

ITEM	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>Writing</b>				
<p><b>Narrative</b></p> <p><i>Number of pages refers to typed work for revised and edited pieces</i></p> <p><i>Students should also write draft-only pieces to practice these skills</i></p>	<ul style="list-style-type: none"> <li>• 2+ pages</li> <li>• focus on pacing action, engaging plot, range of strategies and devices with figurative language and specific narration</li> <li>• organized, well-developed structure</li> </ul>	<ul style="list-style-type: none"> <li>• 3+ pages</li> <li>• mastery of organization, pacing, character, plot</li> <li>• focus on style and tone</li> </ul>	<ul style="list-style-type: none"> <li>• 3+ pages</li> <li>• should already have mastered organization, pacing, character, plot</li> <li>• focus on style and tone</li> </ul>	<ul style="list-style-type: none"> <li>• 4+ pages</li> <li>• should already have mastered organization, pacing, character, plot</li> <li>• focus on style and tone</li> </ul> <p>(Narratives not a major focus at Grade 12)</p>
<p><b>Persuasive</b></p> <p><i>Number of pages refers to typed work for revised and edited pieces</i></p> <p><i>Students should also write draft-only pieces to practice these skills</i></p>	<ul style="list-style-type: none"> <li>• 2+ pages</li> <li>• full composition</li> <li>• focus on logic and reasoning</li> <li>• establish and develop controlling idea</li> <li>• support arguments with detailed text</li> <li>• exclude irrelevant information</li> <li>• cite sources in MLA format</li> </ul>	<ul style="list-style-type: none"> <li>• 3+ pages</li> <li>• focus on logic and reasoning</li> <li>• introduce fallacious reasoning</li> <li>• using in-text citations</li> </ul>	<ul style="list-style-type: none"> <li>• 3+ pages</li> <li>• fully support thesis</li> <li>• avoid fallacious reasoning</li> <li>• specific use of supporting arguments</li> <li>• in-text citations</li> </ul>	<ul style="list-style-type: none"> <li>• 4+ pages</li> <li>• focus on solid logic and reasoning</li> <li>• extensive support of controlling ideas</li> <li>• specific use of supporting arguments from resources</li> <li>• in-text citations (MLA)</li> </ul>
<p><b>Response to Literature</b></p>	<ul style="list-style-type: none"> <li>• at least one per quarter in response to literary text</li> <li>• 1-2 pages</li> <li>• <i>insightful</i> interpretation</li> <li>• <i>several</i> clear ideas, premises, or images</li> </ul>	<ul style="list-style-type: none"> <li>• at least one per quarter in response to literary text</li> <li>• 1 page</li> <li>• analysis supported</li> </ul>	<ul style="list-style-type: none"> <li>• at least two per quarter in response to literary text</li> <li>• 1 page</li> </ul>	<ul style="list-style-type: none"> <li>• at least two per quarter in response to literary text</li> <li>• 2 pages</li> </ul>

ITEM	GRADE 9	GRADE 10	GRADE 11	GRADE 12
	<ul style="list-style-type: none"> <li>support judgments with <i>specific references</i> to original text, other texts, author, prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>by textual references</li> <li>support judgments with <i>specific references</i> to original text, other texts, author, prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>analysis supported by textual references</li> <li>support judgments with <i>specific references</i> to original text, other texts, author, prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>insightful interpretations and analysis, including use of literary devices</li> <li>analysis with textual references</li> <li>support judgments with <i>specific references</i> to original text, other texts, author, prior knowledge</li> </ul>
<p><b>Informational Writing</b> <i>Process, cause-effect, comparison-contrast</i></p> <p><i>These are writings <u>in addition</u> to a research report</i></p> <p><i>Do not have to be taken to final draft stage</i></p>	<ul style="list-style-type: none"> <li>at least 1 per quarter</li> <li>2-3 pages</li> <li>relevant questions to engage reader</li> <li>clear, accurate perspective on subject</li> <li>organizing structure appropriate to purpose, audience, context</li> <li>support main ideas with facts</li> <li>cite sources as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>at least 1 per quarter</li> <li>2-3 pages</li> <li>relevant questions to engage reader</li> <li>clear, accurate perspective on subject</li> <li>organizing structure appropriate to purpose, audience, context</li> <li>support main ideas with facts</li> <li>cite sources as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>at least 1 per quarter</li> <li>2-3 pages</li> <li>relevant questions to engage reader</li> <li>clear, accurate perspective on subject</li> <li>organizing structure appropriate to purpose, audience, context</li> <li>support main ideas with facts</li> <li>cite sources</li> </ul>	<ul style="list-style-type: none"> <li>includes all competencies from lower grades</li> <li>clear and effective style</li> </ul>

ITEM	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<p><b>Research</b></p> <p><i>Note: A formal research paper is completed <u>in addition to shorter informational writings</u></i></p> <p><i>Students must write one each year</i></p> <p><i>Ideally, other content areas assign additional research work to help students apply the skills they learned in Language Arts</i></p>	<ul style="list-style-type: none"> <li>• 2-3 pages</li> <li>• Focus: using and citing sources to support ideas</li> <li>• narrow or extend focus during investigation</li> <li>• at least 3 sources (inc. electronic)</li> <li>• analyze sources' validity</li> <li>• organize information with appropriate sources to support central ideas, concepts and themes</li> <li>• in-text citations</li> <li>• use MLA format</li> <li>• 1 in-text cite-source</li> </ul>	<ul style="list-style-type: none"> <li>• 3-4 pages</li> <li>• Focus: using and citing sources to support ideas</li> <li>• narrow or extend focus during investigation</li> <li>• at least 3 sources (inc. electronic)</li> <li>• analyze sources' validity</li> <li>• organize information with appropriate sources to support central ideas, concepts and themes</li> <li>• minimum 3 sources</li> <li>• 1 in-text cite/source</li> <li>• use MLA format</li> </ul>	<ul style="list-style-type: none"> <li>• 5-6 pages</li> <li>• Focus: using and citing sources to support ideas</li> <li>• narrow or extend focus during investigation</li> <li>• at least 3 sources (inc. electronic)</li> <li>• analyze sources' validity</li> <li>• organize information with appropriate sources to support central ideas, concepts and themes</li> <li>• minimum 4 sources with 1 in-text cite/source</li> <li>• use MLA format</li> </ul>	<ul style="list-style-type: none"> <li>• 7 – 12 pages</li> <li>• includes all competencies from lower grades</li> <li>• annotated bibliography <i>and</i> Works Cited page</li> <li>• minimum 5 sources, including one cite per source</li> </ul>
<b>Style Guides</b>	<p>Full MLA format</p> <p><a href="http://owl.english.purdue.edu/owl/resource/747/01/">http://owl.english.purdue.edu/owl/resource/747/01/</a></p>			<ul style="list-style-type: none"> <li>• Full MLA format</li> <li>• Exposure to APA format</li> </ul>
<p><b>Thesis statements</b></p> <ul style="list-style-type: none"> <li>• <i>What the writer is proving or supporting</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use term "thesis"</li> <li>• Placement: last sentence of the first paragraph</li> <li>• Three listings acceptable</li> </ul>	<ul style="list-style-type: none"> <li>• Placement: last sentence of the first paragraph</li> <li>• Demonstrates attitude, no three listings</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Placement: last sentence of the first paragraph</b></li> <li>• Demonstrates attitude, no three listings</li> <li>• Clear, concise,</li> </ul>	<ul style="list-style-type: none"> <li>• Placed in last sentence of first paragraph (not necessarily required)</li> <li>• Stated in third person</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Provides direction, structure and focus</i></li> <li>• <i>Is a specific sentence in the first paragraph</i></li> </ul>			<p>arguable, and defensible</p>	<ul style="list-style-type: none"> <li>• Clear, concise, arguable, and defensible</li> </ul>
<p><b>Paraphrasing and Plagiarism</b></p> <p><i>In addition to instruction provided by the librarian</i></p>	<p>Properly cite paraphrases in MLA format</p>	<p>Properly cite paraphrases in MLA format</p>	<p>Properly cite paraphrases in MLA format</p>	<ul style="list-style-type: none"> <li>• Should know paraphrasing from grade 11</li> <li>• Librarian assists with instruction</li> <li>• Done in MLA style</li> </ul>
<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• The students' application of spelling strategies is seen in the context of writing, and only when final editing has been completed</li> <li>• When words are assigned, use a pre-test to excuse students who already know the words</li> <li>• Cannot count for more than 5% of total language arts grade</li> <li>• Encourage students to use Spell Check on the computer when preparing final drafts</li> </ul>				
<p><b>Forms of Discourse</b></p> <ul style="list-style-type: none"> <li>• Teach separation of informal/casual register used outside of school and among friends, compare to formal register (the language of power)</li> <li>• Teach students to focus on the audience when writing</li> </ul>				

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<b>Reading</b>								
<b>Informational and Persuasive Text</b>	<ul style="list-style-type: none"> <li>Real World informational text.</li> <li>Research for letter writing, PowerPoint presentation.</li> <li>Small paper based on grade level expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Current Event articles (Students summarize, paraphrase, Main Idea, Supporting points.)</li> </ul>	<ul style="list-style-type: none"> <li>Current Event articles (Students summarize, paraphrase, Main Idea, Supporting points.)</li> </ul>		<ul style="list-style-type: none"> <li>1 nonfiction book independently read. (pick projects)</li> <li>Early American Literature (e.g., personal accounts, letters from White House)</li> <li>Research Project PowerPoint.</li> </ul>		<ul style="list-style-type: none"> <li>Nonfiction Summer reading (Students write and essay on what they read)</li> <li>Censorship articles, debates, research.</li> <li>Point of View</li> <li>Cite and write a section on an article they've read.</li> </ul>	
<b>Fictional Text</b>		<ul style="list-style-type: none"> <li>Romeo &amp; Juliet</li> <li>Anthology excerpts</li> <li>1 independent book per quarter</li> </ul>	<u>College Prep</u> <ul style="list-style-type: none"> <li>Outsiders</li> <li>Night</li> <li>Of Mice &amp; Men</li> <li>Finding Forrester</li> </ul>	<u>ACCELERATED</u> <ul style="list-style-type: none"> <li>Bless the Beasts &amp; the Children</li> <li>Outsiders</li> <li>Night</li> <li>Of Mice &amp; Men</li> <li>Finding Forrester</li> <li>The Taming of the Shrew</li> </ul>	<u>College Prep</u> <ul style="list-style-type: none"> <li>Huck Finn</li> <li>To Kill A Mockingbird</li> <li>Fallen Angels</li> <li>Summer (400 pages of independent reading)</li> </ul>	<u>ACCELERATED</u> <ul style="list-style-type: none"> <li>To Kill A Mockingbird</li> <li>Literature Circles (The Help, The Shack, God of the Animals, Mystic &amp; Riders, The Last Lecture)</li> <li>Summer Reading (Uglies, Fahrenheit 451)</li> </ul>	<u>College Prep</u> <ul style="list-style-type: none"> <li>Theme</li> <li>Glass Menagerie, Chocolate War</li> </ul>	<u>ACCELERATED</u> <ul style="list-style-type: none"> <li>Frankenstein</li> <li>Death of a Salesman</li> <li>Oedipus the King</li> <li>Macbeth</li> <li>Anthology Excerpts</li> <li>Summer (read 2/10- one NF and one F), Kite Runner, Catcher in the Rye, The Great Gatsby, East of Eden;</li> <li>Nonfiction summer (3 Cups of Tea,</li> </ul>

ITEM	SPED	GRADE 9	GRADE 10		GRADE 11		GRADE 12	
						<ul style="list-style-type: none"> <li>Poetry</li> <li>400 pages of independent reading</li> </ul>		Fast Food Nation, Nickel and Dimed) <ul style="list-style-type: none"> <li>Poetry</li> </ul>
<b>Vocabulary</b> How taught How graded Materials used	<ul style="list-style-type: none"> <li>Words students need to know, commonly misspelled, reading book words.</li> <li>Real life applied words</li> <li>Used in spelling tests, locate definition, create sentences)</li> </ul>	<ul style="list-style-type: none"> <li>Frontload vocabulary prior to Reading stories</li> <li>Define</li> <li>Sentences</li> <li>Activities</li> <li>Posters, flow chart.</li> </ul>	<ul style="list-style-type: none"> <li>Frontload vocabulary prior to Reading stories and novels</li> <li>Define</li> <li>Sentences</li> <li>Activities</li> <li>Posters, flow chart.</li> </ul>		<ul style="list-style-type: none"> <li>Weekly list of 5 Commonly used words on the ACT</li> <li>Define, 9 week cumulative test, extra credit for classroom words found in outside sources.</li> </ul>		<ul style="list-style-type: none"> <li>Reading book words</li> <li>SAT list</li> <li>Articles</li> <li>Weekly context clues and quizzes.</li> <li>Base words.</li> </ul>	