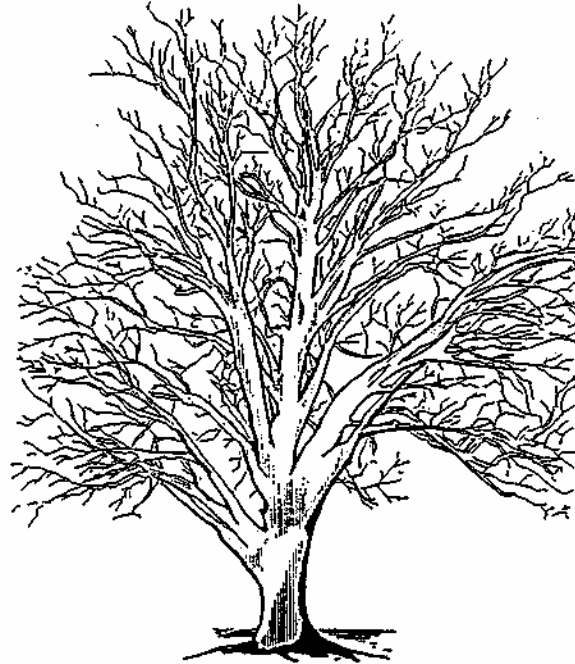


Monroe Township Schools



Curriculum Management System

Language Arts II

Grade 10

July 2005

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

Board Approved: August 2005

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

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Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

The goal of the Monroe Township High School Language Arts program is to develop and to enhance students' ability to communicate effectively for varied purposes and audiences. Probably the single most important attribute of academic and career success, effective communication is based on the components of reading, writing, speaking, listening, and thinking.

A successful high school English program develops these components through an integrated approach to the language arts. This includes instruction in and practice of the support skills underlying each of these processes. For example, in the writing component, students write regularly, in a variety of modes and for a variety of audiences, using writing activities designed to appeal to students' interests and needs. Students learn strategies for prewriting and revising - in essence skills for critical thinking such as analysis, synthesis, problem-solving and evaluation. They also share their writing with others and keep records of their writing development and samples of their writing in a portfolio. Frequent formal and informal assessment of the student's writing provides the teacher, the student and the parents with information about the student's areas of strength and the areas that need improvement.

Reading and writing about literature become increasingly more important as student develop the sophisticated skills of analysis and interpretation. By the time they complete their senior year, students will have read significant works of American, British and World literature. They also will have learned to express themselves in all of the rhetorical modes and to conduct independent research.

Educational Goals

This course investigates the development of American English beginning with the Native American oral traditions to Twentieth Century literature with emphasis on understanding the historical, social, and political context of each work. This course also reinforces speaking, listening, viewing, and writing skills.

Students will read, analyze, and respond to a representative selection of historical fiction, realistic fiction, folk tales, short stories, novels, myths, plays, poetry, and non-fiction texts including research materials while examining specific writers, movements, and literary techniques. Students will also have the opportunity to improve both oral and written communication skills and enhance viewing, and listening skills. Students will be required to conduct independent research in order to gain a more insightful understanding to American literature.

This course is designed to combine the development of Language Arts skills with the investigation and analysis of significant works from the settlement of America to pre-modern America.

This course satisfies the tenth grade English requirement for graduation.

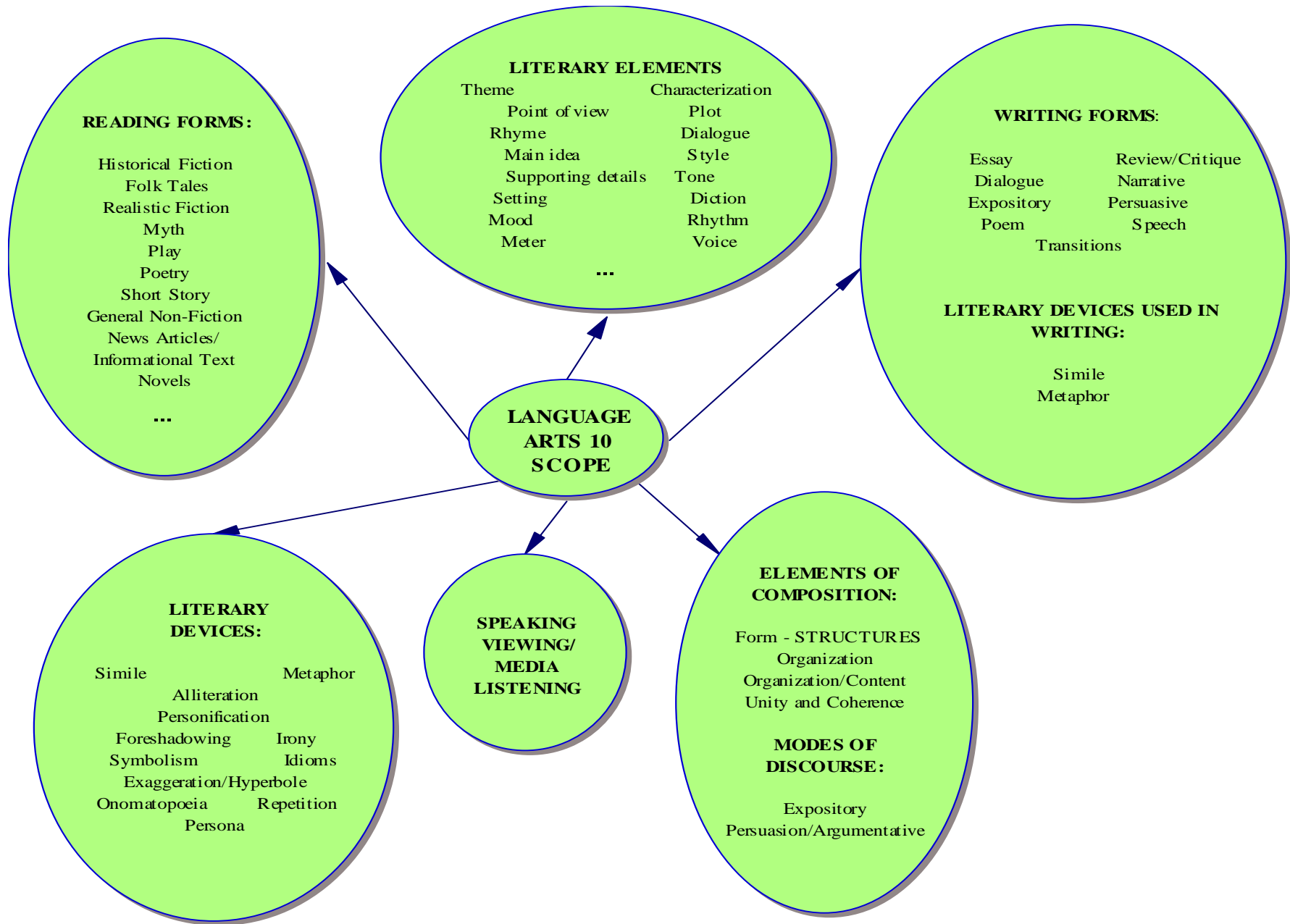
New Jersey State Department of Education Core Curriculum Content Standards

A note about Language Arts Literacy Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for Language Arts Literacy were revised in 2004 to include the five general standards of reading, writing, speaking, listening, and viewing and media literacy, along with specific strands and cumulative progress indicators for each. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Language Arts Literacy may also be found at:

http://www.nj.gov/njded/cccs/s3_lal.htm

LANGUAGE ARTS 10 SKILLS SCOPE



Language Arts Outcomes

<i>Reading Benchmarks</i>		<i>Writing Benchmarks</i>
Form		Form
Recognize central idea or theme		Communicate message to intended audience
Recognize supporting detail		Develop topic / central idea
Connect with prior knowledge		Develop thesis
Determine author or reader's purpose		Provide supporting details
Using appropriate reading strategies		Create opening /closing
Identify and analyze: Text type, Literary forms, Elements, Devices, Patterns of organization		Use variety of lead sentences
Form opinions and conclusions		Logical progression of ideas
Self-assess one's own reading strategies and responses to text		Varied sentence structure
Make inferences and predict		Engage in writing process
Understand new vocabulary		Self-assess using standard criteria
Recognize persuasion		Develop conclusions
Use context clues to enhance comprehension		Convey point of view
Extrapolate information		Elaborate
Ask relevant questions to enhance comprehension		Select and research a topic
Distinguish information as relevant/irrelevant/fact/opinion		Use models or examples
Interpret literary devices		

Suggested days of Instruction 180-ongoing	Curriculum Management System	Topic: Genres in Literature	
	Grade Level/Subject: 10 th Grade/Language Arts II	Goal 1: The student will analyze literature to understand themselves, others, and the human condition.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
	<p>1.1 Read and recognize the following literary genres of American Literature: (3.1.10.G.1-5)</p> <ul style="list-style-type: none"> • Historical Fiction • Realistic Fiction • Folk Tales • Short Story • Novel • Reference/Research • Myth • Play • Poetry • Non-Fiction/Information Text <p><i>*The student will be able to identify the recurring themes in the literature read.</i></p> <p><i>*The student will be able to relate literature to historical and contemporary events.</i></p> <p><i>*The student will be able to recognize various literary movements.</i></p>	<ul style="list-style-type: none"> • What characterizes different eras in American history? • How is literature a critical mode of expression throughout history? • What is the American Experience? • What are the pros and cons of the American Dream? • Does literature reflect culture or shape it? <p>Summative Assessment: (for goals 1-5)</p> <ul style="list-style-type: none"> • During the year students will keep a journal in which they will make notes about the different time periods and events in American literature. Students will respond to the notes on a personal level to connect their own lives to the events happening in the past. At the end of the year, as a culminating event, students will look at their journals again and decide which period in American literature would most describe their personality. Students will develop a reflective piece, in a mode of their choosing, to illustrate to the class how the time period reflects themselves. Students will include examples of literary terms as well as specific texts to achieve their goal. 	<ul style="list-style-type: none"> • After reading <i>To Kill a Mockingbird</i> have a southern food tasting day where the students make the foods that are listed in the book and other foods that are indicative to the South. Have students present the foods that they have prepared and discuss where the food originated from in the South and how it is prepared. Assessment: Class discussion of origination of food presented. • Have students take a virtual tour of the Plymouth Plantation by accessing the museum website at http://www.plimoth.org/ Assessment: Ability to locate information on colonies. Ability to complete worksheet on navigation of the webpage and online reference sources in general. • Students will be placed into groups while reading <i>The Crucible</i>. Students will be responsible for preparing a scene from the play. Students will present the scene to the class. After presenting the scene, the students will facilitate discussion and any further teaching. Assessment: How well students worked to put together the scene. How well the students were able to convey the information to the students in the class. Student evaluation using predetermined rubric. • Students will be placed into teams and given a poem from the Harlem Renaissance. Each team has to create a journal prompt, questions to ask the class, and audio/visual

Suggested days of Instruction 180-ongoing	Curriculum Management System	Topic: Genres in Literature	
	Grade Level/Subject: 10 th Grade/Language Arts II	Goal 1: The student will analyze literature to understand themselves, others, and the human condition.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
			<p>aid in order to teach the class the poem. Assessment: Peer Evaluation of how well the interpretation of the poem was conveyed to the class using a predetermined rubric.</p> <ul style="list-style-type: none"> • After reading the myths in the textbook, have students rewrite the tales to appeal to a current audience by updating the setting and modernizing characters. Assessment: Teacher evaluation of paper based on predetermined rubric. Class presentation of myth. • While reading <u>Catcher in the Rye</u>, have students pick a character in the novel and retell the major events from his/her point of view in the form of a journal. Have students write the journal entries in first person. Have students make the journal look "old" to fit the 50's time period. Assessment: How well the students were able to take on the persona of another character. How well the students were able to summarize major events in the chapters. Creative ability of the students to make the journal look authentic from the 1950's. • Read an excerpt from Hurston's "Dust Tracks on a Road" and write a personal narrative about a moment in your life that inspired you to act or think differently. Assessment: Peer edit and revise based on predetermined essential questions for evaluating papers.

Suggested days of Instruction 180-ongoing	Curriculum Management System	Topic: Literary Devices	
	Grade Level/Subject: 10 th Grade/Language Arts II	Goal 2: Students will critically comprehend a variety of literary genres and evaluate the use of literary devices.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
	<p>2.1 Expand their knowledge of literary terms including the following: (3.1.10.F.1-3) (3.1.10.G.7-8)</p> <ul style="list-style-type: none"> • Simile • Metaphor • Alliteration • Exaggeration/Hyperbole • Onomatopoeia • Idioms • Personification • Reptition • Foreshadowing • Allusion • Assonance • Apostrophe • Flashback • Symbolism • Irony • Persona <p><i>*The student will be able to identify how these devices relate to the different works that are read.</i></p> <p><i>*The student will be able to identify when it is appropriate to use these devices in literature.</i></p> <p><i>*The student will be able to use knowledge of word origins and word relationships as well as historical and literary concepts.</i></p>	<ul style="list-style-type: none"> • How can past literary or historical events influence your writing? • How does regionalism affect dialogue in literature? • Why do writers use literary devices? 	<ul style="list-style-type: none"> • After reading Dickinson's poetry, have students write their own poem modeled after one of Dickinson's poems. Students will use one of the literary terms that were explored in her poetry. Assessment: Teacher evaluation of the use of literary terms in writings. • Define terms. Assessment: Quiz. • Have students read essays by James Thurber and E.B. White. Have students make notes on each passage that makes them laugh or smile. After reading the essays, organize students into small groups. Have students compare the passages they marked and note whether any of them involve the use of hyperbole. Assessment: Class discussion. • Have students choose partners with whom to read aloud the poems by Cullen, Bontemps, and Toomer and then discuss them. Partners can consider the effects of literary elements such as alliteration, assonance, rhythm, and rhyme on the poem's overall power and meaning. Assessment: Class discussion.

Suggested days of Instruction 180-onging	Curriculum Management System	Topic: Literary Elements	
	Grade Level/Subject: 10 th Grade/Language Arts II	Goal 3: The student will understand how authors use literary elements and devices to communicate messages and manipulate language.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
	<p>3.1 Identify and define the following literary elements in the works read: (3.1.10.D.2-3) (3.1.10.G.11)</p> <ul style="list-style-type: none"> • Theme • Main Idea • Supporting Details • Characterization • Point of View • Mood • Setting <p><i>*The student will be able to investigate social and political settings related to American Literature.</i></p> <ul style="list-style-type: none"> • Plot • Rhythm • Meter • Rhyme • Dialogue • Style • Tone <p><i>*The student will be able to differentiate between mood and tone of a work.</i></p> <ul style="list-style-type: none"> • Voice 	<ul style="list-style-type: none"> • How is poetry the “window to the soul?” • Does American Literature have one central theme that could define the country as a whole? • How would you characterize your own voice as a writer? • How is the author’s attitude about a subject crucial to understanding the work? 	<ul style="list-style-type: none"> • After reading “In Another Country” and “A Worn Path” write the story in a different point of view from the original and compare what is gained and lost from the new translation. Assessment: Teacher evaluation of how well students are able to translate the writings into different points of view. • In small groups, analyze different poets’ views of poetry. Then, stage a round-table discussion on the issue “What is poetry?” Each group member should take a poet’s position to develop a central argument of your view, include logical appeals based on examples, and incorporate emotional appeals, such as a poem’s impact on you or others. Assessment: Group discussion using predetermined rubric for essential points. • After reading “The Life You Save May Be Your Own” have students make word webs for each character. On the web’s rays, students should write down physical characteristics and personality traits. Students will discuss the characters with partners, identifying what makes each character grotesque. Assessment: Teacher evaluation of webs.

Suggested days of Instruction 180-ongoing	Curriculum Management System	Topic: Literary Elements	
	Grade Level/Subject: 10 th Grade/Language Arts II	Goal 3: The student will understand how authors use literary elements and devices to communicate messages and manipulate language.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
			<ul style="list-style-type: none"> Have students read "The Brown Chest" by Updike. Have students discuss the effect of the long sentences. Have them experiment with breaking some of the sentences down into shorter ones. Have students compare the original with the rewritten sentences. Which effect is preferred? Why? Assessment: Class discussion.

Suggested days of Instruction 180-ongoing	Curriculum Management System	Topic: Writing Forms	
	Grade Level/Subject: 10 th Grade/Language Arts II	Goal 4: The student will communicate ideas in various modes of discourse and critically analyze his/her work.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
	<p>4.1 Write in the following formats: (3.2.10.A.1-7) (3.2.10.B.1-9) (3.2.10.D.1-3)</p> <ul style="list-style-type: none"> • Essay • Narrative • Expository • Persuasive • Review/Critique • Poetry • Speech • Research Paper <p><i>*The student will be able to use the appropriate form and purpose for different writing situations.</i></p> <p><i>*The student will be able to continue to use the writing process effectively: brainstorming, drafting, revising for content and organization, and editing for grammar, usage, syntax, and mechanics.</i></p>	<ul style="list-style-type: none"> • Why is it important to research different materials? • Are thoughts on paper stronger than spoken words? • In which aspects of life are persuasive techniques employable? 	<ul style="list-style-type: none"> • Read the poems by Stevens, Moore, and MacLeish. Compare and contrast the ideas and determine an organizing principle to develop into an essay. Assessment: Teacher evaluation of writing using predetermined rubric. • Write and narrate a sequel to Welty's "A Worn Path" that describes what happens when Phoenix Jackson gets home. Use these questions to guide you: Is Phoenix's grandson alive, Is anyone else present, What does Phoenix feel and do, and How will your story end? Assessment: Oral presentation of story to the class. • Read Frost's poems, and make notes about his style and themes. Select the characteristics you will address, and identify poems to cite. Sketch out a table of contents of how to classify each poem based either on the theme or the style. Assessment: Teacher evaluation of project using predetermined rubric. • Develop and deliver a campaign speech in which a young Zora Neal Hurston hopes to persuade her classmates to elect her as class president. Include details that reveal Zora's self-image and portray her character. Use the following as guidelines: Review the reading selection to identify Zora's qualities, Outline her accomplishments, and Discuss goals that will benefit the class. Assessment: Presentation of speech to the

Suggested days of Instruction 180-ongoing	Curriculum Management System	Topic: Writing Forms	
	Grade Level/Subject: 10 th Grade/Language Arts II	Goal 4: The student will communicate ideas in various modes of discourse and critically analyze his/her work.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
			<p>class.</p> <ul style="list-style-type: none"> Using text and graphics, design a series of posters that depict the variety of cultural contributions made by African Americans during the 1920's. Include a range of mediums, such as literature, art, drama, and music. Display the posters for classmates. Assessment: Teacher evaluation of the research process. Teacher evaluation of final research product using predetermined rubric.

Suggested days of Instruction 180-ongoing	Curriculum Management System	Topic: Elements of Composition and Modes of Discourse	
	Grade Level/Subject: 10th Grade/Language Arts II	Goal 5: The student will compose a variety of written responses for different purposes and audiences using a process approach.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
	<p>5.1 Use the following techniques in writing assignments: (3.2.10.B.2-7) (3.2.10.C.4)</p> <ul style="list-style-type: none"> • Transitions • Dialogue • Style • Voice • Tone • Simile • Metaphor <p><i>*The student will be able to include similes and metaphors in his/her writing.</i></p>	<ul style="list-style-type: none"> • How do these different literary techniques allow us to communicate without always directly saying what we mean? • Why is style important in order to distinguish individuality? 	<ul style="list-style-type: none"> • Create a collection of poems on a topic, such as sports or nature, that focus on a guiding question. Use print and online poetry reference sources to locate appropriate poems. Include an introduction that explains how the poems relate to one another. Assessment: Presentation of poems and class discussion. • With a partner, conduct a role play of Thurber and White, discussing their essays in the offices of <i>The New Yorker</i>. Constructively criticize each other's work considering the following: What makes their essays funny, In what ways are they similar, In what ways do they differ, and What would you add or change? Assessment: Presentation of role plays and class evaluation. • In groups, students will research a particular facet of the roaring 1920's (music, literature, sports, political climate, dance, etc.) and create a newspaper based on the findings. Assessment: Writing an article in the appropriate style for each topic using predetermined rubric.

Speaking, Listening, Viewing/Media Literacy

CCCS 3.3: Speaking

A. Discussion

1. Support a position integrating multiple perspectives.
2. Support, modify, or refute a position in small or large-group discussions.
3. Assume leadership roles in student-directed discussions, projects, and forums.
4. Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.

B. Questioning (Inquiry) and Contributing

1. Ask prepared and follow-up questions in interviews and other discussions.
2. Extend peer contributions by elaboration and illustration.
3. Analyze, evaluate, and modify group processes.
4. Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements.
5. Question critically the position or viewpoint of an author.
6. Respond to audience questions by providing clarification, illustration, definition, and elaboration.
7. Participate actively in panel discussions, symposiums, and/or business meeting formats (e.g., explore a question and consider perspectives).

C. Word Choice

1. Modulate tone and clarify thoughts through word choice.
2. Improve word choice by focusing on rhetorical devices (e.g., puns, parallelism, allusion, alliteration).

D. Oral Presentation

1. Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, personal expression).
2. Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, transition words).
3. Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, articulation) when speaking.
4. Edit drafts of speeches independently and in peer discussions.
5. Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details).
6. Use a rubric to self-assess and improve oral presentations.

CCCS 3.4: Listening

A. Active Listening

1. Explore and reflect on ideas while hearing and focusing attentively.
2. Listen skillfully to distinguish emotive and persuasive rhetoric.
3. Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.

B. Listening Comprehension

1. Listen to summarize, make judgments, and evaluate.
2. Evaluate the credibility of a speaker.
3. Determine when propaganda and argument are used in oral forms.
4. Listen and respond appropriately to a debate.

CCCS 3.5: Viewing/Media Literacy

A. Constructing Meaning from Media

1. Understand that messages are representations of social reality and vary by historic time periods and parts of the world.
2. Identify and evaluate how a media product expresses the values of the culture that produced it.
3. Identify and select media forms appropriate for the viewer's purpose.

B. Visual and Verbal Messages

1. Analyze media for stereotyping (e.g., gender, ethnicity).
2. Compare and contrast three or more media sources.

C. Living with Media

1. Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family, and social institutions).
2. Determine influences on news media based on existing political, historical, economical, and social contexts (e.g., importance of audience feedback).
3. Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages.

Suggested Titles for Language Arts II

1. The Crucible by Arthur Miller
2. Scarlet Letter by Nathaniel Hawthorne
3. Sea of Grass by Conrad Richter
4. To Kill A Mockingbird by Harper Lee
5. The Great Gatsby by F. Scott Fitzgerald
6. The Adventures of Huckleberry Finn by Mark Twain
7. A Raisin In The Sun by Lorraine Hansberry
8. The Glass Menagerie by Tennessee Williams
9. A Streetcar Named Desire by Tennessee Williams
10. Death of a Salesman by Arthur Miller
11. Catcher in the Rye by JD Salinger
12. Cold Sassy Tree by Olive Ann Burns
13. The Pearl by John Steinbeck
14. Ramona by Helen Hunt Jackson
15. A Connecticut Yankee in King Arthur's Court by Mark Twain
16. Inherit the Wind by Jerome Lawrence and Robert E. Lee
17. Pudd'nhead Wilson by Mark Twain
18. Their Eyes Were Watching God by Zora Neale Hurston
19. Of Mice and Men by John Steinbeck
20. The Grapes of Wrath by John Steinbeck
21. Native Son by Richard Wright
22. A Yellow Raft in Blue Water by Michael Dorris
23. Vocabulary Workshop Level E
24. The American Experience Prentice Hall Literature Textbook

*other works of equal merit

Writing

New Jersey Registered Holistic Scoring Rubric - GEPA/HSPA - p. 23

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization (see below)	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> Generally has opening and/or closing 	<ul style="list-style-type: none"> Opening and closing 	<ul style="list-style-type: none"> Opening and closing
.	<ul style="list-style-type: none"> Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> Usually has single focus 	<ul style="list-style-type: none"> Single focus 	<ul style="list-style-type: none"> Single focus Sense of unity and coherence Key ideas developed 	<ul style="list-style-type: none"> Single, distinct focus Unified and coherent Well-developed
.	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transition evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
.	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> Uneven development of details 	<ul style="list-style-type: none"> Details appropriate and varied 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent
Usage (see below)	<ul style="list-style-type: none"> No apparent control Severe/ numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/ patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Sentence Construction (see below)	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/ same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics (see below)	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

Content & Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation