- understand and appreciate texts from many literary periods and cultures; and
- employ the language arts for lifelong learning, work and enjoyment.

# K - 1 2    C O N T E N T    S T A N D A R D S

1. **Reading and Responding**                      Students will read and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts.
  
2. **Producing Texts**                                Students will produce written, oral and visual texts to express, develop and substantiate ideas and experiences.
  
3. **Applying English**  
    **Language Conventions**                      Students will apply the conventions of standard English in oral and written communication.
  
4. **Exploring and**  
    **Responding To Texts**                      Students will use the language arts to explore and respond to classical and contemporary texts from many cultures and literary periods.

**NOTE :** Examples provided for performance standards in each grade-level cluster (K-4, 5-8 and 9-12) are intended to suggest breadth and range, not to mandate texts or strategies.

CONTENT STANDARD 1: Reading and Responding

Students will read and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts.

K-12 PERFORMANCE STANDARDS

Educational experiences in Grades K-12 will assure that students:

- describe the text by giving an initial reaction to the text and describing its general content and purpose;

**K-4:** Students will describe the thoughts, opinions and questions that arise as they read, view or listen to a text and use relevant information from the text to summarize the content.

**Example:** Students read *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, share their ideas about what makes a bad day for them, and summarize what happened to the character in the book.

**5-8:** Students will describe the thoughts, opinions and questions that arise as they read, view or listen to a text, then identify the central idea, purpose or theme of a work.

**Example:** Students read *Number the Stars*, generate questions for subsequent class discussion based on the book, and write a theme statement for the book after the class discussion.

**9-12:** Students will describe the thoughts, opinions and questions that arise as they read, view or listen to a text, demonstrate a basic understanding of the text, and identify inconsistencies and ambiguities.

**Example:** Students read *Pride and Prejudice* and keep a journal to note their reactions to the relationships among the various characters and events in the story, and share examples of events from the novel that illustrate inconsistencies between characters' words and actions.

- interpret the text by using prior knowledge and experiences;

**K-4:** Students will use what they know to identify or infer important characters, settings, themes, events, ideas, relationships or details within a work.

**Example:** Students read *Encyclopedia Brown*, then use their experience to role play a scene in which Encyclopedia solves a problem for a character from another story.

**5-8:** Students will use what they know to identify or infer important characters, settings, themes, events, ideas, relationships or details within a work and draw conclusions about the author's purpose.

**Example:** Students read *House on Mango Street*, discuss how the stories differ from their own life stories, then write a review focusing on the author's choices to post on their school's web site or bulletin board.

**9-12:** Students will examine the fit between the text and prior knowledge by reconciling differences, extracting clues or evidence, making inferences, drawing conclusions, predicting events, inferring motives and generalizing beyond the text.

**Example:** Students read *How the Garcia Girls Lost their Accent*, then report their conclusions about characters' motivations in an essay and relate them to the motivations of characters in another novel.

(continued)

CONTENT STANDARD 1: Reading and Responding

K-12 PERFORMANCE STANDARDS, continued

- *reflect on the text to make judgments about its meaning and quality;*

**K-4:** Students will analyze, elaborate on and respond critically to works.

**Example:** Students read *The Velveteen Rabbit*, list the character's traits, then tell their partners whether or not they like the story and why.

**5-8:** Students will evaluate explicit and implicit information within a work and compare and contrast the work to others with similar topics, themes, characters or problems.

**Example:** Students read and compare *Call of the Wild* and *Hatchet*, then debate which is a better piece of literature and why.

**9-12:** Students will demonstrate literary and aesthetic appreciation of the text, awareness of the author's style, understanding of textual features, and ability to challenge the text and think divergently.

**Example:** Students read Ralph Ellison's *Invisible Man*, then engage in a discussion of student-generated and teacher-presented questions based on the text about its literary merit.

- *analyze text and task, set purpose and plan appropriate strategies for comprehending, interpreting and evaluating texts;*

**K-4:** Students will identify the type of text and use strategies (talking and writing, utilizing graphic organizers, drawing, listing, creating time lines, etc.) to accomplish a range of reading tasks.

**Example:** Students determine a chapter's structure (chronological, cause and effect, problem and solution, etc.) in a history book then read the first chapter and analyze its illustrations to create an educational board game.

**5-8:** Students will determine and use the structure of a written work to construct meaning and to select the best comprehension tool (retelling, using graphic organizers or story frames, writing to find meaning, etc.) for their purpose.

**Example:** Students complete a chart of what they already know and the questions they have about the topic in their science book ("KWL Chart"); use the illustrations, chapter headings, and charts and graphs to begin to answer their questions; then read the chapter to answer the remaining questions.

**9-12:** Students will adapt appropriate strategies to deepen initial understanding and go beyond the text to judge its literary quality.

**Example:** Students read *Lord of the Flies*, chart the conflicts among characters, then write an essay explaining what the novel reveals about the author's view of human nature, and compare that view to others of the same time period.

(continued)

CONTENT STANDARD 1: Reading and Responding

K-12 PERFORMANCE STANDARDS, continued

- generate questions before, during and after reading, writing, listening and viewing;

**K-4:** Students will ask and answer their own and each other's literal and inferential text-related questions.

**Example:** Students brainstorm and respond to a list of questions that result from looking at the cover of a science book.

**5-8:** Students will ask and answer their own and each other's evaluative and interpretive questions.

**Example:** Students read a classmate's original short story and periodically pause to list the questions they would like the author to answer about the effect the author's choices about characters, conflict, setting, theme, etc., had on the story.

**9-12:** Students will ask and answer their own and each other's text-related critical and analytical questions.

**Example:** Students finish reading *Heart of Darkness* in preparation for an Advanced Placement examination, then create and answer a series of questions that respond to their understanding of a critic's analysis of the text.

- make and confirm or revise predictions;

**K-4:** Students will listen to, read and view texts, tell periodically how they think texts will turn out, then read to decide if their predictions prove accurate.

**Example:** Students listen to a version of *Little Red Riding Hood*, say what they think will happen to the main character, listen to the rest of the story, and discuss their original predictions.

**5-8:** Students will predict as they read, listen to and view texts, then review the texts to assess the plausibility of their predictions.

**Example:** Students read letters to Ann Landers, write their own replies, and compare them to Ann Landers' replies.

**9-12:** Students will predict outcomes of the texts they read, listen to and view, then assess the validity of their predictions.

**Example:** Students read the first section of *The Bet*, predict what actions each character will take, then read the rest of the story to assess their predictions.

(continued)



CONTENT STANDARD 1: Reading and Responding

K-12 PERFORMANCE STANDARDS, continued

- use a variety of monitoring and self-correcting methods (*skimming, scanning, reading ahead, re-reading, using resources, summarizing, retelling, readjusting speed*);

**K-4:** Students will practice using strategies to monitor and self-correct their comprehension as they read texts.

**Example:** Students silently read the first few pages of *Riki, Tiki, Tavi*, tell a partner what they have read, then think aloud to describe the strategies they used to aid their comprehension and the methods they will use to proceed with the rest of the story.

**5-8:** Students will apply the variety of methods of monitoring and self-correcting to all texts read, listened to and viewed.

**Example:** Students read *My Side of the Mountain* and identify the processes they used to understand the story.

**9-12:** Students will determine the most effective means of monitoring their comprehension, then apply those methods to texts read, listened to and viewed.

**Example:** Students read Act I of *Macbeth*, pausing to reflect on their comprehension processes and to adjust where necessary.

- use the structure of narrative, expository, persuasive, poetic and visual text to interpret and extend meaning;

**K-4:** Students will identify the ways in which the various genre structures differ from each other.

**Example:** Students list the differences in the story and play formats of *Three Little Pigs*.

**5-8:** Students will identify the features of various types of texts and apply their understanding to their examination of the texts.

**Example:** Students discuss the literary elements of the ballad "The Highwayman."

**9-12:** Students will apply their understanding of textual features of each genre to their interpretations of that genre.

**Example:** Students analyze the reasons for Shakespeare's inclusion of both poetry and prose in *Hamlet*.

(continued)

CONTENT STANDARD 1: Reading and Responding

K-12 PERFORMANCE STANDARDS, continued

- *select and apply efficient and effective word recognition strategies, including contextual clues, picture clues, phonics and structural analysis;*

**K-4:** Students will learn and use effectively the complete variety of word recognition strategies to aid in comprehension.

**Example:** Students read books at their instructional level and unlock unknown words by attending to the beginning sound, finding clue words, looking for known chunks in the word, and determining if their word choice makes sense.

**5-8:** Students will apply all appropriate word recognition strategies to perfect reading fluency.

**Example:** Students apply the contextual clue strategies their teacher has modeled as they read an encyclopedia entry in preparation for researching a country of their roots.

**9-12:** Students use word recognition strategies to perfect reading fluency in ever more sophisticated works.

**Example:** Students orally read *Romeo and Juliet* and use the context and drawings to comprehend Elizabethan phrases.

- *use a variety of strategies to develop an extensive vocabulary;*

**K-4:** Students will read extensively, cluster, define, identify word parts and use other such strategies to build their comprehension skills.

**Example:** Students develop and use a list of adjectives to write a descriptive essay about their best friend as part of a thematic unit on friendship.

**5-8:** Students will read extensively and apply a variety of vocabulary strategies to ensure advanced levels of comprehension.

**Example:** Students cluster Latin derivatives used in the classification system before reading a relevant chapter in their science text.

**9-12:** Students will read extensively and apply the variety of vocabulary strategies to read ever more complex texts.

**Example:** Students analyze the denotation and connotation of words used in a political campaign speech for the purpose of selecting powerful words to incorporate into their own speeches.

(continued)

CONTENT STANDARD 1: Reading and Responding

K-12 PERFORMANCE STANDARDS, continued

- *identify and use main ideas and supporting details in informational texts or elements, such as key events, main characters and setting in narratives;*

**K-4:** Students will retell and evaluate stories and select the most important facts from informational texts.

**Example:** Students read an article in *Sports Illustrated for Children* and tell why one team was more prepared for the championship game than another.

**5-8:** Students will use the elements of narrative text to understand fiction and will use the elements of nonfiction to identify pertinent data.

**Examples:** Students read the book, then view the video, *Indian in the Cupboard*, and compare the representation of character and setting in each.

**9-12:** Students will describe theme, symbolism, tone and other complex elements of fiction, and identify point of view, manipulative language and other elements of bias in nonfiction materials.

**Example:** Students read editorials in two newspapers and compare the positions and writers' strategies taken on a similar issue.

- *make inferences about ideas implicit in narrative, expository, persuasive and poetic texts;*

**K-4:** Students will support their inferences, orally and/or in writing, by referring to the materials read.

**Example:** Students listen to a story being read on a *Reading Rainbow* video, then meet with a partner to tell each other why they think the protagonist made certain choices.

**5-8:** Students will identify the specific passages that support the ideas they take from both fiction and nonfiction.

**Example:** After reading *Farewell to Manzanar*, students will discuss what the family's life had been like before the events described in the novel, supporting their inferences with references to the novel.

**9-12:** Students will use the literary elements of a text (theme, symbolism, imagery, conflict, etc.) to draw conclusions about a text.

**Example:** Students meet in groups to share their interpretations of the symbolism in Maya Angelou's poem, "Caged Bird," then report the group's findings to the class.

(continued)

K-12 PERFORMANCE STANDARDS, continued

- *understand that a single text may elicit a wide variety of responses; and*

**K-4:** Students will generate a variety of responses based upon the experiences they have had.

**Example:** Students discuss how the events in a shared story remind them of events in other stories or in their lives.

**5-8:** Students will judge the plausibility of several interpretations of a text.

**Example:** Students view *The Monkey's Paw*, then listen to their classmates' reactions before writing their own play review.

**9-12:** Students will entertain, explore and defend multiple interpretations of all fiction and nonfiction they read.

**Example:** Students read and discuss classmates' and scholars' criticisms of *The Wasteland* and explain how their interpretation changed or did not change as a result of others' opinions.

- *interact with others in creating, interpreting and evaluating written, oral and visual texts.*

**K-4:** Students will participate in a variety of cooperative group activities to apply collaborative skills (e.g., making eye contact, waiting turns, listening, taking others' ideas into account, explaining clearly, restating) to their reading, writing, listening and viewing.

**Example:** Students work together to contribute livelier words to the paragraphs on the board.

**5-8:** Students will interact in a variety of groupings to develop further the skills of collaboration to enhance their understanding of works read, written and viewed.

**Example:** Students watch a demonstration, read a how-to explanation, then work with science lab partners to write a report on dissecting a worm.

**9-12:** Students will apply collaborative skills to elaborate on concepts being addressed and to describe processes used in achieving results.

**Example:** Students meet with their research team to share their findings on the causes of the Holocaust and to describe the process they went through to reach their conclusions.

**CONTENT STANDARD 2: Producing Texts**

*Students will produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**K - 12 PERFORMANCE STANDARDS**

Educational experiences in **Grades K-12** will assure that students:

- ***communicate effectively by determining the appropriate text structure on the basis of audience, purpose and point of view;***

**K-4:** Students will decide upon purpose, audience and point of view, then select from a group of text types, such as narrative, nonfiction and poetry, the most appropriate genre to convey their meaning.

**Example:** Students determine an issue to address; decide whether to address the issue in a story, poem or essay; write; then revise to have their writing make sense.

**5-8:** Students will determine purpose, point of view and audience, then use the appropriate features of persuasive, narrative, expository and poetic writing to achieve desired results.

**Example:** Students write a letter to the mayor, persuading him or her to reevaluate his or her stand on recycling.

**9-12:** Students will select from the complete variety of text structures (essay, short story, poetry, academic essay, report, research paper, response to literature, documentary, etc.) the appropriate organizational pattern for addressing audience, purpose and point of view.

**Example:** Students revise selected pieces of their writing for inclusion in their end-of-year demonstration folders to present a range of their skills.

- ***communicate effectively in descriptive, narrative, expository and persuasive modes;***

**K-4:** Students will speak, write or draw in a variety of modes (narratives, "all-about" nonfiction pieces, poetry) to tell stories that their audience understands.

**Example:** Students write and illustrate their own fairy tales.

**5-8:** Students will plan, organize, create and revise visual, written and oral pieces at a level of elaboration appropriate for middle school.

**Example:** Students use the CMT rubric (focus, organization and elaboration) to revise their own narrative essays after conferring with peers and completing a self-analysis of the piece.

**9-12:** Students will identify and use effectively the salient features of all appropriate oral, visual and written discourse.

**Example:** Students analyze documentaries, then imitate them to create a presentation on the philosophies of Thoreau, Gandhi and Martin Luther King.

(continued)

K-12 PERFORMANCE STANDARDS, continued

- *gather, select, organize and analyze information from primary and secondary sources;*

**K-4:** Students will generate questions for gathering data from appropriate first-hand, visual and print sources, and categorize the data to produce a product.

**Example:** Students track Internet explorers on the Silk Route through an Internet Program (such as Globalearn) as the explorers send back diaries and maps of their exploration.

**5-8:** Students will identify and use primary and secondary sources to paraphrase, elaborate on and integrate information into a final product, e.g., I-Search paper, historical fiction, news article, research paper, documentary.

**Example:** Students examine newspaper articles and interview participants in a local event to create a documentary showing both sides of an issue.

**9-12:** Students will determine which primary and secondary sources are appropriate to the task (research paper, fiction, school newspaper, video) and will integrate and elaborate upon information effectively in the final product.

**Example:** Students examine two pieces of literature, consider the arguments about them presented in multiple critical essays, and compile all into a literary research paper.

- *engage in a process of generating ideas, drafting, revising, editing and publishing or presenting; and*

**K-4:** Students will compose a piece of writing based on ideas generated through any of a variety of ways (writing, drawing, talking, webbing, listing, brainstorming), revise and proofread it, and present it to an audience.

**Example:** Students select a topic for study, use their notebooks to record data and organize information to create an essay.

**5-8:** Students will use and examine the effectiveness of multiple ways of generating ideas (brainstorming, listing, writing, talking, webbing, drawing), then compose, revise, edit and present a variety of products.

**Example:** Students complete a final draft of a poem then write a paragraph reflecting on their means of generating ideas and composing and revising the poem.

**9-12:** Students will identify and use the most effective process for them to create and present a written, oral or visual piece.

**Example:** Students write college application essays, identify the processes they have used to create them, then add the essays, if desired, to their school's web site.

(continued)

K-12 PERFORMANCE STANDARDS, continued

- *engage in writing, speaking and developing visual texts through frequent reflection, reevaluation and revision.*

**K-4:** Students will collect and examine, individually or with classmates, an array of their own stories and drawings, discuss the features they like, and say what they might do differently the next time.

**Example:** Students read favorite pieces of writing to their partners, who tell the writers what elements work and what questions they have about the piece of writing.

**5-8:** Students will keep and examine a variety of their products for the purposes of analyzing effectiveness and planning for ways of improving current and future work.

**Example:** Students choose a narrative written in the first person, change the point of view to the third person, and evaluate the strengths and weaknesses of each.

**9-12:** Students will maintain a multimedia portfolio which, along with providing a means for collecting their work, provides opportunities for student reflection and teacher/student dialogue regarding the students' creative processes.

**Example:** Students meet individually with their teacher to review an example of a work that has been extensively revised, then consider the strengths and weaknesses of the writing and set goals.

**CONTENT STANDARD 3: Applying English Language Conventions**

*Students will apply the conventions of standard English language in oral and written communication.*

**K-12 PERFORMANCE STANDARDS**

Educational experiences in **Grades K-12** will assure that students:

- ***proofread and edit for grammar, spelling, punctuation and capitalization;***

**K-4:** Students will develop proficiency in using capitalization, punctuation, usage and spelling skills appropriate for their grade level.

**Example:** Grade 1 students work with their partners to capitalize months, days and holidays in narrative essays.

**5-8:** Students will demonstrate proficient use of capitalization, punctuation, usage and spelling skills appropriate for their grade level and individual goals and develop proficiency in the use of resources for proofreading and editing.

**Example:** Students use a class-created editing rubric to proofread their persuasive letters to the principal regarding cafeteria conditions.

**9-12:** Students will demonstrate command of capitalization, punctuation, usage and spelling skills, and utilize effective strategies and appropriate resources for proofreading and editing.

**Example:** Students work in teams to proofread team members' short stories for grammar, usage, punctuation, spelling and capitalization.

- ***speak and write using conventional patterns of syntax and diction;***

**K-4:** Students will use the spoken and written syntax and diction of the skilled writers and speakers with which they are made familiar.

**Example:** Students reexamine a descriptive piece about a trip, then revise the writing to improve sentence formation and word choice.

**5-8:** Students will recognize the difference between the spoken and written syntax of standard and nonstandard writers and speakers of English and will choose the most appropriate words for the particular purpose.

**Example:** Students use both standard English and dialect to create characters for a short story, then examine word choices for clarity and effect.

**9-12:** Students will use the spoken and written syntax made standard by television announcers and newspaper editorialists and will use the diction of skilled writers and orators.

**Example:** Students watch a tape of personalities on the evening news (e.g., sportscaster, weather person, news anchor) and comment on the effectiveness of syntax and diction patterns.

(continued)



K-12 PERFORMANCE STANDARDS, continued

- *use variations of language appropriate to purpose, audience and task;*

**K-4:** Students will compare the language used by various speakers and writers and determine when the language is and is not fitting.

**Example:** Students examine language used in the book of poems *Honey, I Love* and determine when the language would be suitable to use on the playground with friends, in the classroom with teachers, and at home with family members.

**5-8:** Students will determine the variations of language used by speakers and writers in various contexts and will incorporate suitable language in their own writing and speaking.

**Example:** Students compare the difference in language used in letters to the editor and sports articles and determine the reasons for these differences.

**9-12:** Students will evaluate the language they use in written and oral tasks for its suitability for the audience being addressed.

**Example:** Students write different versions of the same speech to persuade peers, the principal and the community to implement a program.

- *develop fluency and competency in the English language arts by using and building upon the strengths of the learner's language and culture; and*

**K-4:** Students will read, listen to and tell stories from a variety of cultures, including their own, and identify the similarities and differences in the way the language is used.

**Example:** Students read a collection of works by authors such as Robert Munsch and Mildred Taylor, and distinguish between the language used by the narrator and that used by characters in the text.

**5-8:** Students will examine the literature they read and the writing they create to articulate variations between the patterns used in their home language and culture and those used in the works they read and write.

**Example:** Students read poetry from a cross-section of authors (Gary Soto, Nikki Giovanni, Leslie Marmon Silko), then discuss the reasons for the variations in language.

**9-12:** Students will understand the forms of the English language as they vary across linguistic communities and will use the accepted features of standard English and other linguistic communities, where appropriate, to create original written and oral works.

**Example:** Students newly arrived in the United States write poems in their native language and, using dictionaries, translate their poems into standard English.

(continued)

CONTENT STANDARD 3: Applying English Language Conventions

K-12 PERFORMANCE STANDARDS, continued

- *understand that an accepted practice in spoken and written language may change over time.*

**K-4:** Students will understand that words and expressions with which they are familiar have evolved and changed form over time.

**Example:** Students work with their teacher and peers to research the origins of compound words to recognize the evolution from hyphenated to an accepted compound word.

**5-8:** Students will explore works to identify words and conventions not currently used in everyday language.

**Example:** Students study the Gettysburg Address, noting uncommon phrases or words, and discuss the way Lincoln might have phrased the speech if he were writing it today.

**9-12:** Students will draw conclusions regarding the evolution of language and how it influences and reflects societal changes.

**Example:** Students read and compare the use of language in the *Plessy vs. Ferguson* decision with that of *Brown vs. Board of Education*.

**CONTENT STANDARD 4: Exploring and Responding to Texts**

*Students will use the language arts to explore and respond to classical and contemporary texts from many cultures and literary periods.*

**K - 12 PERFORMANCE STANDARDS**

Educational experiences in **Grades K-12** will assure that students:

- *explore and respond to classic literary text that has shaped Western thought;*

**K-4:** Students will read/listen to/view a variety of children's classics and talk about the ways life today is similar to the characters' lives.

**Example:** Students watch a play version of *The Tortoise and the Hare*, talk about the reasons the tortoise won the race, and discuss the possible kinds of classwork each of the characters would produce.

**5-8:** Students will read an array of literary classics and note themes, issues and ideas in the texts that are still influential in our present world.

**Example:** Students read Robert Frost's "The Road Not Taken" and write a response relating the poem to other texts that examine the consequences of one's choices.

**9-12:** Students will read the important classics of their grade level, determine the ways in which they have shaped Western culture, and analyze the reasons for their being considered "classics."

**Example:** Students read *Julius Caesar*, determine why Brutus betrays Caesar, discuss the reasons for a citizen's taking action against a leader, and argue for or against keeping the text in the curriculum.

- *explore and respond to contemporary literature;*

**K-4:** Students will read, view and listen to a variety of recent children's literature and react to it in a variety of ways.

**Example:** Students keep and share a response journal in which they draw pictures and/or write in reaction to the characters and events in *Ira Sleeps Over*.

**5-8:** Students will read, view and listen to current works appropriate for their age level, then discuss the issues raised.

**Example:** Students keep and exchange journals in which, in preparation for reading *The Diary of a Young Girl*, by Anne Frank, they respond to articles written for the 50th anniversary of the Holocaust.

**9-12:** Students will read, view and listen to key works of contemporary literature and create responses that examine the works' principal elements.

**Example:** Students interview parents and friends to create a class list of best recent titles, take a field trip to a local book store to purchase books, then produce essays of literary criticism on their selected books.

(continued)

CONTENT STANDARD 4: Exploring and Responding to Texts

K-12 PERFORMANCE STANDARDS, continued

- *evaluate the merit of literary text on the basis of individual preferences and established standards;*

**K-4:** Students will declare their opinions about each of the works they read, listen to and view, then rate each according to such features as character development, conflict and theme.

**Example:** Students take turns reading aloud, then explain why they like or dislike a work and offer sufficient support for their reasons.

**5-8:** Students will examine the individual appeal of the works they read, listen to or view, and determine whether or not the author effectively used literary elements such as setting, point of view, irony, theme and conflict.

**Example:** Students listen to an audiotape of Martin Luther King's "I Have a Dream" speech and identify the features that appeal to them and rhetorical devices that make the speech effective.

**9-12:** Students will analyze the appeal of various works and determine their literary value.

**Example:** Students rank the works they have read, listened to and viewed during the year, first according to their own criteria, then according to traditional criteria of literary critics, and comment on any differences.

- *examine the ways readers and writers are influenced by individual, social, cultural and historical context;*

**K-4:** Students discuss how the works they read and write are dependent upon factors such as the time, culture and experience of the readers and writers.

**Example:** Students participate in an author study and examine an author's biography to determine the various influences on the author's works.

**5-8:** Students understand that authors and readers are influenced by their times and experiences and identify those influences in the works they read, listen to and view.

**Example:** Students participate in literature circles, then create a chart to examine historical, social and cultural elements in Laura Ingall's historical fiction series, *Little House on the Prairie*.

**9-12:** Students will determine the various influences on authors and analyze the impact of those influences on the text.

**Example:** Students research colonial times, read sermons of the period, then determine which issues of the time shape the sermons and which issues arise from the author's own experiences.

(continued)

K-12 PERFORMANCE STANDARDS, continued

- *recognize literary conventions and devices and understand how they convey meaning;*

**K-4:** Students will identify the literary conventions and devices used in such genres as folk tales, fairy tales, tall tales and poems, and tell how those conventions and devices help the reader understand the genre.

**Example:** Students read *Hailstones and Halibut Bones* and identify and explain the metaphors.

**5-8:** Students will explain how literary conventions such as romantic love in the Arthurian legends or heroism in historical fiction, and literary devices such as figures of speech, imagery and symbolism, contribute to their understanding of the text.

**Example:** Students explain how the extended metaphor in Langston Hughes's "Mother to Son" helps the reader understand the poem's theme.

**9-12:** Students will explain how all of the literary conventions and devices in a text or performance are used by an author to express tone, create mood and establish overall theme.

**Example:** Students analyze how diction, imagery, syntax and author's style establish the tone and mood of Wordsworth's sonnets.

- *demonstrate an understanding that literature represents, recreates, shapes and explores human experience through language and imagination;*

**K-4:** Students will respond to literary works to determine various aspects that connect to their own lives.

**Example:** Students read *Charlotte's Web* and respond in their journals, connecting characters' attributes to human qualities.

**5-8:** Students will read works from different literary periods to determine how literature represents the human experience.

**Example:** Students read diaries from different periods and determine how literature represents experiences, noting the historical events which surrounded the diary keepers as they wrote.

**9-12:** Students will read, listen to and view literary texts and identify and explain the human experiences they convey.

**Example:** Students work in groups to write a script and present a play, connecting a literary experience to their lives.

(continued)

CONTENT STANDARD 4: Exploring and Responding to Texts

K-12 PERFORMANCE STANDARDS, continued

- *explore and respond to the aesthetic elements of literature, including spoken, visual and written texts;*

**K-4:** Students will note in their independent reading the qualities they like and dislike.

**Example:** Students respond in their reader-response journals, giving reasons for why they like or dislike *Grandpa's Face*.

**5-8:** Students will identify and discuss the aesthetic attributes of literary works.

**Example:** Students work in pairs to prepare a presentation which focuses on aesthetic elements in *My Brother, My Sister and I*.

**9-12:** Students will name and explain their aesthetic reactions to literary works.

**Example:** Students read and respond to *Joy Luck Club* and research a contemporary critic with a different point of view.

- *use literature as a resource to explore ideas and decisions, as well as political and social issues;*

**K-4:** Students will determine the various ways people use literature to convey a message.

**Example:** Students study environmental issues, then research magazines, commercials and stories that relate to their study.

**5-8:** Students will read works with archetypal characters and themes to determine the political and social issues of concern to ancient peoples and the relationship to political and social issues of concern today.

**Example:** Students role play mythological figures to participate in a debate on a current issue.

**9-12:** Students will read classic and contemporary literature to determine political and social ideas which characterize those works.

**Example:** Students read *To Kill a Mockingbird* and *Things Fall Apart* and evaluate the political and social ideas expressed in the works.

(continued)

K-12 PERFORMANCE STANDARDS, continued

- *identify the unique and shared qualities of the voices, cultures and historical periods in literature; and*

**K-4:** Students will read a variety of works related to specific time periods to understand other cultural and historical periods.

**Example:** Students read literature about Native American peoples to understand those cultures.

**5-8:** Students will read classic and contemporary texts and conduct related research to understand the cultural influences of a time period on its works.

**Example:** Students read the novels *My Brother Sam is Dead* and *April Morning* and research historical texts to understand the cultural life portrayed in the novels.

**9-12:** Students will examine classical and contemporary literature to consider various cultural and historical influences on the authors.

**Example:** Students compare the novels *Red Badge of Courage* and *Gone with the Wind* and write a literary essay to show their understanding of the cultural and historical period portrayed.

- *explore and respond to text representing both the literary tradition and the diversity of American cultural heritage.*

**K-4:** Students will read and respond to works by a variety of American and traditional authors.

**Example:** Students read various works and identify the conflicting accounts of Christopher Columbus' place in history.

**5-8:** Students will read and respond to works that reflect various American experiences and those of the milieu of traditional literature.

**Example:** Students read accounts written by women during the period of the westward expansion and respond in their journals to the topic of American diversity.

**9-12:** Students will read and respond to both classic and contemporary texts to examine themes central to the American experience and those portrayed in the range of traditional literature.

**Example:** Students read *Of Mice and Men* and explore issues related to the theme of "The American Dream."

## Glossary

**CONSTRUCTING MEANING:** (From the Connecticut Mastery Test, Grades 4, 6 and 8) To develop an initial understanding and interpretation. The student will demonstrate the ability to construct meaning with a variety of types of text:

- Identify or infer the central idea, purpose or theme within a written work.
- Identify important characters, settings, events, relationships and details within a written work.
- Infer important characters, settings, events or relationships within a written work.
- Select and use relevant information from a written work in order to summarize.
- Draw conclusions about the author's purpose in including or omitting specific details in a written work (Grades 6 and 8).

**FLUENCY:** the ability to read, write, speak and view accurately and rapidly without an interruption in one's understanding or processing.

**GRAPHIC ORGANIZERS:** ways to visually represent ideas to promote comprehension. For further explanation and examples, see the *Connecticut Mastery Test Language Arts Handbook*, CSDE, 1994.

**PHONEMIC AWARENESS:** awareness that sounds (phonemes) make up spoken words. In order to learn the relationship between letters and sounds, a person must have some understanding of the idea that words are made up of phonemes. (For further explanation, see Harris and Hodges, *The Literacy Dictionary*, IRA.)

**TEXT:** for the purposes of this framework, "text" refers to materials containing words. Our definition of "text" goes beyond written materials and includes oral and visual materials, because teachers use them as important parts of instruction.



STANDARDS

*& for the*

ENGLISH

LANGUAGE

ARTS

A Project of the  
National Council of Teachers of English & International Reading Association

# Setting Standards in the English Language Arts

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This document describes standards for the English language arts—that is, it defines what students should know about language and be able to do with language. Our goal is to define, as clearly and specifically as possible, the current consensus among literacy teachers and researchers about what students should learn in the English language arts: reading, writing, listening, speaking, viewing, and visually representing. The ultimate purpose of these standards is to ensure that all students are offered the opportunities, the encouragement, and the vision to develop the language skills they need to pursue life's goals, including personal enrichment and participation as informed members of our society.

Over the past several years, national educational organizations have launched a series of ambitious projects to define voluntary standards for science, mathematics, art, music, foreign languages, social studies, English language arts, and other subjects. These efforts have served as catalysts in a wide-ranging national conversation about the needs of students and the instructional approaches of their teachers. This dialogue is healthy and speaks well of the value placed on education by the American public.

This document adds to the national dialogue by presenting the consensus that exists among thousands of English language arts educators about what all students in K-12 schools should know and be able to do with language, in all its forms. We believe that the act of defining standards is worthwhile because it invites further reflection and conversation about the fundamental goals of public schooling.

## DEFINING THE STANDARDS

Based on extensive discussions among educators across the country about the central aims of English language arts instruction, the International Reading Association and the National Council of Teachers of English have defined a set of content standards for the English language arts. By the term *content standards*, we mean statements that define what students should know and be able to do in the English language arts. Although the standards focus primarily on content, we also underscore the importance of other dimensions of language learning. In particular, we believe that questions of why, when, and how students grow and develop as language users are also critical and must be addressed by those who translate the standards into practice. As we discuss in Chapter 2, the perspective informing the standards captures the interaction among these aspects of language learning—content, purpose, development, and context—and emphasizes the central role of the learner, whose goals and interests drive the processes of learning.

In defining the standards, we use some terms that have multiple meanings. Briefly, we use the term *text* broadly to refer not only to printed texts, but also to spoken language, graphics, and technological communications. *Language* as it is used here encompasses visual communication in addition to spoken and written forms of expression. And *reading* refers to listening and viewing in addition to print-oriented reading. (See the Glossary for additional terms.)

It is important to emphasize from the outset that these standards are intended to serve as guidelines that provide ample room for the kinds of innovation and creativity that are essential to teaching and learning. They are not meant to be seen as prescriptions for particular curricula or instructional approaches.

We must also stress that although a list implies that the individual entries are distinct and clearly separable, the realities of language learning are far more complex. Each of these standards is tied to the others in obvious and subtle ways, and considerable overlap exists among them. Thus, while we identify discrete standards for purposes of discussion and elaboration, and to provide a curricular focus, we recognize the complex interactions that exist among the individual entries and urge our readers to do the same.

Subsequent chapters of this document explore a model of language learning that provides a perspective for standards (Chapter 2); elaborate on the standards (Chapter 3); and consider some of the ways in which the standards are realized in the classroom (Chapter 4). Before turning to these discussions, however, we wish to take a closer look at the rationale for setting standards—why we believe defining standards is important and what we hope to accomplish in doing so.

## **THE NEED FOR STANDARDS**

In defining standards for the English language arts, we are motivated by three core beliefs:

- First, we believe that standards are needed to prepare students for the literacy requirements of the future as well as the present. Changes in technology and society have altered and will continue to alter the ways in which we use language to communicate and to think. Students must be prepared to meet these demands.
- Second, we believe that standards can articulate a shared vision of what the nation's teachers, literacy researchers, teacher educators, parents, and others expect students to attain in the English language arts, and what we can do to ensure that this vision is realized.
- Third, we believe that standards are necessary to promote high educational expectations for all students and to bridge the documented disparities that exist in educational opportunities. Standards can help us ensure that all students become informed citizens and participate fully in society.

## **TO PREPARE STUDENTS FOR THE LITERACY DEMANDS OF TODAY AND TOMORROW**

The standards outlined in this document reflect a view of literacy that is both broader and more demanding than traditional definitions. For many years, literacy was defined in a very limited way—as the ability to read or write one's own name, for example (Soltow and Stevens 1981). A much more ambitious definition of literacy today includes the capacity to accomplish a wide range of reading, writing, and other language tasks associated with everyday life. The National Literacy Act of 1991, for example, defines literacy as "an individual's ability to read, write, and speak in English and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and to develop one's knowledge and potential."

This historical perspective provides a context for interpreting current perspectives on English language arts education. For example, critics argue that fewer and fewer students are able to read and write well, blaming schools and teachers for failing to fulfill their responsibilities. In actuality, however, ever-increasing numbers of high school graduates have met our past goals in literacy (see sidebar). The mismatch that currently exists is between students' achievements and our expanded expectation for their literacy.

We see the need for change, but this need derives from a vision of a more challenging future rather than a criticism of past or current efforts. We believe that schools and teachers deserve praise for the encouraging results they are achieving. This does not mean, however, that all students today leave school with every skill they need to become critically literate citizens, workers, members of society, and lifelong learners. Indeed, we face new demands, new standards of critical thinking and expressive ability, that we are now beginning to meet.

Literacy expectations are likely to accelerate in the coming decades. To participate fully in society and the workplace in 2020, citizens will need powerful literacy abilities that until now have been achieved by only a small percentage of the population. At the same time, individuals will need to develop technological competencies undreamed of as recently as ten years ago. One unexpected outcome of the recent explosion in electronic media has been a remarkable increase in the use of written language, suggesting that predictions about the decline of conventional literacy have been misplaced and premature. Electronic mail, similarly, has fundamentally altered personal written correspondence, and growing access to the Internet will continue to increase the demand for citizens who can read and write using electronic media. Furthermore, reading and writing are essential skills in planning and producing nonprint media.

This broadened definition of literacy means that English language arts education must address many different types and uses of language, including those that are often given limited attention in the curriculum. One such area is spoken language. We have learned to respect the continuing importance of oral culture in all communities and to recognize the rich interdependence between spoken and written language. Much of our knowledge of language and our acquisition of literacy depends on spoken language. Any definition of the English language arts must therefore include helping students learn how to accomplish successfully the many functions of spoken language, such as discussing texts, making presentations, assisting visitors, or telling stories to family and friends.

Being literate in contemporary society means being active, critical, and creative users not only of print and spoken language but also of the visual language of film and television, commercial and political advertising, photography, and more. Teaching students how to interpret and create visual texts such as illustrations, charts, graphs, electronic displays, photographs, film, and video is another essential component of the English language arts curriculum.

Visual communication is part of the fabric of contemporary life. Although many parents and teachers worry that television, film, and video have displaced reading and encouraged students to be passive, unreflective, and uninvolved, we cannot erase visual texts from modern life even if we want to. We must therefore challenge students to analyze critically the texts they view and to integrate their visual knowledge with their knowledge of other forms of language. By studying how visual texts work, students learn to employ visual media as another powerful means of communication.

Based on this expanded definition of literacy, the standards outlined in this document address six English language arts: reading, writing, speaking, listening, viewing, and visually representing. These six areas are notably different from one another, but there are also important connections among them, and these connections are central to English language arts instruction and learning. One familiar way to link the language arts, for example, is to pair them by medium: reading and writing involve written language, listening and speaking involve spoken communication, and viewing and visually representing involve visual language.

There are many other important interconnections among the English language arts, as well. Learners' repertoires of words, images, and concepts grow as they read, listen, and view; new words, images, and concepts then become part of their written, spoken, and visual language systems. We know, for example, that in the early stages of reading, the act of writing helps to shape children's understanding of texts. Children use a number of strategies for writing. Sometimes they read the stories they have composed to classmates to get feedback on what is working well in their stories and what needs clarifying. Sometimes they spell a word the way it sounds (that is, applying their knowledge of phonics), while at other times they spell a word the way they recall seeing it. These writing/spelling strategies draw children's attention to the conventions of print, enabling them to begin to read like writers.

Thus, English language arts learning activities are seldom wholly discrete—"just reading," "just writing," or "just viewing," for example. Each medium relates directly or indirectly to every other.

*Three sources of data indicate that, contrary to popular belief, reading and writing abilities have not declined over time: "then and now" studies, test restandardization research, and the National Assessment of Educational Progress surveys of reading and writing.*

*By readministering the same test over time, "then and now" studies examine trends in student achievement based on past standards of literacy. Of the several dozen studies of this nature, all but one conclude that more recent students outperform earlier students (Farr, Tuinman, and Rowls 1974). The exception was found in a study comparing the skills of pre-1930 students and post-1935 students in oral reading, an area that was de-emphasized in the reading curriculum in the early 1930s.*

*When test publishers revise (or "restandardize") an aging test, they administer both old and new versions to a sample of current students. A review of test restandardization reports indicates that, since the mid-1970s, scores have increased by about 2 percentile points per year for five of the six most widely used achievement tests in grades 1 through 9. Changes in scores at the high school level have been mixed, with scores increasing slightly on some tests and decreasing slightly on others (Berliner and Biddle 1995; Linn, Graue, and Sanders 1990; Kibby 1993, 1995; Stedman and Kaestle 1987).*

*The National Assessment of Educational Progress (NAEP) conducts periodic assessments of reading, writing, and other subject areas with nationally representative samples of 9-, 13-, and 17-year-olds. Since 1971, there has been a statistically significant increase in reading scores among 13- and 17-year-olds (Mullis, Campbell, and Tarstrup 1993).*

*Thus, evidence suggests that students today read better and write better than at any other time in the history of the country (Kibby 1993, 1995).*

## **TO PRESENT A SHARED VISION OF LITERACY EDUCATION**

Clearly defined standards offer a vision of the knowledge and strategies that all students should develop in the English language arts, as well as of the curricular and instructional elements that can be used to foster this development. To achieve these standards, this vision must be shared by all those who have a stake in the future of our schools—not just the English language arts teachers who are directly responsible for providing instruction, but also school administrators, policy makers, parents, and members of the general public. A shared vision means that

different parties know what the work of the classroom is and should be, and have a clear sense of what they can do to support this work. Public commitments to education may depend upon this shared vision.

A shared vision does not, of course, imply a single approach to teaching. Teachers know that their students develop language competencies in different ways and at different rates, and that learning needs must be addressed as they arise and in the ways that seem most appropriate. Adaptability and creativity are far more effective in the classroom than thoroughgoing applications of a single approach. Most teachers' experience validates this philosophy every day. They recognize that no single instructional method or sequence of lessons can serve all students or all situations.

Despite the array of instructional approaches being used in individual classrooms, teachers do appear to share many views about teaching and learning in the English language arts. What are these views? What are some of the elements of this common vision?

First, and most important, teachers share a belief that students should develop competencies in the English language arts that will prepare them for the diverse literacy demands that will face them throughout their lives. Second, teachers agree that the English language arts are important not only as subjects in and of themselves, but also as supporting skills for Students' learning in all other subjects. The English language arts help students gather and convey information about mathematics, history, science, the arts, and an array of other subjects, and in all of these subjects students use language to solve problems, theorize, and synthesize. Third, teachers agree that students can best develop language competencies (like other competencies) through meaningful activities and settings, Such as reading and viewing whole texts, writing and creating visual images for recognizable purposes, and speaking and listening to others both within and Outside the classroom.

Obviously, however, it is not enough simply to set forth a shared vision: English language arts teachers Must also identify and remove the barriers that prevent that vision from being translated into practice. For example, teachers often receive conflicting messages about what they should be doing. They may be told they should respond to the need for reforms and innovations while at the same time being discouraged from making their instructional practices look too different from those of the past.

In addition, while many teachers wish to gauge their students' learning using performance-based assessment, they find that preparing students for machine-scored tests-which often focus on isolated skills rather than contextualized learning-diverts valuable classroom time away from the development of actual performance. Similarly, in many schools, the pressure to use particular textbooks discourages teachers from using materials that take advantage of students' interests and needs and that involve them productively in the curriculum. in these schools, students may be prescribed sequences of instruction rather than engage in authentic, open-ended learning experiences. So, too, the widespread practice of dividing the class day into separate periods precludes integration among the English language arts and other Subject areas.

Thus, while the shared vision of English language arts education we describe is already being implemented in many classrooms, there is clearly a need to do more. By articulating standards, we hope to make it easier for a shared vision to become a reality.

## **TO PROMOTE EQUITY AND EXCELLENCE FOR ALL**

One of our nation's greatest aspirations has been to provide equal educational opportunities for all. It is clear, however, that we have frequently fallen short of this goal with children of the poor, Students from certain linguistic and cultural groups, and those in need Of special education.

We believe that defining standards furnishes the occasion for examining the education of students who previously have not fully enjoyed prospects for high attainment. In a democracy, free and universal schooling is meant to prepare al/students to become literate adults capable of critical thinking, listening, and reading, and skilled in speaking and writing. Failure to prepare our students for these tasks undermines not only our nation's vision, of public education, but Our democratic ideal. The consent of the governed is the basis of governmental legitimacy, and if that consent is not informed, then the foundations of government are shaky indeed.

Some of the most generously supported schools in the world are found in our nation's affluent suburbs, while many economically disadvantaged schools around the country are struggling to survive. A vast gulf in academic resources and accomplishments exists between the children of the rich and the children of the poor, and between the powerful and the powerless. This often leads to sharp differences in the opportunities provided to students with linguistic and cultural backgrounds that differ from those of mainstream students.

Students in special education programs in our country also often receive fewer educational opportunities than other Students. Students designated as having learning disabilities, hearing or visual impairments, emotional or behavioral disorders, or who have orthopedic or cognitive disabilities do present us with instructional challenges. However, when we view these exceptional conditions as individual variations and provide personalized, expert instruction, students with disabilities can reach their academic potential.

It is, in fact, teachers' responsibility to recognize and value all children's rich and varied potentials for learning and to provide appropriate educational opportunities to nurture them. If we learn to recognize and value a variety of student abilities in the language arts and then build on those strengths, we make it possible for all students to attain high standards. Some will do so quickly and others more slowly, but to bridge the wide disparities in literacy attainment and to prepare all students to become informed and literate citizens, we must hold these high expectations for every student and every school. It is the responsibility not only of schools and teachers, but also of policy makers, parents, and communities, to support the schools.

At the same time, we understand that standards, by themselves, cannot erase the impact of poverty, ethnic and cultural discrimination, family illiteracy, and social and political disenfranchisement. If all students are to receive equal educational opportunities and meet high expectations for performance, then these issues have to be addressed. Four factors are especially important: (a) learning how to learn, (b) equal access to school resources, (c) an adequate number of knowledgeable teachers, and (d) safe, well equipped schools.

### ***Learning How to Learn***

Students not only need to develop specific competencies and to acquire knowledge—they also need abundant Opportunities to reflect on the process of learning itself. The conscious process of learning how to learn is an essential element in students' language arts education, and it forms a central theme in the standards detailed in Chapter 3.

Knowing how to learn has not often been highlighted explicitly as part of instructional content in the English language arts. It has commonly been assumed that "bright" learners come by such knowledge "naturally" in the course of learning subject-matter content. The view of language learning presented here, in contrast, emphasizes the importance of explicit attention to the learning process for all students: learning how to learn ought to be considered as fundamental as other, more widely recognized, basic skills in English language arts.

All Students have the ability to learn, but teachers can make that ability accessible by helping students reflect upon, and monitor, their own learning. When students see themselves as able learners, capable of monitoring and controlling their learning, they are more willing to tackle challenging tasks and take the risks that move their learning forward. As students move from school into their adult responsibilities at work and in the wider society, knowing how to learn will help them succeed in a changing economy and will enable them to become self-motivated, flexible lifelong learners.

By being attentive to, and talking about, their own learning strategies, students develop this sense of themselves as resourceful learners and provide their teachers with valuable insights into their development. If students are conscious of the strategies they use, they are better able to recognize when a familiar strategy is not working, and they are more prepared to adapt or abandon one strategy in favor of more effective alternatives.

Our conviction that all students can learn and can understand the processes of learning leads us to stress that all students can, with appropriate instruction and experiences, achieve high standards. The learner-centered perspective presented in this document is, therefore, also a learning-centered model. Teachers who implement this model help students see themselves as competent learners who understand the value of consciously reflecting upon their learning processes. Learning how to learn is at the heart of all of the standards and is reflected in various ways in each of them.

### ***Equal Access to Resources***

If all students are to have equal opportunities to meet these standards, then all schools must have sufficient funds to hire well-qualified teachers and staff, to acquire high-quality instructional materials, and to purchase essential supplies such as books, paper, and desks. This means that states and communities must address the often serious funding inequities across school districts. In most states, the wealthiest school districts spend two to five times as much per student as the poorest districts, and more than twenty years of community efforts and litigation have not resolved these structural inequalities. Today, as we write this document, there are public school teachers across the country who must spend their own money for their students to have even the minimum—pencils, paper, and books—in an era when computer technology is rapidly becoming a necessary part of instruction. To be sure, money alone does not guarantee academic excellence. If funding is not used for constructive purposes such as obtaining better

instructional materials, reducing class size, or supporting professional development, then all the money in the world will not improve student outcomes. Schools can be expected to help their students meet high standards, however, only if they possess adequate resources.

### ***Adequate Staffing***

Schools must also have an adequate number of knowledgeable teachers. Overcrowded classrooms make it virtually impossible to carry out the kinds of individualized and performance-oriented instruction essential to meeting the standards. Yet, in many schools, teachers are typically assigned to classrooms with thirty or forty students or more. In such settings, chances for meaningful interaction between teacher and student are slim, and opportunities for good teaching and learning are severely compromised.

It is not enough to have a sufficient number of well-qualified teachers, though; these teachers need to have access to ongoing opportunities for professional development. School districts need to provide both funding and support for teachers' attendance at off-site conferences and staff development programs. Teachers need opportunities to share ideas, engage in research, assist one another, and continue learning about and responding to changes in their fields. Schools need to nurture an atmosphere of learning that promotes teachers' growth along with that of their students.

### ***Safe, Well-Equipped Schools***

The current epidemic of violence in our schools and neighborhoods presents perhaps the single most serious threat to students' learning and to achieving the standards set forth here. Students deserve safe environments for learning. They can scarcely be expected to care about literacy or learning if they must constantly worry about being attacked in the hall or the schoolyard. Therefore, states and communities must do all they can to ensure that students are protected. Ideally, schools will become nurturing spaces where students are free to learn without the need for protection.

The condition and appearance of the school are also important aspects of the learning environment. Too many schools, particularly those in economically disadvantaged communities, have suffered from years of neglect and are sadly in need of repair. Some schools recruit student volunteers and employees to help with painting and renovation, but in many cases the major repairs needed go well beyond the capabilities of volunteer workers. Communities should provide necessary resources to ensure that their schools are well maintained, brightly lit, attractive settings that encourage learning.

In summary, IRA and NCTE hope and believe that the standards put forth in this document will prepare students for the literacy challenges they will face throughout their lives; bring greater coherence and clarity to teaching and learning in the English language arts; and provide greater opportunities for all students to become literate.

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## IRA / NCTE STANDARDS FOR THE ENGLISH LANGUAGE ARTS

The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities - reading and writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction.

Although we present these standards as a list, we want to emphasize that they are not distinct and separable; they are, in fact, interrelated and should be considered as a whole.

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).