

The Script



High School LANGUAGE ARTS

District Essential Map - 2016-2017

A Guide for the Secondary Language Arts Classroom

LAWTON PUBLIC SCHOOLS

Dr. Deighan, Superintendent of Schools

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Lawton Public Schools

Building Academic Vocabulary

The following is the list of Academic Vocabulary for LPS High Schools. The highlighted box indicates the word is on a particular grade level list as determined by the Oklahoma State Department of Education. The x indicates the word should be taught in a particular grade level.

9	10	11	12	Academic Vocabulary
			x	aesthetic purpose
	x	x	x	allegory
x	x	x	x	alliteration
x	x	x	x	alliteration
x	x	x	x	allusion
x	x	x	x	almanac
x	x	x	x	analogy
	x	x	x	analysis
	x	x	x	anecdote
	x	x	x	antagonist
		x	x	antithesis
x	x	x	x	antonym
x	x	x	x	apostrophe
x	x	x	x	appeal to emotion
x	x	x	x	appeal to ethical belief
x	x	x	x	appeal to reason / logic
	x	x	x	appeals
		x	x	archetype
x	x		x	argumentation
x	x	x	x	aside
x	x	x	x	assonance
x	x	x	x	auditory
x	x	x	x	autobiography
			x	ballad
x	x	x	x	bias
x	x	x	x	biography
x	x	x	x	body paragraph
x	x	x	x	brainstorming
		x	x	catharsis
x	x	x	x	cause/effect
x	x	x	x	chart
x	x	x	x	chronological
x	x	x	x	citation
			x	clarity of meaning
x	x	x	x	cliché
x	x	x	x	comedy

9	10	11	12	Academic Vocabulary
			x	commentary / analysis
x	x	x	x	compare/contrast
		x	x	complexities
x	x	x	x	concluding paragraph
x	x	x	x	concluding sentence
x			x	concrete details / evidence
x	x	x	x	conflict
	x	x	x	connotation
x	x	x	x	consonance
		x	x	consumer document
x	x	x	x	context
	x	x	x	context credibility
		x	x	counterclaim
x	x	x	x	credibility
	x	x	x	data gathering
x			x	database/ reference/ search engine
	x	x	x	denotation
			x	description (narrative)
x	x	x	x	details
x	x	x	x	dialect
	x	x	x	dialogue
x	x	x	x	diction
			x	direct characterization
x	x	x	x	drama
x	x	x	x	dramatic irony
x	x	x	x	dynamic
x		x	x	editorial
x	x	x	x	elegy
	x	x	x	epic
		x	x	epiphany
x	x	x	x	essay
		x	x	euphemism
x	x	x	x	evidence

9	10	11	12	Academic Vocabulary
		x	x	evocative
		x	x	explicit
x	x	x	x	exposition (informational/ explanatory)
x	x	x	x	external conflict
x	x	x	x	fiction
x	x	x	x	figurative language
x	x	x	x	first person
x	x	x	x	flashback
x	x	x	x	flat character
		x	x	foil
x	x	x	x	foreshadowing
x	x	x	x	formal language
x	x	x	x	genre
x	x	x	x	graph
		x	x	hamartia
x	x	x	x	homonym
		x	x	hubris
		x	x	hyperbole
		x	x	idiom
x	x	x	x	imagery
		x	x	implicit
			x	inciting incident
		x	x	inconsistencies
			x	indirect characterization
x	x	x	x	informal language
x	x	x	x	internal conflict
			x	introductory paragraph
x	x	x	x	journal
		x	x	juxtaposition
			x	literary analysis
		x	x	lyric
x	x	x	x	metaphor
x	x	x	x	meter
			x	MLA style
	x	x	x	monologue
	x	x	x	mood
		x	x	motif
x	x	x	x	motivation
			x	multimedia presentation
			x	multiple points of view

9	10	11	12	Academic Vocabulary
x	x	x	x	myth
x	x	x	x	narration
x	x	x	x	nonfiction
x	x	x	x	novel / novella
x	x	x	x	olfactory
		x	x	omission
x	x	x	x	onomatopoeia
		x	x	oxymoron
x	x	x	x	papillary
		x	x	paradox
		x	x	parallelism
x	x	x	x	paraphrase
			x	parenthetical documentation
x	x	x	x	parody
x	x	x	x	pastoral
x	x	x	x	peer editing
	x	x	x	personification
		x	x	perspective
			x	persuasion (argument)
x	x	x		plot
x	x	x	x	poetry
x	x	x	x	point of view
x	x	x	x	prefix
x	x	x	x	pre-writing
		x	x	primary source
x	x	x	x	proofreading
	x	x	x	protagonist
		x	x	provocative
x	x	x	x	pun
x	x	x	x	reflection
x	x		x	reflective essay
x	x	x	x	reliability
		x	x	repetition
				resolution/ denouement
x	x	x	x	resumes and applications
x	x	x	x	revising
		x	x	rhetoric
			x	rhetorical purpose
x	x	x	x	rhyme
x	x	x	x	rhythm
x	x	x	x	rising action
		x	x	root

LAWTON PUBLIC SCHOOLS

Middle School Reserved Reading Selections

* Denotes Recommended Reading

6th Grade

***Hatchet**
***Holes**
***Watsons Go to Birmingham**
(* Choose 1 of the 3)
Black Pearl
Bridge to Terabithia
Canterville Ghost, The
Egypt Game, The
Hoot
Island of the Blue Dolphins
Jeremiah's Song
Lob's Girl
Magician's Nephew
Maniac Magee
My Side of the Mountain
On My Honor
Phantom Tollbooth, The
Pinballs
Poems by Emily Dickenson
& Christian Rossetti
Something for Joey
Stargirl
Story of My Life, The
Summer of the Monkeys
True Confessions of
Charlotte Doyle, The
Wrinkle in Time, A

7th Grade

* **The Outsiders**
Across Five Aprils
Boy in the Striped Pajamas
Bud, not Buddy
Christmas Carol, A
Devil's Arithmetic
Don't Look Behind You
Face on the Milk Carton
Full Tilt
Giver, The
Johnny Tremain
Kokopelli's Flute
Out of the Dust
River, The
Sudden Silence
Tuck Everlasting
Uglies
Walk Two Moons
Whatever Happened to Jane?
Where the Red Fern Grows
White Fang

8th Grade

***Diary of Anne Frank**
***Flowers for Algernon**
Amelia Earhart
Assassin
Bully, The
Call of the Wild, The
Code Talker
Contender, The
Dragonwings
Farewell to Manzanar
Girl Named Disaster, A
Glory Field
Heart of a Champion, The
House of Dies Drear, The
Martian Chronicles, The
My Brother Sam is Dead
Night
Night Light
Nothing but the Truth
Summer of My German
Soldier
Taking Sides
That Was Then, This Is Now
Trouble with Lemons, The
Tunes for Bears to Dance
to
Tyrae Hobbs
Witness

High School Reserved Reading Selections

* Denotes Recommended Reading

English I

***Romeo and Juliet**

***Odyssey**

***To Kill a Mockingbird**

13 Reasons Why

Animal Farm

Book Thief, The

Dracula

Fahrenheit 451

Grass Dancer, The

Great Expectations

Heart is a Lonely Hunter, The

Hunger Games

Legend of Sleepy Hollow, The

Of Mice and Men

English III

***Crucible**

***Great Gatsby, The**

***Scarlet Letter, The**

(* **Choose 2 of the 3**)

All Quiet on the Western Front

Adventures of Huckleberry Finn, The

Autobiography of Frederick Douglass

Catcher in the Rye, The

Different Seasons

Ethan Frome

Fountainhead

Grapes of Wrath, The

Interesting Narrative and Other Writings

 Olaudah Equiano, The

Long Day's Journey into Night

Our Town

Poisonwood Bible, The

Raisin in the Sun, A

Red Badge of Courage, The

Secret Life of Bees, The

Things They Carried, The

Uncle Tom's Cabin

Way to Rainy Mountain, The

English II

***Julius Caesar**

Anthem

Antigone

Arabian Nights

Connecticut Yankee in King Arthur's Court

East of Eden

Glass Castle

Island of Dr. Moreau, The

Lord of the Flies

Metamorphosis

Monster

Old Man and the Sea, The

Separate Peace, A

Speak

Strange Case of Dr. Jekyll and Mr. Hyde, The

Tuesdays with Morrie/Five People You Meet in
 Heaven (Do not do both in one year.)

English IV

***Macbeth**

Angela's Ashes

Beowulf

Black Hawk Down

Brave New World

Canterbury Tales, The

Cyrano de Bergerac

Don Quixote

Frankenstein

Grendel

Gulliver's Travels

Hamlet

Importance of Being Earnest, The

Ivanhoe

Jude the Obscure

Kite Runner

Othello

Picture of Dorian Gray, The

Pride and Prejudice

Pygmalion

Return of the Native, The

Sir Gawain and the Green Knight

Tale of Two Cities, A

Tartuffe and Other Plays

Three Musketeers, The

Twelfth Night

Wuthering Heights

Modes of Writing

Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and resumes. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Argument

Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although

Argument (continued)

young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

“Argument” and “Persuasion”

When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker).

When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience’s self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing.

Narrative, Informational/Explanatory, and Argument

Narrative Writing

- Creative fictional stories
- Memoirs
- Anecdotes
- Autobiographies
- In history/social studies – narrative accounts of individuals
- In science – narrative descriptions of the step-by-step procedures they follow in their investigations

Creative Writing beyond Narrative

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. Inclusion and evaluation of other such forms are left to teacher discretion.

Informational/Explanatory Writing

Academic Genres

- Literary analyses
- Scientific and historical reports
- Summaries
- Précis Writing (a brief summary)

Workplace and Functional Writing

- Instructions
- Manuals
- Memos
- Reports
- Applications
- Resumes

Argument

- In ELA, - make claim about worth or meaning of a literary work or works. Defend interpretations or judgments with evidence from the text(s).
- In history/social studies, analyze evidence from multiple primary and secondary sources to advance a claim.
- In science, make claims in the form of statements or conclusions that answer questions or address problems.
- In K-5, the term “opinion” is used to refer to the developing form of argument.

Sample Performance Tasks

Grades 9-10 - Sample Performance Tasks for Stories, Drama, and Poetry

- Students *analyze how the character* of Odysseus from Homer’s *Odyssey*—a “man of twists and turns”—reflects *conflicting motivations* through his *interactions with other characters* in the epic poem. They articulate how his conflicting loyalties during his long and complicated journey home from the Trojan War both *advance the plot* of Homer’s epic and *develop themes*.
- Students *analyze how* Michael Shaara in his Civil War novel *The Killer Angels* creates a sense of *tension* and even *surprise* regarding the outcome of events at the Battle of Gettysburg through *pacing, ordering of events, and the overarching structure* of the novel.
- Students *analyze in detail the theme* of relationships between mothers and daughters and how that *theme develops over the course* of Amy Tan’s *The Joy Luck Club*. Students search the text for *specific details* that show how the *theme emerges* and *how it is shaped and refined* over the course of the novel.
- Students *analyze how* the Japanese filmmaker Akira Kurosawa in his film *Throne of Blood* *draws on and transforms Shakespeare’s play Macbeth* in order to develop a similar plot set in feudal Japan.
- Students *analyze how artistic representations* of Ramses II (the pharaoh who reigned during the time of Moses) vary, basing their analysis on *what is emphasized or absent in different treatments* of the pharaoh in works of art (e.g., images in the British Museum) and in Percy Bysshe Shelley’s poem “Ozymandias.”

Grades 9-10 - Sample Performance Tasks for Informational Texts: English Language Arts

- Students compare George Washington’s Farewell Address to other foreign policy statements, such as the Monroe Doctrine, and *analyze how both texts address similar themes and concepts* regarding “entangling alliances.”
- Students *analyze how* Abraham Lincoln in his “Second Inaugural Address” *unfolds* his examination of the *ideas* that led to the Civil War, paying particular attention to *the order in which the points are made, how Lincoln introduces and develops his points, and the connections that are drawn between them*.
- Students *evaluate the argument and specific claims* about the “spirit of liberty” in Learned Hand’s “I Am an American Day Address,” *assessing the relevance and sufficiency of the evidence and the validity of his reasoning*.
- Students *determine the purpose and point of view* in Martin Luther King, Jr.’s, “I Have a Dream” speech and *analyze how King uses rhetoric to advance his position*.

Grades 9-10 - Sample Performance Tasks for Informational Texts: History/Social Studies & Science, Mathematics, and Technical Subjects

- Students *compare the* similarities and differences in *point of view* in works by Dee Brown and Evan Connell regarding the Battle of Little Bighorn, analyzing *how* the authors *treat the same* event and *which details they include and emphasize* in their respective accounts.
- Students analyze the role of African American soldiers in the Civil War by *comparing and contrasting primary source* materials against *secondary* syntheses such as Jim Haskins’s *Black, Blue and Gray: African Americans in the Civil War*.
- Students *determine the meaning of words* such as *quadrant, astrolabe, equator, and horizon line* in Joan Dash’s *The Longitude Prize* as well as *phrases* such as *dead reckoning* and *sailing the parallel* that reflect *social aspects of history*.
- Students *cite specific textual evidence* from Annie J. Cannon’s “Classifying the Stars” *to support their analysis* of the scientific importance of the discovery that light is composed of many colors. Students *include* in their *analysis precise details* from the text (such as Cannon’s repeated use of the image of the rainbow) to buttress their explanation.
- Students *determine how* Jearl Walker clarifies the *phenomenon* of acceleration in his essay “Amusement Park Physics,” *accurately summarizing his conclusions* regarding the physics of roller coasters *and tracing how supporting details* regarding the *processes* of rotational dynamics and energy conversion are incorporated in his explanation.
- Students read in Phillip Hoose’s *The Race to Save the Lord God Bird* about the attempts scientists and bird-lovers made to save the ivory-billed woodpecker from extinction and *assess the extent to which the reasoning and evidence* Hoose presents *supports his scientific* analysis of why protecting this particular species was so challenging.

Grades 11-12 - Sample Performance Tasks for Stories, Drama, and Poetry

- Students *analyze* the first impressions given of Mr. and Mrs. Bennet in the opening chapter of *Pride and Prejudice* based on *the setting* and how the *characters are introduced*. By comparing these first impressions with their later understanding based on how *the action is ordered* and the *characters develop* over the course of the novel, students understand *the impact of Jane Austen’s choices in relating elements of a story*.
- Students compare and contrast how the protagonists of Herman Melville’s *Billy Budd* and Nathaniel Hawthorne’s *Scarlet Letter* maintain their integrity when confronting authority, and they relate their *analysis* of that *theme* to other portrayals in *nineteenth- and early-twentieth-century foundational works of American literature* they have read.
- Students *analyze* how Anton Chekhov’s choice of *structuring his story* “Home” by *beginning* in “midstream” *shapes the meaning of the text* and *contributes to its overall* narrative arc.
- Students *provide an objective summary* of F. Scott’s Fitzgerald’s *The Great Gatsby* wherein they analyze how *over the course of the text* different characters try to escape the worlds they come from, including whose help they get and whether anybody succeeds in escaping.

- Students *analyze* Miguel de Cervantes’s *Don Quixote* and Jean-Baptiste Poquelin Moliere’s *Tartuffe* for how *what is directly stated in a text differs from what is really meant*, comparing and contrasting the *point of view* adopted by the protagonist in each work.
- Students compare two or more *recorded or live productions* of Arthur Miller’s *Death of a Salesman* to the written text, *evaluating* how *each version interprets the source text* and debating which aspects of the enacted *interpretations* of the play best capture a particular character, scene, or theme.
- Students compare and contrast the *figurative and connotative meanings* as well as *specific word choices* in John Donne’s “Valediction Forbidding Mourning” and Emily Dickinson’s “Because I Would Not Stop for Death” in order to *determine how* the metaphors of the carriage and the compass *shape the meaning and tone* of each poem. Students *analyze* the ways both poets use *language that is particularly fresh, engaging, or beautiful* to convey the *multiple meanings* regarding death contained in each *poem*.
- Students *cite strong and thorough textual evidence* from John Keats’s “Ode on a Grecian Urn” to *support* their *analysis* of what the poem says explicitly about the urn as well as what can be *inferred* about the urn from *evidence* in the poem. Based on their close reading, students *draw inferences from the text* regarding what meanings the figures decorating the urn convey as well as noting *where the poem leaves matters about the urn and its decoration uncertain*.

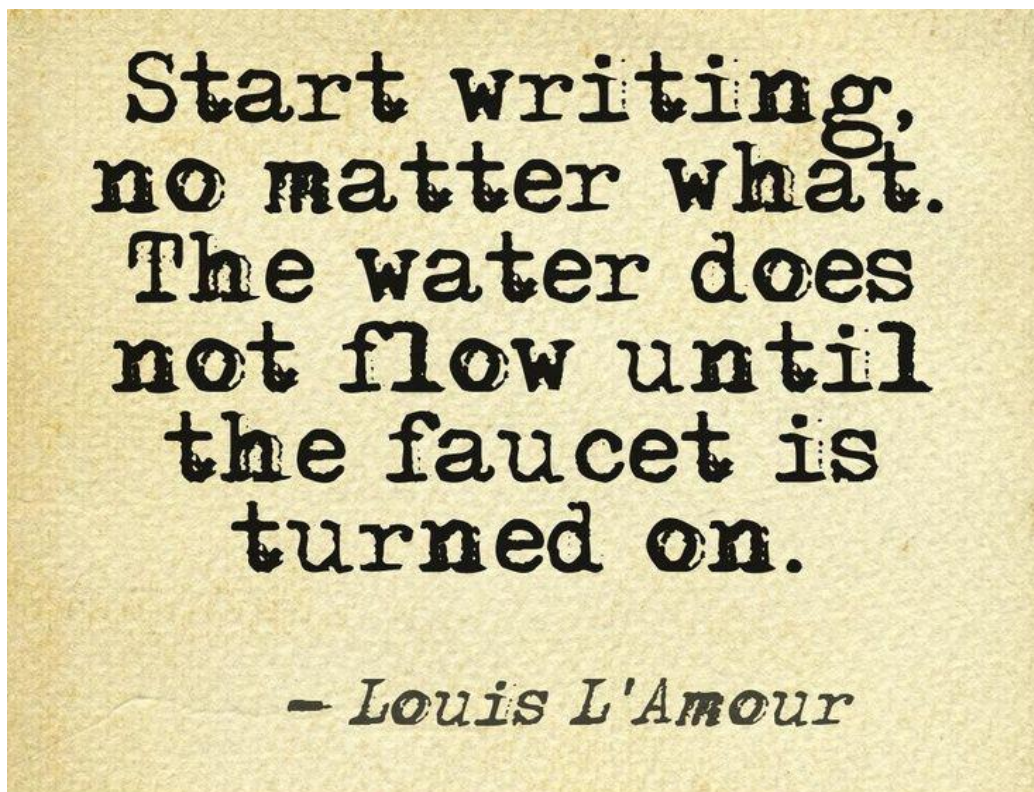
Grades 11-12 - Sample Performance Tasks for Informational Texts: English Language Arts

- Students *delineate* and *evaluate* the *argument* that Thomas Paine makes in *Common Sense*. They *assess the reasoning* present in his analysis, including the *premises and purposes* of his essay.
- Students *analyze* Thomas Jefferson’s Declaration of Independence, identifying its *purpose* and evaluating *rhetorical features* such as the listing of grievances. Students compare and contrast the *themes* and argument found there to those of other *U.S. documents of historical and literary significance*, such as the Olive Branch Petition.
- Students *provide an objective summary* of Henry David Thoreau’s *Walden* wherein they *analyze how* he articulates the *central ideas* of living simply and being self-reliant and how those ideas *interact and build on one another* (e.g., “According to Thoreau, how specifically does moving toward complexity in one’s life undermine self-reliance?”)
- Students *analyze how* the *key term success* is interpreted, *used, and refined over the course of* G. K. Chesterton’s essay “The Fallacy of Success.”
- Students determine Richard Hofstadter’s *purpose and point of view* in his “Abraham Lincoln and the Self-Made Myth,” *analyzing* how both Hofstadter’s *style and content contribute* to the *eloquent and powerful* contrast he draws between the younger, ambitious Lincoln and the sober, more reflective man of the presidential years.

Grades 11-12 - Sample Performance Tasks for Informational Texts: History/Social Studies & Science, Mathematics, and Technical Subjects

- Students *determine the central ideas* found in the Declaration of Sentiments by the Seneca Falls Conference, noting the parallels between it and the Declaration of Independence and *providing a summary that makes clear the relationships among the key details and ideas* of each text and between the texts.

- Students *evaluate* the *premises* of James M. McPherson’s argument regarding why Northern soldiers fought in the Civil War by *corroborating* the *evidence* provided from the letters and diaries of these soldiers with *other* primary and secondary *sources* and *challenging* McPherson’s *claims* where appropriate.
- Students *integrate* the *information* provided by Mary C. Daly, vice president at the Federal Reserve Bank of San Francisco, with the data presented *visually* in the *FedViews* report. In their analysis of these *sources of information presented in diverse formats*, students frame and *address a question* or *solve a problem* raised by their *evaluation* of the evidence.
- Students *analyze the hierarchical* relationships between phrase searches and searches that use basic Boolean operators in Tara Calishain and Rael Dornfest’s *Google Hacks: Tips & Tools for Smarter Searching, 2nd Edition*.
- Students *analyze* the concept of mass based on their close reading of Gordon Kane’s “The Mysteries of Mass” and *cite specific textual evidence* from the *text* to answer the question of why elementary particles have mass at all. Students explain *important distinctions the author makes* regarding the Higgs field and the Higgs boson and their relationship to the concept of mass.
- Students *determine the meaning of key terms* such as *hydraulic*, *trajectory*, and *torque* as well as other *domain-specific words and phrases* such as *actuators*, *antilock brakes*, and *traction control* used in Mark Fischetti’s “Working Knowledge: Electronic Stability Control.”



WRITING FOLDERS

To gain a better understanding of the student's writing experience and to provide a resource students may use post-high school, each grade level English teacher is asked to do the following:

1. 6th grade teachers should create a manila folder for each student. (Last, First)
2. Final copies of the students' writing should be placed in the folder. Do not include prewriting or rough drafts. It is okay to include the rubric.
3. If student transfers to another school, send the folder if within district. If student is moving out of district, give the folder to the student before withdrawal.
4. At the end of the year, remaining folders should be passed to the next grade level.
5. 8th grade teachers should send their folders to the high school department chairs.

Eisenhower Middle to Eisenhower High

Central Middle and Tomlinson Middle to Lawton High

MacArthur Middle to MacArthur High

Middle School Writing Folder Requirements

Each year, five new pieces from the following modes of writing should be added to the folder:

1. Narrative
2. Informational/Explanatory
3. Argumentative
4. Research

High School Writing Folder Requirements

High school teachers should add a total of five pieces **per year** to the writing folder: four multi-paragraph, formal essays in addition to a research paper, increasing in length per academic year. *Consider using peer-reviewed, legitimate sources beyond just what is found on the internet.

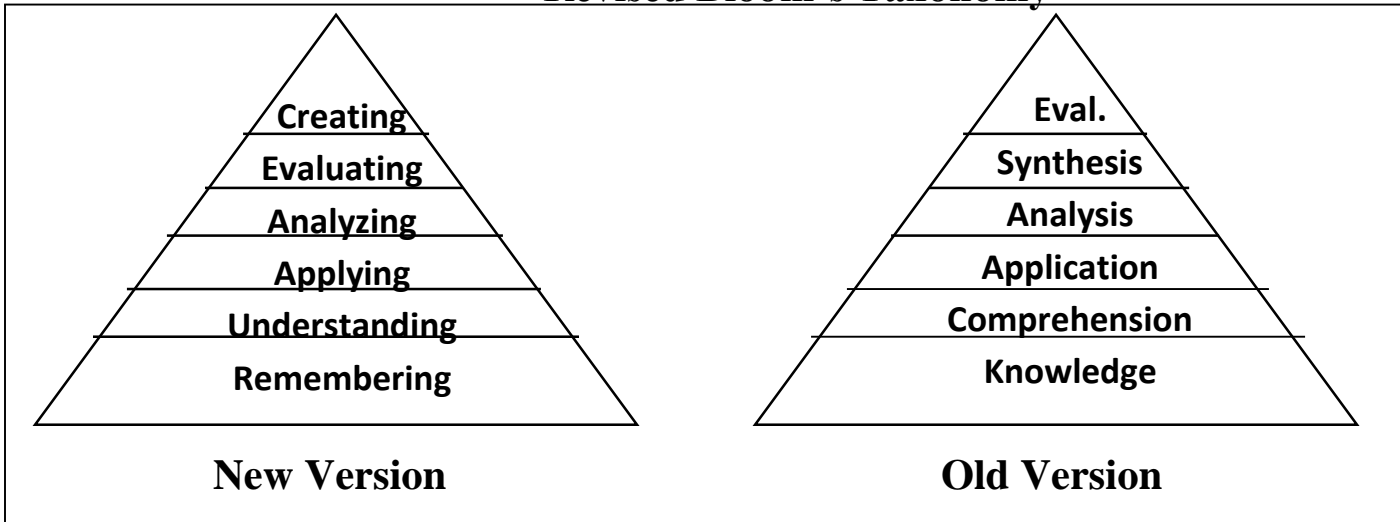
Academic Resources

Refer to the following charts and lists to familiarize yourself with the academic jargon associated with testing.

Larry Bell's Power Words

Analyze Compare Contrast Describe Evaluate Formulate
 Explain Infer Predict Summarize Support Trace

Revised Bloom's Taxonomy



Remembering: Can the student remember or recall the information?	define, duplicate, define, memorize, recall, repeat, reproduce, state
Understanding: Can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: Can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Analyzing: Can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Evaluating: Can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: Can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write

Questioning to Promote Higher Order Thinking Skills

The Six Types of Socratic Questions <i>By R. W. Paul</i>	Five Types of Questions Newer Views on Learning/Socratic-Questioning <i>By Leslie Owen Wilson</i>	
<p style="text-align: center;">Questions for clarification: How do you say that? How does this relate to our discussion?</p>	<p style="text-align: center;">Factual</p> <p>Soliciting reasonable simple, straight-forward answers based on obvious facts or awareness. Lowest level of cognitive or affective processes and answers are frequently right or wrong.</p>	<p style="text-align: center;"><i>Example</i></p> <p style="text-align: center;"><i>Name the Shakespeare play about the Prince of Denmark?</i></p>
<p style="text-align: center;">Questions that probe assumptions: What could we assume instead? How can you verify or disapprove that?</p>	<p style="text-align: center;">Convergent</p> <p>Answers to these questions are usually within a very finite range of acceptable accuracy. These may be at several different levels of cognition – comprehension, application, analysis, or ones where the answerer makes inferences or conjectures based on personal awareness, or on material read, presented or known.</p>	<p style="text-align: center;"><i>Example</i></p> <p style="text-align: center;"><i>On reflecting over the play Hamlet, what were the main reasons why Ophelia went mad? (This is not specifically stated in the text so reader must make simple inferences to why she committed suicide.)</i></p>
<p style="text-align: center;">Questions that probe reasons or evidence: What would be an example? What is ... analogous to? What do you think causes to happen ...? Why?</p>		
<p style="text-align: center;">Questions about viewpoints and perspectives: What would be an alternative? What is another way to look at it? Would you explain why it is necessary or beneficial, and who benefits? What are the strengths and weaknesses of ...? How are ... and ... similar? What is a counterargument for ...?</p>	<p style="text-align: center;">Divergent</p> <p>These questions allow students to explore different avenues and create many different variations and alternative answers or scenarios. These questions often require students to analyze, synthesize or evaluate a knowledge base and then project or predict different outcomes.</p>	<p style="text-align: center;"><i>Example</i></p> <p style="text-align: center;"><i>In the love relationship of Hamlet and Ophelia, what might have happened to their relationship and lives if Hamlet had not been so obsessed with the revenge of his father's death?</i></p>
<p style="text-align: center;">Questions that probe implications and consequences: What generalizations can you make? What are the consequences of that assumption? What are you implying? How does ... affect ...? How does ... tie in with what we learned before?</p>	<p style="text-align: center;">Evaluative</p> <p>These types of questions usually require sophisticated levels of cognitive and/or emotional judgment. In attempting to answer, students may be combining multiple logical and/or affective thinking processes. Answers are analyzed at multiple levels and from different perspectives for answerer to arrive at newly synthesized information or conclusions.</p>	<p style="text-align: center;"><i>Example</i></p> <p style="text-align: center;"><i>Compare and contrast the death of Ophelia with that of Juliet?</i></p> <p style="text-align: center;"><i>What are the similarities and differences between Roman gladiatorial games and modern football?</i></p>
<p style="text-align: center;">Questions about the question: What is the point of this question? Why do you think I asked this question? What does ... mean? How does ... apply to everyday life?</p>		

Bloom's Taxonomy

Levels of Questioning	Question Cues					Examples	
<p style="text-align: center;">Knowledge</p> <p>Identification and recall of information Knowledge of dates, events, places Knowledge of major ideas Mastery of subject matter</p>	List	Define	Tell	Describe	Identify	<p><i>List the main characteristics for the main characters.</i> <i>Arrange scrambled story pictures in sequential order.</i> <i>Match statements with the characters who said them.</i> <i>Describe</i></p>	
	Show	Label	Collect	Examine	Tabulate		
	Quote	Name	Who	When	Where		
<p style="text-align: center;">Comprehension</p> <p>Organization and selection of facts and ideas Interpretation of facts, compare, contrast Order, group and infer causes Predict consequences Understanding information Grasping meaning Translate knowledge into new context</p>	Explain	Discuss	Compare		Extend	<p><i>Draw a picture showing what happened before and after a passage or illustration.</i> <i>Retell ... in your own words.</i> <i>What is the main idea of ...?</i> <i>Construct a pictorial timeline which summarizes what happens in the story.</i></p>	
	Interpret	Predict	Describe		Contrast		
	Outline	Restate	Summarize		Distinguish		
<p style="text-align: center;">Application</p> <p>Use information, rules, principles Use methods, concepts, theories in new situations Solve problems using required skills or knowledge</p>	Apply	Demonstrate	Calculate		Complete	<p><i>Transfer the new character to a new setting.</i> <i>Why is ... significant?</i> <i>Do you know another situation where ...?</i> <i>What factors would you change if ...?</i></p>	
	Illustrate	Show	Solve		Examine		
	Modify	Relate	Change		Classify		
<p style="text-align: center;">Analysis</p> <p>Separation of the whole into component parts Seeing patterns Organization of parts Recognition of hidden meanings</p>	Analyze	Explain	Arrange		Select	<p><i>Select parts of the story that were funniest, saddest, happiest, most unbelievable.</i> <i>Compare and/or contrast two of the main characters.</i> <i>Differentiate fact from opinion.</i> <i>What evidence can you list for ...?</i> <i>Classify ... according to</i></p>	
	Separate	Connect	Divide		Infer		
	Order	Classify	Compare		Debate		
<p style="text-align: center;">Synthesis</p> <p>Use of old ideas to create new ones Relate knowledge from several areas Generalize from given facts Predict, draw conclusions</p>	Combine	Invent	Create	What if?	Substitute	<p><i>Advertise the story on a poster to make people want to read it.</i> <i>Write the lyrics and music to a song for one of the characters to sing.</i> <i>How would you create/design a new ...?</i> <i>Rewrite two new titles for the story.</i></p>	
	Design	Modify	Rewrite	Compose	Rearrange		
	Integrate	Plan	Prepare	Formulate	Generalize		
<p style="text-align: center;">Evaluation</p> <p>Development of opinions, judgments, or decisions Make choices based on reasoned argument Verify value of evidence Recognize subjectivity & assess value of theories</p>	Assess		Grade	Recommend		Judge	<p><i>Do you agree with ...?</i> <i>Write a recommendation for</i> <i>Prioritize</i> <i>What criteria would you use to assess ...?</i> <i>Judge whether or not the character should have acted the way they did.</i></p>
	Decide		Test	Convince		Support	
	Rank		Select	Measure		Conclude	

QUESTION MARK

BOOKMARK FOR QUALITY QUESTIONS

Knowledge – Identification and recall of information

Who, what, when, where, how _____?
Describe _____?

Comprehension – Organization and selection of facts and ideas.

Retell _____ in your own words.
What is the main idea of _____?

Application – Use of facts, rules, principles

How is _____ an example of _____?
How is _____ related to _____?
Why is _____ significant?

Analysis – Separation of a whole into component parts

What are the parts or features of _____?
Classify _____ according to _____.
Outline/diagram/web _____.
How does _____ compare/contrast with _____?
What evidence can you list for _____?

Synthesis – Combination of ideas to form a new whole

What would you predict or infer from _____?
What ideas can you add to _____?
How would you create/design a new _____.
What might happen if you combined __ with ____?
What solutions can you suggest for _____?

Evaluation – Development of opinions, judgments, or decisions

Do you agree _____?
What do you think about _____?
What is the most important _____?
Prioritize _____?
What criteria would you use to assess _____?

Marzano's Instructional Strategies	MAX Teaching Activities
1. Identifying Similarities and Differences	Anticipation Guide, Previewing, Cornell Notes, Cubing, KWL, Focused Free Writes, Math Translation, GIST, Guided Reading Procedure, INSERT, Paired Reading, PQRST, Extreme PR, Think-Pair-Share, Stump the Teacher, 3-Level Study Guide, Idea Survivor
2. Summarizing and Note Taking	Anticipation Guide, Fiction Prediction, Cornell Notes, Cubing, KWL, Focused Free Writes, Math Translation, GIST, Guided Reading Procedure, Hunt for Main Ideas, I-Cloze, Paired Reading, PQRST, Extreme PR, Sensible Sentence, Graphic Representation, Stump the Teacher, 3-Level Study Guide, Concept Check, Idea Survivor
3. Reinforcing Effort & Providing Recognition	ALL
4. Homework and Practice	Cornell Notes, Cubing, Math Translation, Hunt for Main Ideas, INSERT, I-Cloze, PQRST, Sensible Sentence, Graphic Representation, Think-Pair-Share, 3-Level Study Guide, Idea Survivor
5. Non-Linguistic Representations	Previewing, INSERT, Sensible Sentence, Graphic Representation
6. Cooperative Learning	Anticipation Guide, Cubing, Fiction Prediction, KWL, Guided Reading Procedure, GIST, Hunt for Main Ideas, INSERT, I-Cloze, Paired Reading, PreP, Extreme PR, Sensible Sentence, Graphic Representation, Think-Pair-Share, 3-Level Study Guide, Idea Survivor
7. Setting Objectives & Providing Feedback	ALL
8. Generating & Testing Hypotheses	Anticipation Guide, Previewing, Fiction Prediction, KWL, PreP, Focused Free Write, Guided Reading Procedure, I-Cloze, PQRST, Extreme PR, Graphic Representation, Think-Pair-Share, 3-Level Study Guide, Stump the Teacher, Concept Check, Idea Survivor
9. Questions, Cues, & Advanced Organizers	Anticipation Guide, Previewing, Cornell Notes, Fiction Prediction, KWL, Insert, I-Cloze, PQRST, PreP, Extreme PR, Sensible Sentence, Graphic Representation, Think-Pair-Share, 3-Level Study Guide, Stump the Teacher, Concept Check, Idea Survivor

Specific Strategies for Assessing Higher-Order Thinking

Brookhart, Susan M. *How to Assess Higher-Order Thinking Skills in Your Classroom*. 2010. Alexandria, VA: ASCD

To assess how well students can...	Provide this kind of material...	And ask students to...
Focus on a question or identify the main idea	A text, speech, problem, policy, political cartoon, or experiment and results	<ul style="list-style-type: none"> Identify the main issue, the main idea, or the problem, and explain their reasoning
Analyze arguments	A text, speech, or experimental design	<ul style="list-style-type: none"> Identify what evidence the author gives that supports (or contradicts) the argument Identify assumptions that must be true to make the argument valid Explain the logical structure of the argument (including identifying irrelevancies, if they exist)
Compare and contrast	Two texts, events, scenarios, concepts, characters, or principles	<ul style="list-style-type: none"> Identify elements in each Organize the elements according to whether they are alike or different
Evaluate materials and methods for their intended purposes	A text, speech, policy, theory, experimental design, work of art	<ul style="list-style-type: none"> Identify the purpose the author or designer was trying to accomplish Identify elements in the work Judge the value of those elements for accomplishing the intended purpose Explain their reasoning
Put unlike things together in a new way	A complex task or problem	<ul style="list-style-type: none"> Generate multiple solutions OR Plan a procedure OR Produce something new
Assess their own work (self-assess)	A set of clear criteria and one or more examples of their own work	<ul style="list-style-type: none"> Identify elements in their own work Evaluate these elements against the criteria Devise a plan to improve
Make or evaluate a deductive conclusion	Statement or premises	<ul style="list-style-type: none"> Draw a logical conclusion and explain their reasoning OR Select a logical conclusion from a set of choices OR Identify a counter-example that renders the statement untrue

To assess how well students can...	Provide this kind of material...	And ask students to...
Make or evaluate an inductive conclusion	A statement or scenario and information in the form of a graph, table, chart, or list	<ul style="list-style-type: none"> • Draw a logical conclusion and explain their reasoning <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Select a logical conclusion from a set of choices
Evaluate the credibility of a source	A scenario, speech, advertisement, web site, or other source of information	<ul style="list-style-type: none"> • Decide what portion of the information is believable, and explain their reasoning
Identify implicit assumptions	An argument, speech, or explanation that has some implicit assumptions	<ul style="list-style-type: none"> • Explain what must be assumed (taken for granted) in order for the argument or explanation to make sense <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Select an implicit assumption from a set of choices
Identify rhetorical and persuasive strategies	A speech, advertisement, editorial, or other persuasive communication	<ul style="list-style-type: none"> • Identify elements of the communication that are intended to persuade, and explain why • Identify any statements or strategies that are intentionally misleading, and explain why
Identify or define a problem	A scenario or problem description	<ul style="list-style-type: none"> • Identify the problem that needs to be solved <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Identify the question that needs to be answered
Identify irrelevancies to solving a problem	A scenario or problem description that may include some irrelevant material	<ul style="list-style-type: none"> • Identify the elements that are relevant and irrelevant to solving the problem, and explain their reasoning
Describe and evaluate multiple solution strategies	A scenario or problem description	<ul style="list-style-type: none"> • Solve the problem in two or more ways • Prioritize solutions and explain their reasoning
Model a problem	A scenario or problem description	<ul style="list-style-type: none"> • Draw or diagram the problem situation

To assess how well students can...	Provide this kind of material...	And ask students to...
Identify obstacles to solving a problem	A scenario or problem description	<ul style="list-style-type: none"> • Explain why the problem is difficult • Describe obstacles to solving the problem • Identify additional information needed for solving the problem
Reason with data	A text, cartoon, graph, data table, or chart and a problem that requires this information for its solution	<ul style="list-style-type: none"> • Solve the problem and explain their reasoning
Use analogies	A scenario or problem description (and possibly a solution strategy)	<ul style="list-style-type: none"> • Solve the problem and explain how the solution would apply to other scenarios or problems <p>OR</p> <ul style="list-style-type: none"> • Explain how the solution would apply to other scenarios or problems
Solve a problem backward	A scenario or problem description and a desired end state or solution	<ul style="list-style-type: none"> • Plan a strategy to get to the end state from the problem statement <p>OR</p> <ul style="list-style-type: none"> • Describe how to reason backward from the solution to the question
Think creatively	A complex problem or task that requires either brainstorming new ideas or reorganizing existing ideas or a problem with no currently known solution	<ul style="list-style-type: none"> • Produce something original <p>OR</p> <ul style="list-style-type: none"> • Organize existing material in new ways <p>OR</p> <ul style="list-style-type: none"> • Reframe a question or problem in a different way

Classroom Web Resources

The following web sources have many useful applications for the classroom.

*As always with anything on the internet, these sites must be previewed for classroom appropriateness.

The following websites enrich the classroom by promoting nonfiction literacy.

Newsela: <https://newsela.com/>

Provides teachers, parents, and students with over 1,000 current event articles scaled at five different Lexile reading comprehension levels.

The New York Times: <http://www.nytimes.com/>

Free online subscription for educators and students.

NextDraft News: www.nextdraft.com/

A newsletter and website that covers all the news from politics to pop culture, from Jerusalem to JLo.

Room for Debate: www.nytimes.com/roomfordebate

A running commentary on the news with knowledgeable outside contributors from *The New York Times*.

TED Talks: <http://www.ted.com/>

Influential videos from expert speakers on education, business, science, tech and creativity, with subtitles in ... 2200+ talks to stir your curiosity. Also see ed.ted.com among other TED entities for amazing resources for the classroom.

The following websites provide a wide range of resources to include games, sample lessons, writing references, etc.

AP College Board: <http://apcentral.collegeboard.com/home>

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT and the Advanced Placement Program. The organization also serves the education community through research and advocacy on behalf of students, educators and schools. This site is NOT just for AP teachers. There are excellent resources available to enhance rigor in the classroom.

Audio Boo: <https://itunes.apple.com/app/audioboom/id305204540?mt=8>

It is both a web and mobile platform that easily lets you record and share audio with the world using a computer or one of Apple's mobile devices.

Bitly URL Shortener: <https://bitly.com/>

Want to have students do a web search but the link is 1,000 letters, numbers, and symbols long? Use this site to shorten it to a more manageable length.

Flocabulary: <https://www.flocabulary.com/>

Flocabulary is a Brooklyn-based company that creates educational hip hop songs, videos and additional materials for students in grades K-12. Does as for a membership, but many resources are free.

Google Drive: <https://www.google.com/drive/>

Get access to files anywhere through secure cloud storage and file backup for your photos, videos, files and more with Google Drive.

Google Scholar: <https://scholar.google.com/>

Google Scholar provides a simple way to broadly search for scholarly literature. From one place, you can search across many disciplines and sources: articles, theses, books, abstracts and court opinions, from academic publishers, professional societies, online repositories, universities and other web sites.

Kahoot: <https://getkahoot.com/>

Create, play and share fun learning games for any subject, for all ages, for free!

The K20 Center: <http://k20center.ou.edu/>

The K20 Center is a part of the University of Oklahoma campus research program and they have a website full of strategies and games to use in the classroom. The games promote critical thinking skills and the strategies are not just for the English classroom, so they are multidisciplinary and come with instructions on how to implement in them. K20 works closely with Gear Up, ATL (Authentic Teaching and Learning) and STEM programs within the state as well.

Mr. Gunnar's Website: www.mrgunnar.net

A website maintained by a retired English teacher. He maintains this website as long as teachers and students continue to use it. He says, "educators, feel free to use the handouts and assignments with proper attribution." His material is mainly for honors English, AP Lang, and AP Lit, but he also has many writing resources.

Ms. Effie's Lifesavers: <http://mseffie.com/index.html>

Pretty amazing website maintained by Ms. Effie, a classroom teacher and AP College Board presenter. It has a TON of resources. WARNING: She does request a donation if you use her site.

Poll Everywhere: <https://www.polleverywhere.com/>

Audience response system that uses mobile phones, twitter, and the web. Responses are displayed in real-time on gorgeous charts in PowerPoint, Keynote, etc.

Purdue OWL: <https://owl.english.purdue.edu/owl/>

The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material, and we provide these as a free service of the Writing Lab at Purdue. Students, members of the community, and users worldwide will find information to assist with many writing projects. Teachers and trainers may use this material for in-class and out-of-class instruction.

QR Code Creator: <http://www.qr-code-generator.com/>

Create a QR code for students to scan with their phones to access websites you want them to use for an assignment or web quest.

Quizlet: Learning tools & flashcards, for free: <https://quizlet.com/>

Quizlet makes simple learning tools that let you study anything. Start learning today with flashcards, games and learning tools — all for free.

Zamzar: <http://www.zamzar.com/>

Convert files without the need to download software.

The following websites provide communication tools to keep students and parents informed.

Edmodo: <https://www.edmodo.com/>

The safest and easiest way for educators to connect and collaborate with students, parents, and each other.

GroupMe: <https://groupme.com/>

Brings group text messaging to every phone. Group message with the people in your life that are important to you.

Remind: <https://www.remind.com/>

Communication tool that helps teachers reach students and parents where they are.

*Online multimedia websites to aid technology integration in the classroom and enhance presentation from teachers and students alike.

Glogster: <https://www.glogster.com/>

Create online multimedia posters. Combine all kinds of media on one page and create fantastic posters that really tell the story.

Prezi: <https://prezi.com/>

Welcome to **Prezi**, the presentation software that uses motion, zoom, and spatial relationships to bring your ideas to life and make you a great presenter.

Classroom Print Resources

Core content handouts: incorporate as grade appropriate.

Jane Schaffer Paragraph Format

This paragraph format is one that writers use to help them incorporate their facts into their papers and explain how those facts support their topic sentences in a step-by-step method by putting the sentences into chunks. Below is a quick overview of the Schaffer paragraph.

Types of Sentences

There are four (4) types of sentences used in this format.

- **Topic sentence or statement (TS)**

This sentence should state the main point of the paragraph and be straight to the point.

Example: Global warming is a world problem and needs to be stopped.

- **Concrete detail (CD)**

The concrete detail sentence provides the facts to prove what you are describing or arguing. It should be a quoted fact from the text or a well-known fact; start with a transition and end with a parenthetical citation. This sentence is the first part of the chunk in the paragraph.

Example: For instance, if it is not stopped, statistics show that “the world will be drastically hurt” (Carter 7).

- **Commentary (CM1 and CM2)**

After each concrete detail sentence, there are at least two commentary sentences. These sentences contain no facts; rather, they explain or elaborate on the fact presented in the concrete detail sentence. These sentences may contain analysis, interpretation, character feelings, opinions, inference, insight, or reasons since they are meant to explain how the fact from the concrete detail sentence helps prove the topic sentence. The commentary sentences make up the 2nd part of the chunks you create in your paragraphs.

Examples: CM1: Global warming should be man's greatest worry.

CM2: This is because the Earth can become negatively and drastically affected by it.

- **Closing sentence (CS)**

The closing sentence is the last sentence that wraps up the paragraph by restating the topic sentence. The sentence begins with a transitional word or phrase and it closes up the thoughts of the paragraph. It is a good idea to use feeling, emotional, or connotative words in your restated topic sentence.

Example: Therefore, global warming is a top priority and should not be ignored.

Sentence order

Schaffer paragraphs start with topic sentence and end with a closing sentence, but the other sentences in the paragraph are organized into **chunks** featuring concrete details and commentary sentences. Below is an outline of a Schaffer paragraph:

- Topic sentence (TS)

- Concrete Detail (CD)

- Commentary (CM)

- Commentary (CM)

- Concrete Detail (CD)

- Commentary (CM)

- Commentary (CM)

- Closing sentence (CS)

Paragraph Requirements

- Sentences must **not** be written in first person (no use of I, Me, My, Us, We, Our, etc.).
- While paragraphs should only have eight (8) to eleven (11) total sentences, your paragraph may have additional chunks before the closing sentence, so long you following the 1:2 ratio of concrete detail sentences (CD) to commentary sentences (CM).
- Each section should also avoid past tense and only be written in present tense.

**Created by Jennie Hanna, MHS English teacher*

Dos and Don'ts Essay Checklist

INTRO (All answers should be "Yes!")

- 1) Did I brainstorm ideas before I started writing? (web, outline, etc.)
- 2) Did I avoid starting my paper with announcements like "I am writing this essay to tell you...."?
- 3) Did I end my intro paragraph with my thesis statement?
- 4) Is my thesis an opinion statement about the topic of my paper?

BODY

- 1) I avoided "I think," "I feel," "I believe."
- 2) I erased and replaced words like "a lot," "things" and other boring, low level vocabulary. Did I try for at least 8 replacements?
- 3) Did I eliminate all of the "you" pronouns?
- 4) Did I avoid starting every sentence the same way – Like "I, I, I, I, ..." OR using other repeated words repetitively?
- 5) Did I split contractions...don't, can't, won't, wouldn't?
- 6) Did I use appropriate transition words like "Next," "Afterward," "Then," and so on?
- 7) Did I read the prompt again while writing the body of my paper and MAKE sure I am on topic and have addressed all parts of the prompt?

CONCLUSION

- 1) Did I avoid ending the essay with announcements like "Now that I have written about..." OR other related phrases?
- 2) Did I avoid ending with a rhetorical question.."What would you do?"
- 3) Did I proofread? (look for grammatical errors, paragraph indentations, repeated words)

SENTENCE STARTERS!

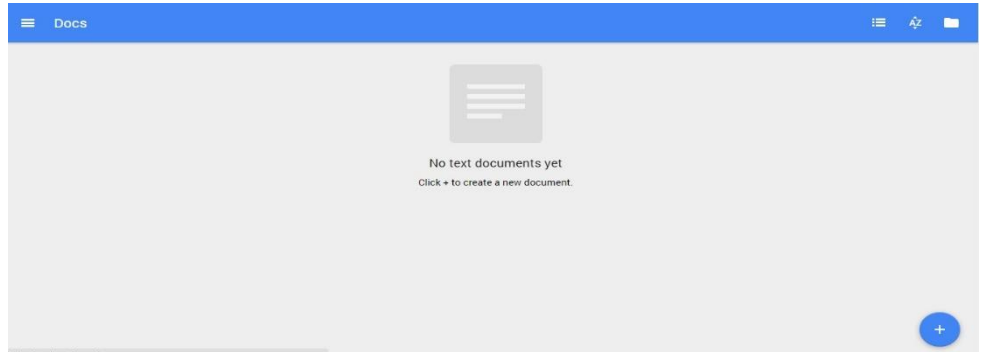
The following lists are great sentence starters for body paragraph sentences. They are effective for setting up writers for CD and CM delivery.

Introducing Concrete Detail (CD) Introducing Commentary (CM)

<p>For example, Furthermore, In addition, Firstly, Secondly, However, Initially, Soon after, Subsequently, Next, Moreover,</p> <p><i>*These transitions can also be useful when beginning your second and third body paragraphs.</i></p>	<p><u>(Don't use any one of these more than twice in your paper!)</u></p> <p>This shows that... This also shows... This is important because... Upon analysis... This evidence confirms... Evaluation of these... This reveals... This is relevant because... Upon reflection... You can see by this that... You again notice how... In addition... Therefore... For example...</p>
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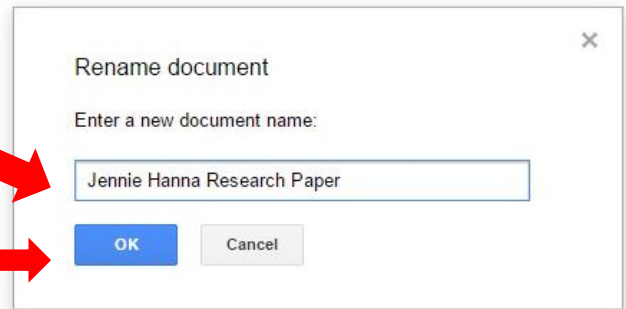
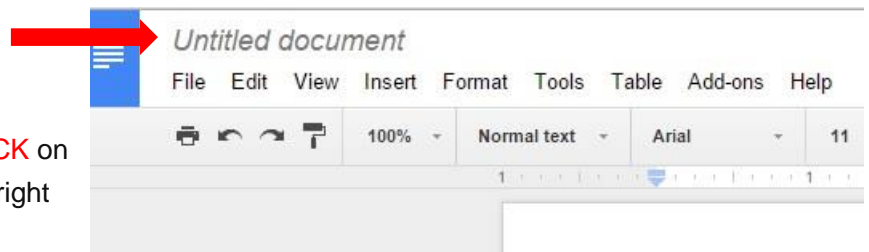
How to create a document in Google Docs (OR use Drive)

1. Go to <https://docs.google.com/>
2. You will need to log in to your Gmail account.
3. Click on the matrix by your name and select DRIVE
4. Then, you will need to create a new Google Doc file by clicking on the Blue Circle with the + on it in the bottom right hand corner of the page.



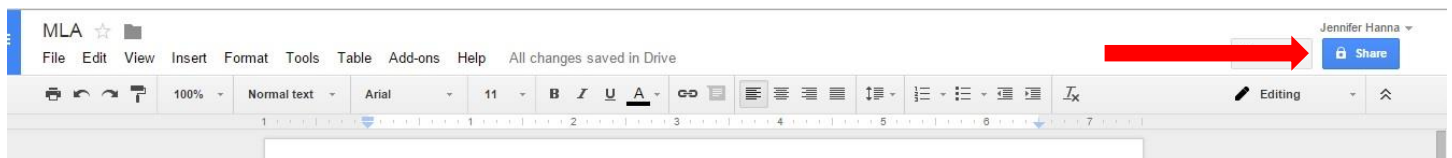
Naming your paper

1. Once you create your new document, you will need to name it to save it.
2. After you create your New Document, **CLICK** on the words *Untitled Document* in the upper right hand corner of the page.
3. A new window will open and you will need to write in your **new title**. Then click **OK**.

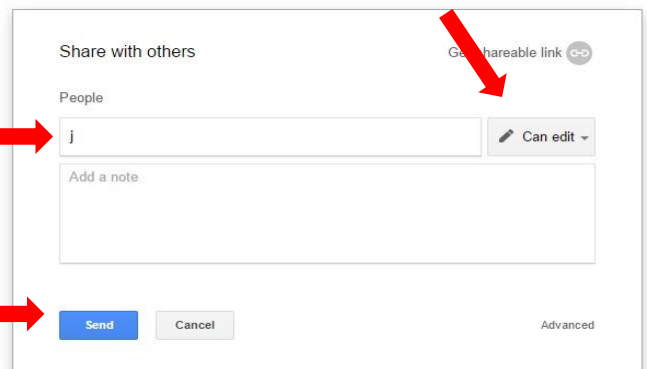


How to share a document with the teacher

1. When you create your paper, you will also need to share it with your teacher in order for her/him to check it and for you to turn it in. Click on the blue **SHARE** button with the lock on it in the upper right corner.



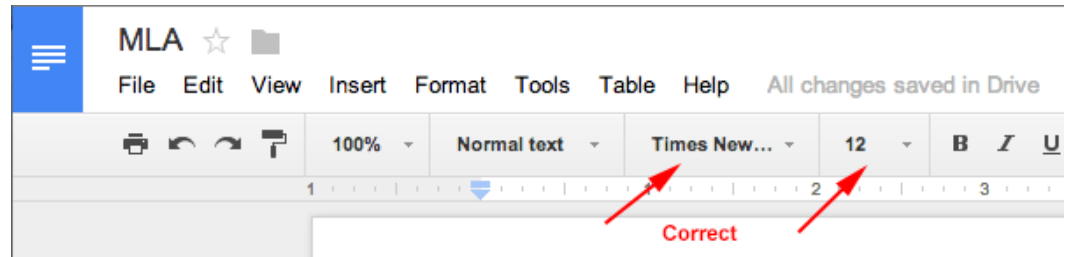
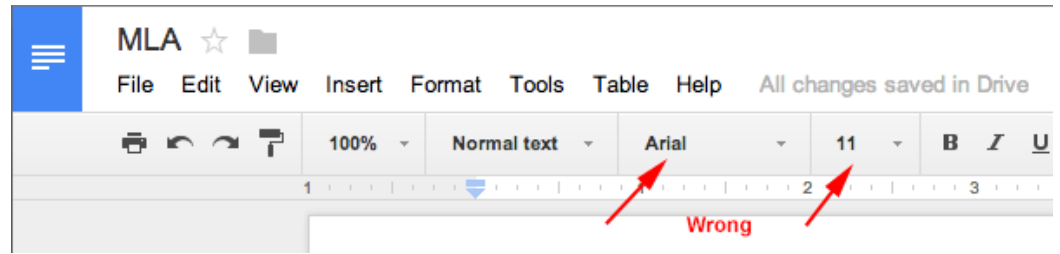
2. This will open a new window where you will need to enter your teacher's email address to share the document. Enter the email under the People heading. Make sure that the drop down menu next to the name is on **Can Edit**.
3. Once you enter the email address, click **SEND**.



MLA Formatting

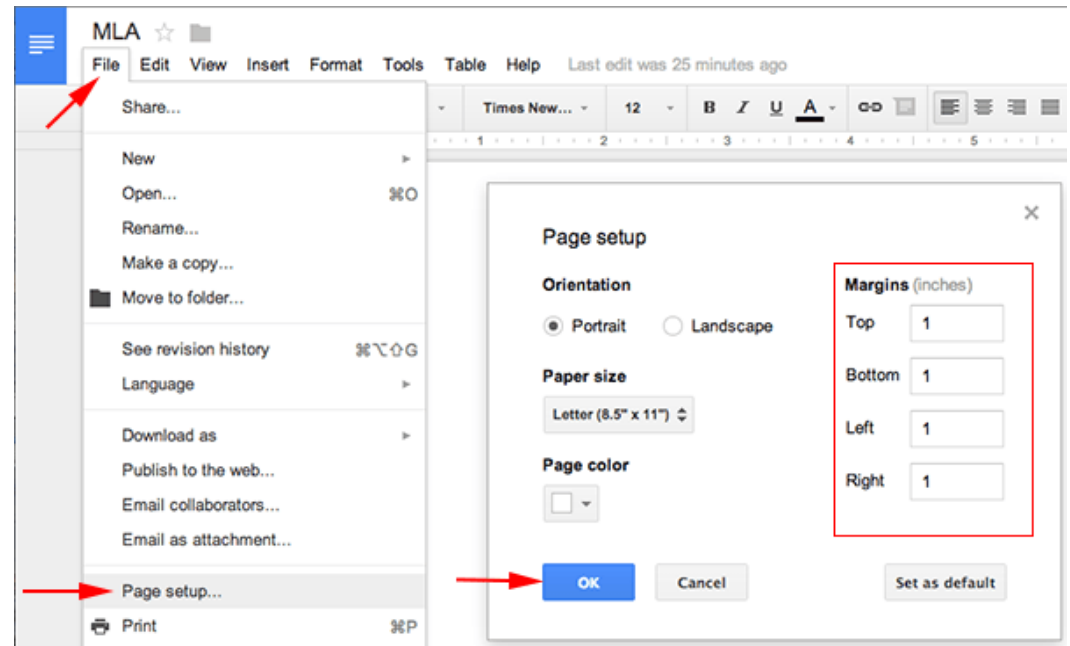
I. How to Set the Font and Size:

1. When you create a new document, the default font is usually **Arial** and size **11**.
2. Click on the font and change it to **Times New Roman**.
3. Click on font size 11 and change it to **12**.



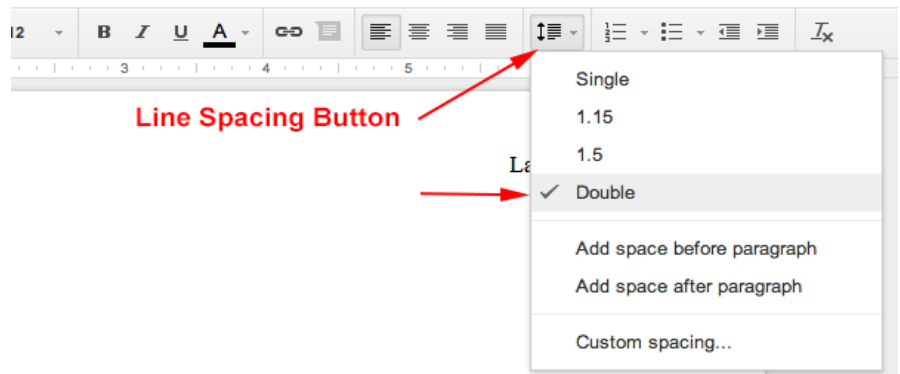
II. How to Set the Margins in Google Docs:

Google uses the default margin of 1 inch for all top, right, bottom & left so there is no need to change.
If you would like to verify the margins, here are the steps: click on **File => Page Setup**



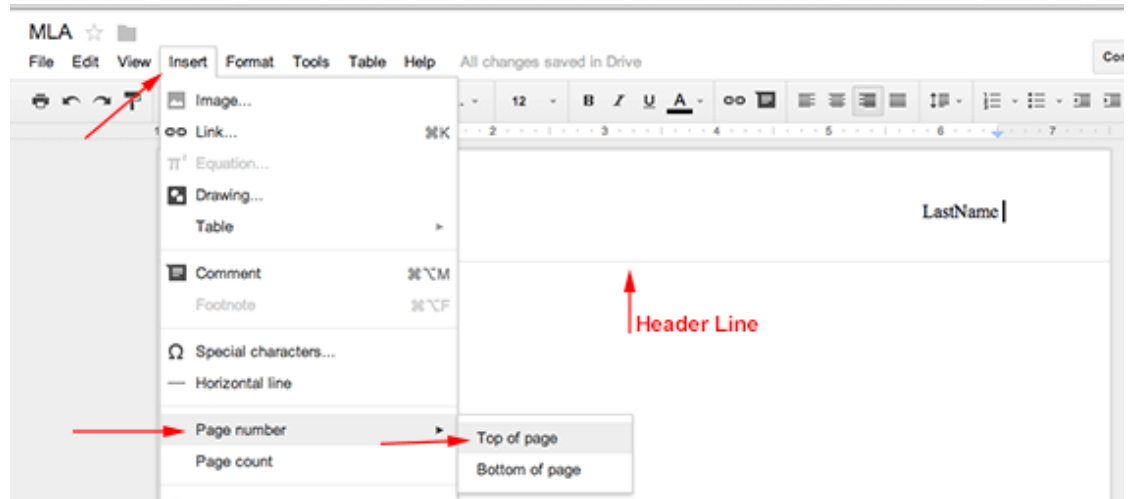
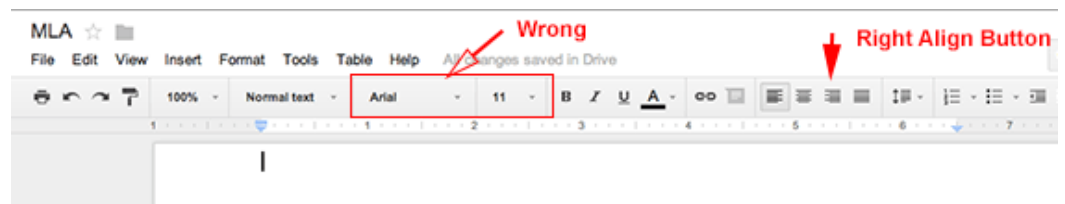
III. How to Setup Line Spacing to Double Spaced:

1. Click on the **Line Spacing** button => Choose **Double**.



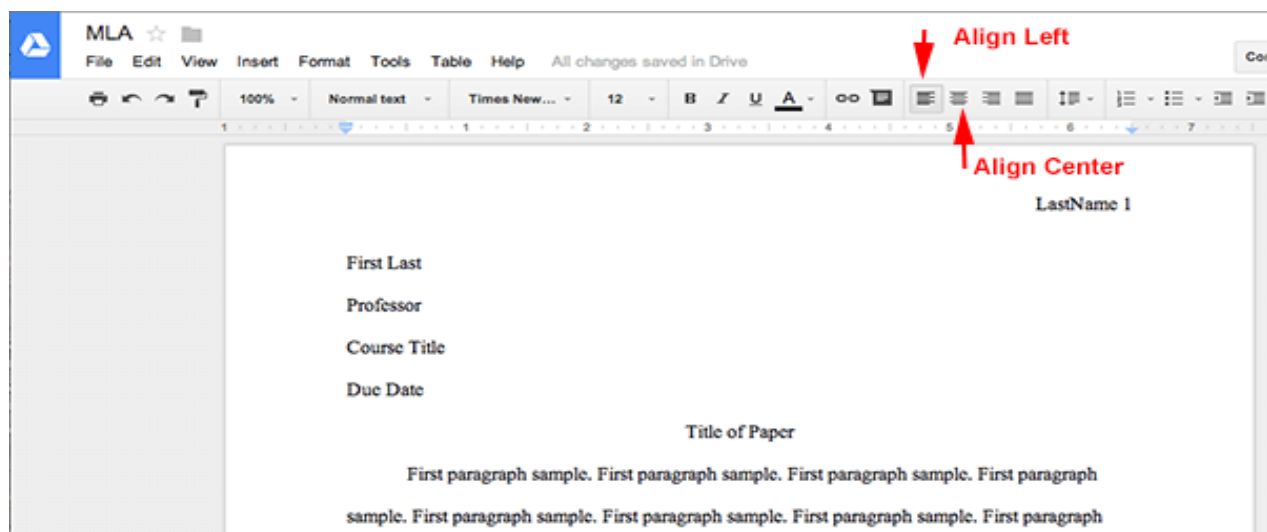
IV. How to Create a Header:

1. Click on **Insert** => click on **Header**.
2. Notice the font on the Header is **NOT** Times New Roman => **change the font to Times New Roman and size 12**.
3. Notice the cursor is blinking on the left, click on the **Right Align icon** to align the cursor to the right.
4. Press the **Enter key twice**.
5. Type your **Last Name** => press the **Spacebar key once**.
6. Click on **Insert** => **Page Number** => **Top of Page**.
7. Finally, click on anywhere **BELOW the Header line** to close the Header.



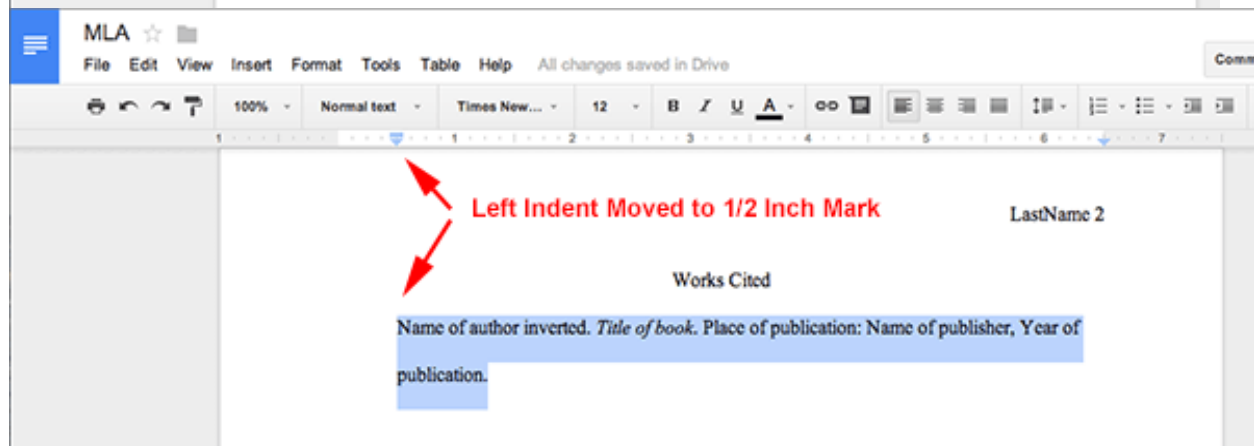
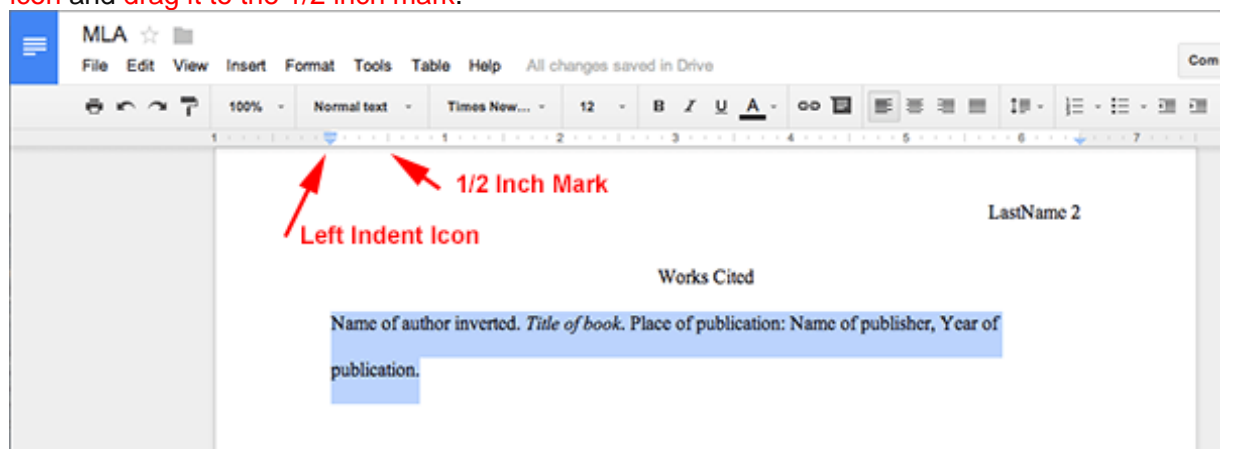
V. How to Enter the First Page Information:

1. Type **your full name** => press **Enter**.
2. Type your **teacher's name** => press **Enter**.
3. Type **name of the class** => press **Enter**.
4. Type your **paper's due date** => press **Enter**.
5. Click on the **Align Center icon** on toolbar => **Type the title of your paper** => press **Enter**.
6. Click on the **Align Left icon** (to bring your blinking cursor to the left).
7. Click on the **Tab key** to **indent 1/2 inch** to begin your first paragraph. Use the Tab key with every new paragraph. Your completed setting should look like this:

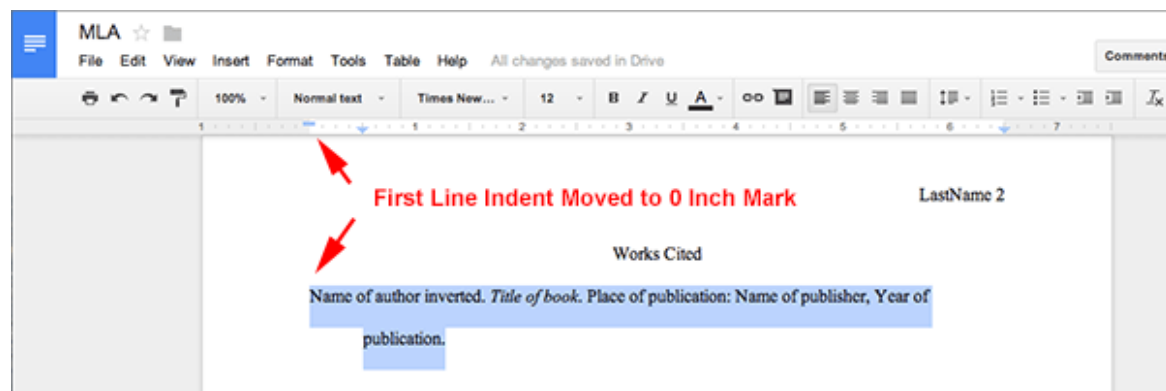


VI. How to Setup the Works Cited Page:

1. Immediately after typing the final line of your paper, click on **Insert => Page Break** (to begin a new page). Your header with your last name and automatic page numbering should appear at the top right of your paper.
2. Click on the **align center icon** so that the text is centered.
3. Type **Works Cited** (do not underline, boldface, italicize, or enclose the title in quotation marks).
4. Press the **Enter** key once to begin a new line.
5. Click on the **align left icon** so that the text is aligned left.
6. Now type your sources or copy and paste the sources you've collected while doing your research. Don't worry about indentation on the subsequent line/lines yet.
7. Once you are done typing your sources => highlight all your sources => click on the **Left Indent icon** and **drag it to the 1/2 inch mark**.



8. Now click on the **First Line Indent icon** and **drag it to 0.5 inch mark**. This sets the Hanging Indent for Google Docs.



Ontological / Overwhelming Questions

Ontological – of or relating to essence or the nature of being

- What is the meaning of life?
- How can I accept the idea that someday my life will end?
- What does it mean to be a good person?
- What is truth?
- Am I brave, or a coward? Does Courage matter?
- Do the rewards of life balance or outweigh its pain?
- Is man a creature of the earth or of the sky? A child of God or a beast crawling in the mud?
- How should people treat each other?
- What do women/men want? How can the sexes coexist harmoniously?
- How can man live in the ugliness of modern world without despair?
- Why do evil and suffering exist?
- How can we tell the false from the genuine?
- Does my existence matter? Do I dare disturb the universe?
- How can dreams affect one's life?
- Is following the rules of society (morality) more important than survival as an individual?
- Can one's insecurities be destructive?
- Does one's ethical standard outweigh the moral standard of society?
- Is it right to resist or oppose authority?
- How can one find meaning in life?
- What is the responsibility of parent to child or creator to creation?
- Can one recapture or relive the past?
- What is the result of attempting to avoid the consequences of one's actions?
- How can one learn his identity?
- How can one prevail against the pressure of his society?
- Since Life always ends in death, how can it have meaning?

Words to Use instead of “Says” (creative writing)

Mseffie.com

accentuates accepts
achieves adds
adopts advises
advocates affects
affirms alleges
alleviates allows
alludes analyzes
announces
approaches argues
ascertains asserts
assesses assumes
attacks attempts
attributes avoids
bases believes
challenges changes
characterizes
chooses chronicles
claims clarifies
comments
compares
completes
concerns
concludes
condescends
conducts
conforms
confronts
considers
constrains
constructs
contends contests
conveys corrects
creates debates
declares defends
defers defies
defines

demonstrates
denigrates depicts
describes details
determines
develops deviates
differentiates
differs directs
disappoints
discerns discovers
discusses dispels
displays disputes
disrupts
distinguishes
distorts downplays
dramatizes echoes
elevates elicits
elucidates
embodies
emphasizes
empowers
encounters
enhances enriches
enumerates
envisions evokes
excludes
exemplifies
expands
experiences
explains expresses
extends
extrapolates
fantasizes focuses
forces foreshadows
functions
generalizes guides
heightens
highlights hints
holds honors
identifies

illustrates imagines
impels implies
includes indicates
infers informs
injects inspires
intends interprets
interrupts inundates
justifies
lampoons
lists
maintains makes
manages
manipulates
masters meanders
mentions
minimizes
moralizes muses
notes objects
observes opposes
organizes
outlines
overstates paints
patronizes
performs permits
persists
personifies
persuades
pervades ponders
portrays
postulates
predicts prepares
presents
presumes
proclaims
produces
projects promotes
proposes
provides qualifies
questions

quotes
rationalizes
reasons recalls
recites recollects
records recounts
refers reflects
refutes regales
regards regrets
rejects relates
remarks reminds
represents
repudiates
results reveals
reverts ridicules
satirizes scoffs
sees selects
serves solidifies
specifies
speculates states
strives suggests
summarizes
supplies
supports
suppresses
sustains
symbolizes
sympathizes
thinks traces
transcends
transforms
understands
understates uses
vacillates values
verifies views
wants wishes
wonders writes

English Terminology

Types of poems:

1. **Lyric** - subjective, reflective poetry with regular rhyme scheme and meter which reveals a poet's thoughts and feelings to create a single unique impression.
Ex.: "Dover Beach" by Matthew Arnold; "The Lamb" and "The Tiger" by William Blake; "Because I Could Not Stop for Death" by Emily Dickinson, and "Dream Deferred" by Langston Hughes.
2. **Narrative** - non-dramatic, objective verse with regular meter and rhyme scheme which relates a story or narrative.
Ex.: "Kubla Khan" by Samuel Taylor Coleridge, "Journey of the Magi" by T. S. Eliot, "Ulysses" by Alfred, Lord Tennyson.
3. **Sonnet** - a rigid 14-line verse with variable structure and rhyme scheme according to type:
 - A. **Shakespearean** (English)- three quatrains and concluding couplet in iambic pentameter, rhyming abab, cdcd, efef, gg. The Spenserian form is a special form with linking rhyme abab, bcbc, cdcd, ee.
Ex.: "Salem" by Robert Lowell, "Shall I Compare Thee?" by Shakespeare.
 - B. **Italian** (Petrarchan)-an octave and sestet, between which a break in thought occurs. The traditional rhyme scheme is abba, abba, cde, cde,
Ex.: "How Do I Love Thee" by Elizabeth Barrett Browning, "On His Blindness" by John Milton, and "Death Be Not Proud" by John Donne.
4. **Ode** - elaborate lyric verse which deals with a dignified theme.
Ex. "Ode to a Grecian Urn" by John Keats, "Ode to the West Wind" by Percy Bysshe Shelley, "Ode: Intimations of Immortality" by William Wordsworth.
5. **Blank Verse** – unrhymed lines of iambic pentameter.
Ex. "Birches" and "Mending Wall" by Robert Frost, "Paradise Lost" by John Milton, *Macbeth* by William Shakespeare, "I Knew a Woman" by Theodore Roethke.
6. **Free Verse**- unrhymed lines without regular rhythm.
Ex. "The Last Invocation" by Walt Whitman, "Rain" and "The Dance" by William Carlos Williams, "Juggler" by Richard Wilbur.
7. **Epic**- a long dignified narrative poem which gives the account of a hero who is important to his nation or race.
Ex. "Don Juan" by Lord Byron, "The Rhyme of the Ancient Mariner" by Samuel Taylor Coleridge, "The Iliad" and "The Odyssey" by Homer.
8. **Dramatic Monologue**- a lyric poem in which the speaker addresses himself to persons around him: his speech deals with a dramatic moment in his life and manifests his character.
Ex. "My Last Duchess" by Robert Browning, "The Love Song of J. Alfred Prufrock" by T. S. Eliot.
9. **Elegy**- a poem of lament, meditating the death of an individual.
Ex. "In Memory of W. B. Yeats" by W. H. Auden, "Lycidas" by John Milton, "Elegy for Jane" by Theodore Roethke, "In Memoriam A. H. H." by Alfred, Lord Tennyson.
10. **Ballad**- simple, narrative verse which tells a story to be sung or recited, the folk ballad is anonymously handed down, while the literary ballad has a single, known author.
Ex. "Barbara Allen", "Lord Randall", "Get Up and Bar the Door", "La Belle Dame sans Merci" by John Keats, and "Richard Cory" by Edward Arlington Robinson.
11. **Idyll**- lyric poetry describing the life of a shepherd or other pastoral employment in pastoral, bucolic, or idealistic terms.
Ex. "Idylls of the King" by Alfred, Lord Tennyson, and "The Solitary Reaper" by William Wordsworth.

12. **Villanelle**- French verse form, strictly calculated to appear simple and spontaneous, five tercets and a final quatrain, rhyming aba, aba, aba, aba, aba, abaa. Lines 1, 6, 12, 18 and 3, 9, 15, 19 are refrains.
Ex. “The Waking” by Theodore Roethke, “Do Not Go Gentle Into That Good Night” by Dylan Thomas.

Types of Rhyme:

1. **Rime** (archaic spelling) **Rhyme** (current spelling) – which is the repetition of like sounds at regular intervals, employed in versification and in the writing of verse.

2. **End Rhyme** – rhyme occurring at the end of the verse line, most common rhyme form.

I was angry with my *friend*,

I told my wrath, my wrath to *end*. – William Blake, “A Poison Tree”.

3. **Internal Rhyme**- rhyme contained within the line of verse.

The splendor *falls* on castle *walls*

And snowy summits old in story:

The long light *shakes* across the *lakes*

And the wild cataract leaps in glory. – Alfred, Lord Tennyson, “Blow, Bugle, Blow”.

4. **Rhyme Scheme**- pattern of rhymes within a unit of verse, mark each end rhyme sound with a letter.

Take, O take those lips away -- A Shakespeare, “Take, O Take Those Lips Away”

That so sweetly were forsworn; -- B

And those eyes, the break of day, -- A

Lights that do mislead the *morn*: -- B

But my kisses bring again, bring *again*; -- C

Seals of Love, but seal’d in vain, seal’d in *vain*. -- C

5. **Masculine Rhyme**- rhyme in which only the last, accented syllable of the rhyming words correspond exactly in sound; most common type of end rhyme.

She walks in beauty like the *night*

Of cloudless climes and starry *skies*;

And all that’s best of dark and *bright*

Meet in her aspect and her *eyes*: - Lord Byron, “She Walks in Beauty”.

6. **Feminine Rhyme**- rhyme in which two consecutive syllables of the rhyming words correspond, the first syllable carrying the accent – double rhyme.

Trembling, hoping, lingering, flying, (fly – ing)

O the pain, the bliss of dying! (dy – ing)

- Alexander Pope, “Vital Spark of Heavenly Flame”.

7. **Near, Half, or Slant Rhyme** – imperfect or approximate rhyme.

In the mustard seed *sun*,

By full tilt river and switchback *sea*

Where the cormorants *scud*,

In his house on stilts high among the *beaks*

- Dylan Thomas, “Poem on His Birthday”.

8. **Assonance** – repetition of two or more vowel sounds within a line.

Burnt the *fire* of thine *eyes* - repeats the “ i ” sound.

And *I* do smile, such cordial *light* - repeats the “ i ” sound.

9. **Consonance** – repetition of two or more consonant sounds within a line.

And *all* is seared with the *trade*; bleared smeared with *toil*;

And wears man’s smudge and shares men’s *smell*: the *soil*

- Gerard Manley Hopkins, “God’s Grandeur”.

10. **Alliteration** – repetition of two or more initial sounds in words within a line.

Bright black-eyed creature, brushed with brown.

- Robert Frost, "To a Moth Seen in Winter".

11. **Onomatopoeia** – the technique of using a word whose sound suggests its meaning.

The buzz saw snarled and rattled in the yard.

- Robert Frost, "Out, Out".

12. **Euphony** – the use of compatible, harmonious sounds to produce a pleasing, melodious effect.

Notice a combination of techniques used in these lines.

I knew a woman, lovely in her bones,

When small birds sighed, she would sigh back at them.

- Theodore Roethke, "I Knew a Woman".

13. **Cacophony** – the use of inharmonious sounds in close conjunction for effect; opposite of euphony.

Or, my scrofulous French novel

On grey paper with blunt type!

Simply glance at it, you grovel

Hand and foot in Belial's gripe;

- Robert Browning, "Soliloquy of the Spanish Cloister".

-

Poetic Devices and Figurative Languages:

1. **Simile**- a direct comparison of two unlike objects, using "like" or "as" or "resembles".

"The holy time is quiet as a nun" *or* "And like a thunderbolt he falls"

2. **Metaphor** – a figure of speech which makes a direct comparison between two unlike objects by identification or substitution.

"All the world's a stage" *or* "Death is the broom I take in my hands to sweep the world clean."

a. **Implicit or submerged metaphor**- if we do not have both terms of the metaphor present. ("My winged heart" instead of "My heart is a bird")

b. **Mixed Metaphor** – combines two metaphors, often with absurd results.

("Let's iron out the bottlenecks")

c. **Dead Metaphor** – has lost its figurative value through overuse.

("Foot of the hill" or "eye of the needle")

d. **Extended Metaphor** – when a metaphor becomes elaborate or complex. Its length and its ideas are fully illustrated over several lines.

3. **Personification** – Figure of speech in which objects and animals are given human qualities.

("When it comes, the landscape listens, Shadows hold their breath.")

4. **Conceit** – an extended metaphor comparing two unlike objects with powerful effect. For example, comparing heaven to a cage or love to motorcycle mechanics.

5. **Apostrophe** – personifying or bringing to life by directly addressing an object, a concept (such as Justice, Death, or Beauty), or a person not actually present.

("Death be not proud" *or* "Little lamb, who made thee?" *or* "O loss of sight, of thee I must complain")

6. **Metonymy** – the substitution of a word which relates to the object or person to be named, in place of the name itself. For example, substituting the word "Crown" for "Queen Elizabeth" as

in "The Crown made a proclamation regarding foreign policy today." Or, "The serpent that did sting thy father's life Now wears his crown," a line from *Hamlet*.

7. **Synecdoche** – a figure of speech in which a part represents the whole object or idea.

For example, "consult the greybeards," or not a hair perished," or "all hands on deck."

8. **Hyperbole** – gross exaggeration for effect: overstatement.

For example, I will "[l]ove you ten years before the flood" or "I am hungry enough to eat a horse."

9. **Litotes** – understatement for effect, a figure of speech which employs an understatement by using double negatives or by negating a positive statement by expressing its opposite. Litotes describes the object to which it refers not directly, but through the negation of the opposite. Litotes is an intentional use of understatement that renders an ironical effect, creates intensity, and provides emphasis. “Understated instead of hyperbolic, [litotes] often seems to turn attention away from itself, emphasizes something by pretending to ignore it, and it can disarm potential opponents and avoid controversy; yet it emphasizes whatever it touches.”

How Do I Write about it?

“Langston Hughes poem “American Heartbreak,” points out the contradiction inherent in the word ‘American’ due to a mistake made long ago. Without naming the controversial subject, he uses litotes, a combination of understatement and irony to indirectly but forcefully cause the audience to name his controversial subject – slavery and to deal with its consequences. In the first half of the poem the speaker asserts, ‘I am the *American heartbreak* – The rock on which *Freedom Stumped its toe.*’ In the remaining line of the poem the speaker references ‘The great mistake That Jamestown made Long ago.’ The reader must search his memory for the events that marked historic Jamestown and America as a whole. In 1619, the first indentured African slaves arrived and cemented the permanency of the first English settlement in America. At this time a ‘mistake’ occurred according to the speaker. The word ‘mistake’ is understated when placed next to the concept of slavery. In the future, the exploitation of Africans established a pattern and a system whereby the wealth of a few depended on the labor of others who would not reap the bounty in equal share. This hard truth is emphasized through an understated comparison to ‘a rock’ upon which America ‘stumped its toe.’ Instead of saying ‘slavery’ and outlining the glaring error in our countries creation, slavery and its consequences are lessened to a minor inconvenience easily shaken off and forgotten. The technique forces the reader to balance the belief that America is the land of the free, while accepting the irony that inequality was established as part of the fabric of Jamestown and therefore America from the very beginning; those who received the blessings of democracy simply accepted them without thinking about where their new freedom came from and whose bondage it depended on. Using litotes, the positive nature of freedom inherent in the word ‘American’ is further negated by pairing the word with ‘heartbreak’ which emphasizes the bondage inherent in slavery, an antonym for freedom and all it entails. Through his use of litotes, without ever mentioning the name slavery or its worldwide impact, freedom and bondage now live side by side, entrenched in the iconic meaning of what it is to be an American.” – source *William & Mary 1619 Initiative*, wm.edu 2016

Other examples: “The grave's a fine a private place, But none, I think, do there embrace,” or using the expression “not too bad” for “very good,” an understatement as well as a double negative statement that confirms a positive idea by negating the opposite. Similarly, saying “She is not a beauty queen,” means “She is unattractive” or saying “I am not as young as I used to be” in order to avoid saying “I am old.”

10. **Irony** – The contrast between actual meaning and the suggestion of another meaning.

- a. Verbal Irony – meaning one thing, but saying another.
- b. Dramatic Irony - occurs when the audience knows something the characters do not. Because of this understanding, the words of the characters take on a different meaning. This can create intense suspense or humor.
- c. Situational Irony – when the reality of the situation differs from the anticipated or intended effect: when something unexpected or twisted occurs.

11. **Symbolism** – the use of one object to suggest another, an object or idea that has an entirely different meaning, one that is much deeper and more significant.

For example, in the story of the Garden of Eden, in which the serpent persuades Eve to eat an apple from the tree of knowledge, the serpent represents wickedness and the apple is a symbol for knowledge.

12. **Imagery** – the use of words to represent sensory details such as sight/visual, sound/auditory, touch/tactile, taste/gustatory, or smell/olfactory.

13. **Paradox** – a statement which appears self-contradictory, but underlines a basis of truth.
For example, “Child is father of the man.” This statement has seemingly incorrect proposition, but when we look deep into its meaning, we see the truth. The poet is saying that childhood experiences become the basis for our adult choices. The childhood of a person shapes his life and consequently “fathers” or creates the grown-up adult. So, “Child is father of the man.”
14. **Oxymoron** – contradictory terms brought together to express a paradox for strong effect.
For example, Beautiful tyrant!, Fiend Angelica, Dove-feathered raven, or Wolfish-ravens lamb.
15. **Allusion** – a reference to an outside fact, event, or other source. Allusions usually come from a body of information (religious, cultural, literary, historical, etc.) that the author presumes the reader will know.
For example, an author who writes, “She was another Helen,” is alluding to the type of beauty that could lead to a war for her affections such as the proverbial beauty of Helen of Troy.
16. **Pathetic Fallacy** - is a kind of personification that gives human emotions to the objects and settings within nature for example referring to weather features reflecting the mood of the characters. Writers try to bring inanimate objects to life so that the nature of emotions they want to convey can be observed in the character’s natural surroundings.
For example, in Macbeth the ominous atmosphere of the night of the murder of King Duncan is “unruly” and the “screams of death” are in the air, and the “feverous” earth shakes depicting or mirroring the “evil” act of murder.
17. **Invocation** – traditionally, the first thing that occurs in an epic poem or story, an address or calling out to a god or muse for inspiration or aid.
Ex. “Sing, Heavenly Muse.” - John Milton, *Paradise Lost*.
18. **Ambiguity** – multiple meanings coexist in a word or metaphor. It does not necessarily mean that the word is unclear; rather, it means that the perceptive reader can see more than one possible interpretation. Puns offer ambiguity.
19. **Allegory** – a story in which the characters and events are symbols that stand for ideas about human life or for a political or historical situation, one or more main idea is represented in the shape of another so that the reader can understand a moral or lesson more easily.
Ex. Orwell’s *Animal Farm*, Plato’s *Allegory of the Cave*, and the film *The Wizard of Oz*.

Aspects of Literature and Poetry

Tone

“A speaker’s tone of voice conveys part of his meaning: “Good Lord” can be pious invocation; it can also be a blasphemous expletive, and the tone, quite as well as the context can tell us which it is. Tone in a story is commonly defined as the author’s voice (in distinction from the voices of his characters); it is the author’s attitude as the reader infers it. His characters may speak angrily, but the reader may rightly detect that the author’s tone is gentle and compassionate. His characters may speak gaily and wittily, but the reader may rightly detect that the author’s tone is scornful. When we talk about the author’s sympathies and antipathies, his cynicism or his solemnity or his flippancy, we are talking about his tone. And it is through his pervasive style that this tone is heard.

Tone is the attitude the writer assumes toward his reader.”

Tone and Style Example 1:

“Smiling begins during the first few weeks of life, but to start with, it is not directed at anything in particular. By about the fifth week it is being given as a definite reaction to certain stimuli. The baby’s eyes can now fixate objects. At first it is most responsive to a pair of eyes staring at it. Even two black spots on a piece of card will do. As the weeks pass, a mouth also becomes necessary. Two black spots

with a mouth-line below them are now more efficient at eliciting the response. Soon a widening of the mouth becomes vital, and then the eyes begin to lose their significance as key stimuli. At this stage, around three to four months, the response starts to become more specific. It is narrowed down from any old face to the particular face of the mother. Parental imprinting is taking place.” - from *The Naked Ape* by Desmond Morris.

How to Discuss the Tone and Style of this passage:

The excerpt from “A Baby Learns to Smile” is written in a formal, objective, clinical tone. Words such as “reaction, stimuli, fixate” lend themselves to reporting the facts as they occur. The writer has distanced himself by writing in the third person. The subject is identified only as “the baby,” and its inner thoughts are kept from the reader. Only its responses are reported. There are no slang terms, colloquialisms, or contractions, and although sentence length varies, the sentence structure is fairly complex. Both the diction and syntax lends itself to a report one would find in a scientific journal.

Tone and Style Example 2:

“Without being too pompous about it, I think I can say I speak for one of the largest unorganized groups in the world – the unpublished authors. We write as though our lives depended on it – yet we have long since adapted ourselves to the icy truth that we will never get into print. Why do we do it? Because it happens to please us. In my own case I enjoy it.”

- From “Confessions of an Unpublished Writer” by Babette Blaushild.

Analyzing the tone and style of this passage:

In the excerpt from “Confessions of an Unpublished Writer,” the writer brings herself closer to the readers by addressing them directly from the first-person point of view. This allows her to share her inner thoughts and concerns. Her tone is matter-of-fact and upbeat using such phrases as “[w]ithout being too pompous” and such words as “adapted, please, and enjoy.” The style is conversational and reflective. Like a conversation with a friend, the vocabulary is not difficult, and the sentences are less complex than those of the Desmond Morris piece. Although remaining unpublished is not the goal, her tone reveals that she has accepted this state because in her mind writing is its own reward.

How to Discuss Diction, Style, and Syntax Terminology Helps

From Sebranek, Patrick, ed. *Basic English Revisited*.

"Diction is an author's choice of words based on their correctness, clearness, or effectiveness.

Archaic words are those which are old-fashioned and no longer sound natural when used, as in ‘I believe thee not.’

Colloquialism is an expression which is usually acceptable in informal writing or speaking but not in a formal situation.

Profanity is language used to degrade someone or something which is regarded as holy or sacred.

Slang is the language used by a particular group of people among themselves; it is also the language which is used conversationally and informally to add color and feeling.

Trite are those which have been overused to the point of losing their effectiveness.

Vulgarity is a type of language which is generally considered common, earthy, crude, gross, and at times, offensive. It can, however, enhance the realism of a work if handled properly."

From *AP Stylebook*

"Related to **style**, **diction** refers to the writer's word choices, especially with regard to their correctness, clarity, and effectiveness. For the AP exam, you should be able to describe an author's diction (for example, formal or informal, ornate or plain) and understand the ways in which diction can complement the author's purpose. **Diction**, combined with **syntax**, figurative language, literary devices, etc., creates an author's **style**."

From *English Literature with World Masterpieces*. New York: Scribner Laidlaw, 1989.

"**Diction** is the author's word choice, or use of appropriate words to convey a particular meaning. Good writers choose their words carefully in order to express exactly what they intend. In particular, they consider denotations, connotations, and the sounds of words."

From Hall, Donald. *To Read Literature*. New York: Holt, Rinehart, & Winston, 1983.

"**Diction** refers to the writer's choice of an individual world. Diction characterizes the speaker. In Peter Taylor's "A Spinster's Tale," when the protagonist speaks of her "sacredness" instead of her "fear," a word choice helps fix her youth and naiveté without the author's statement of age. **Syntax** is grammar or sentence structure, and is a characteristic of **style** just as word-choice is. Where Hemingway uses short words in short sentences, or makes long compound sentences by saying the word 'and,' Faulkner writes sentences elongated with dependent clauses."

A Vocabulary to Describe Language when Discussing an Author's Diction or Style:

DICTION*:

A. Levels:

1. High or formal diction - creates an elevated tone; free of slang, idioms, colloquialisms, and contractions; includes elegant word choices.
2. Neutral diction - consists of standard language and vocabulary without elaborate words and may include contractions
3. Low or informal- includes slang, colloquial expressions, dialect, jargon, contractions

B. Types:

1. Slang - recently coined words often used in informal situations
2. Colloquialisms - nonstandard, often regional, ways of using language appropriate to informal or conversational speech and writing
3. Jargon - words and expressions characteristic of a particular trade, profession, or pursuit
4. Dialect - a nonstandard subgroup of language with its own vocabulary and grammatical features, often used by writers to reveal a person's economic or social class
5. Concrete - language characterized by specific words that describe physical qualities or conditions
6. Abstract - language that denotes ideas, emotions, conditions, or concepts that are intangible

C. Important Definitions

1. Denotation - the exact, literal definition of a word independent of any emotional association or secondary meaning (When I ask you for the denotation of a word, I'm expecting the dictionary definition.)
2. Connotation - the implicit rather than explicit meaning of a word; the suggestions, associations, and emotional overtones attached to a word; e.g., house versus home.

• Definitions taken from The College Board's *The AP Vertical Teams Guide for English*, 2nd edition, 2002

LANGUAGE*:

I. Types or levels of language:

a. Formal, elevated - includes more elaborate, polysyllabic words and complex sentence structure.

b. Informal - includes slang, colloquial expressions, dialect, jargon, contractions

jargon	vulgar	scholarly	insipid
precise	informal	abstract	esoteric
plain	literal	colloquial	proper
emotional	pedantic	euphemistic	pretentious
sensuous	ordinary	exact	learned
symbolic	obtuse	simple	figurative
old-fashioned	moralistic	grotesque	concrete
poetic	picturesque	slang	idiomatic
cultured	homespun	provincial	trite
obscure	clinical		

* List obtained from Laura Arrazolo, College Board AP/Pre-AP session 12-6-2003

Terms to use when Describing an Author's Language

(use these terms to describe the force or quality of the diction, images, details, etc.)

academic	flat	particular
allusive	folksy	pedantic
antiquated	formal	picturesque
archaic	grotesque	plain
artificial	hackneyed	poetic
bombastic	homely	pompous
bookish	homespun	practical
casual	idiomatic	precise
charming	imprecise	pretentious
clear	incisive	provincial
coarse	incongruous	quaint
colloquial	inflated	reasoned
commonplace	informal	refined
concrete	informative	relaxed
connotative	insipid	righteous
conventional	intellectual	rustic
conversational	ironic	satiric
convoluted	jargon	scholarly
crude	learned	sensuous
cultivated	literal	showy
cultured	lyrical	simple
deflated	manipulative	slang
denotative	mature	sophisticated
detached	melodious	specific
dialect	metaphorical	straightforward
didactic	moralistic	subjective
educated	mundane	suggestive
emotional	narrow	symbolic
erudite	objective	tasteless
esoteric	obscure	transparent
euphemistic	obtuse	trite
exact	orderly	unpolished
factual	ordinary	unsophisticated
fanciful	ostentatious	vague
fantastic	overblown	vernacular
figurative	overused	vulgar

- List taken from <http://www.mseffie.com> mseffie@mac.com

Abstract Words to Use when Discussing Theme:
(read the list right to left for related groupings)

Alienation	Exile	Loneliness / solitude
Ambition	Dreams / Fantasy	Excellence / Success
Beauty / Perfection	Deformity	Heart vs. reason
Illusion	Disillusionment	Appearance vs. reality
Good vs. Evil	Friends / Enemies	Extremes
Anger	Cruelty / Violence	Despair / Discontent
Pride	Hatred	Revenge / Retribution
Betrayal	Disloyalty	Defeat / failure
Power	Corruption	Crime / Sin
Falsity / Lies	Pretense	Repentance / Forgiveness
Loyalty	Disloyalty	Honor / Honesty
Duty / Responsibility	Persistence / perseverance	Will power
Domination / Force	Suppression	Bureaucracy
Patriotism	Courage	Cowardice
War	Resistance	Rebellion
Chance	Fate	Luck
Journey	Psychological journey	Escape
Competition	Game / Contest	Risk
Heaven / Hell	Utopia / Dystopia	Paradise / Happiness
Faith	Loss of Faith	Supernatural / Magic
Love / Passion	Loss	Obsession / Unrequited Love
Death	Grief	The Afterlife
Innocence	Loss of Innocence	Initiation / Starting Over
Guilt	Defeat / failure	Scapegoat / victim
Law / Justice	Freedom	Boundaries / Imprisonment
Government	Anarchy	Survival of the fittest
Religion	Ritual / Ceremony	Custom / Tradition
Change	Fear / Insecurity	Instinct
Order vs. Chaos	Mob psychology	Civilization vs. Savagery
Coming of Age	Children / Youth	Family / Parent/ Child relations
Materialism / Greed	Wealth vs. Poverty	Social Status
Home	Memory / The past	Time / Eternity
Prejudice	Equality	Inequality
Culture	Music / Dance	Art / Literature
Curiosity	Exploration / Discovery	Education / Learning
Individuality	Women / feminism	Search for Identity
Nature	Balance	
Search for Truth	Progress	

*taken in part from Brendan Kenny's List of Abstract Ideas for Forming Thematic Statements

How to write a Thematic Statement:

A thematic statement about theme must reveal the universal truth, meaning, or message the author is trying to convey with the literature, play, or poetry. A thematic statement is a clear sentence about human life, human nature, or the world as we know it.

STEP 1: To write questions or statements about theme, read the novel or passage carefully. Ask yourself, "What universal question is the author exploring by placing these characters into these predicaments?" You might create a question like the following

How should people treat each other?

Or, choose a word or two to define the conflict...

Nature vs. nurture or strong vs. weak or corruption

STEP 2: Now that you have the overwhelming question, you must answer it to create a statement of theme. Your statement must reflect the answer or conclusion the reader is forced to come to after watching the characters work through the internal and external conflicts in the novel or passage. Answers, such as

“Nature places the weak at the mercy of the strong; it is survival of the fittest.”

“Absolute power is a cancer that devours a man's better nature, leaving him unable to recognize the pain of others.”

Syntax: Sentence Structure, a Component of Style

When considering style, it is important to note the syntax or sentence structure of a piece of prose or poetry.

What to look for in syntax: sentence length or type. Is it a complete sentence or a fragment, is there inversion, where is the subject placed, and are there odd elements? What is the pace at which the sentence can be read?

1. What **kind** of sentence is used and why?

Declarative Sentence - makes a statement. "The man died."

This type of sentence is common in both narration and description. You need to note the difference (Is the sentence narrative or descriptive?).

Imperative sentence - gives a command. "Don't die."

The subject "you" is implied not stated.

Interrogative sentence - asks a question. "Did he die?"

This type of sentence and piece of punctuation often mark a questioning state of mind which may be troubled, curious, or confrontational. It seeks answers which it does not have.

Exclamatory Sentence - makes an exclamation. "Oh, please don't die!"

This type of sentence and piece of punctuation often mark an emotional state which may be angry, fearful, pleading, etc. It emphasizes the emotional response.

2. What **length** of sentence is used and why?

Telegraphic sentence - shorter than five words in length.

Short sentence - between five and eight words in length.

Medium Sentence - approximately eighteen words in length.

Long and involved sentences - thirty words or more in length.

3. How do I **write about it**?

Does the sentence length fit the subject matter? How? What is the effect of the sentence length? Does it vary? Why? Where? Consider that short sentences often tend to be emotional ones. Long ones tend to be intellectual, contemplative, or descriptive.

4. How do they ask about sentences in **multiple-choice** questions?

Simple sentence - contains one independent clause. It may contain a compound subject or verb. "The actors and the musicians bowed to the audience." "I saw the boy at the park."

Compound sentence - contains two independent clauses joined by a coordinate conjunction, or by a semicolon. "The singer bowed to the audience, but she sang no encores." "I saw the boy at the park, and he ran into a pole."

Complex sentence - contains an independent clause and one or more subordinate (dependent) clauses. “You said that you would tell the truth.” “After seeing the boy at the park, I went to the ice cream shop.”

Compound-Complex sentence - contains two or more independent clauses and one or more dependent (subordinate) clauses. “The singer bowed while the audience applauded, but she sang no encores.” “After seeing the boy at the park, I went to the ice cream shop, but the boy followed me there.”

5. What do I need to **consider**?

Why are the patterns what they are? How do they match the subject matter? What is their effect? Do they change? When? Where? Why? Simple and compound sentences work best with children, lists, or simple concepts as their subjects. Complex sentences normally match complex characters and ideas expressed in more words and requiring more clauses.

6. You will also be asked about **the order of the words in the sentence**. How are the words placed for emphasis and why?

Loose sentences – These sentences follow the basic Subject – Verb – Clause, complement, or supporting detail pattern. These sentences provide immediate understanding with room for a great deal of detail.

“A car hit him, just as he was bending over to tie his shoes.”

“The old woman fainted before her hand could reach the ringing phone.”

Periodic sentences – These sentences withhold the main idea until the end. These sentences build suspense as it propels the reader’s attention forward to the end. They are often used in ironic or satiric situations when the writer wants either to delay the meaning to first create an impression, or to suggest that things are not what they seem.

“Just as he bent over to tie his shoelace, the car hit him.”

“As the band blared louder, as the laughing crowd swirled around her, and as the confetti showered her like rain, the old woman fainted.”

You must understand how sentences work to successfully answer Multiple-Choice questions that relate to grammar. This is a simple review.

Two general forms of sentences exist:

- Subject Linking Verb Complement (She is walking to school.)
- Subject Action Verb Object (She ran across the street)

Underneath each part of the sentence we find whatever modifiers are part of the sentence.

- Under the subject and object or complement, we find adjectives.
- Under the verb slot we find adverbs.
- Modifiers tell us about persons, objects, or actions.

Subjects, objects, and complements are nouns.

Pronouns are substitutes for nouns.

Verbs express the action or the state of being.

Adjectives and adverbs depend on the nouns and verbs for their existence.

A modifier must have something to modify.

Most importantly, nouns, adjectives, and adverbs can be a word, a phrase, or a clause.

- He arrived **late**. (adverb)
- He arrived **after dinner**. (prepositional phrase used as an adverb)
- He arrived **after we had eaten dinner**. (adverbial clause)

With adjectives:

- The ball is **blue**. (adjective)
- The ball **with spots** is blue. (prepositional phrase used as an adjective)
- The ball, **which I threw over the roof**, is blue. (adjective clause)

With the noun:

- **Swimming** is fun. (gerund/noun as subject)
- **To swim** in the ocean is fun. (infinitive as noun)
- **That I could swim** in the ocean was fun for me. (noun clause used as the subject)

We can simplify the eight parts of speech as:

- **nouns, verbs, adjectives, adverbs**
- two **connectors**: conjunctions and prepositions.
- **pronouns**, the substitute for the noun
- the **interjection** (which is irrelevant). An interjection is a short utterance that usually expresses emotion and is capable of standing alone. Ex: **Oh, wow!, good lord!, oops...**
- and **verbals**:
 - a. A Participle: a verb form acting as an adjective.
“The **running** dog chased the **fluttering** moth.”
 - b. An Infinitive: the root of a verb plus the word “to”.
“**To sleep**, perchance **to dream**.”
 - c. The Gerund: a verb form, ending in “-ing”, which acts as a noun.
“**Running** in the park after dark can be dangerous.”

Words/Verbs to indicate what the author has “Said” or Done in AP analytical essays:

Accentuates
Accepts
Achieves
Adopts
Advocates
Affects
Alleviates
Allows
Alludes
Alters
Analyzes
Approaches
Argues
Ascertains
Asserts
Assesses
Assumes
Attacks
Attempts
Attributes
Avoids
Bases
Believes
Challenges
Changes
Characterizes
Chooses
Chronicles
Claims
Comments
Compares
Compels
Completes
Concerns
Concludes
Condescends
Conducts
Conforms
Confronts
Considers
Contends
Contests
Contrasts
Contributes
Conveys
Convinces

Defends
Defines
Defies
Demonstrates
Depicts
Describes
Despises
Details
Determines
Develops
Deviates
Differentiates
Differs
Directs
Disappoints
Discovers
Discusses
Displays
Disputes
Disrupts
Distinguishes
Distorts
Downplays
Dramatizes
Elevates
Elicits
Empathizes
Encounters
Enhances
Enriches
Enumerates
Envisions
Evokes
Excludes
Expands
Experiences
Explains
Expresses
Extends
Extrapolates
Fantasizes
Focuses
Forces
Foreshadows
Functions
Generalizes

Guides
Heightens
Highlights
Hints
Holds
Honors
Identifies
Illustrates
Imagines
Impels
Implies
Includes
Indicates
Infers
Inspires
Intends
Interprets
Interrupts
Inundates
Justifies
Juxtaposes
Lampoons
Lists
Maintains
Makes
Manages
Manipulates
Minimizes
Moralizes
Muses
Notes
Observes
Opposes
Organizes
Overstates
Outlines
Patronizes
Performs
Permits
Personifies
Persuades
Ponders
Portrays
Postulates
Prepares
Presents

Presumes
Produces
Projects
Promotes
Proposes
Provides
Qualifies
Questions
Rationalizes
Reasons
Recalls
Recites
Recollects
Records
Recounts
Reflects
Refers
Regards
Regrets
Rejects
Represents
Results
Reveals
Ridicules
Satirizes
Seems
Sees
Selects
Serves
Specifies
Speculates
States
Strives
Suggests
Summarizes
Supplies
Supports
Suppresses
Symbolizes
Sympathizes
Traces
Understands
Understates
Vacillates
Values
Verifies

Terms to describe an author's arrangement of ideas, words or phrases:

Terms that effect **Balance** – Parallelism, Chiasmus, Climax, Antithesis, and Zeugma

Terms to describe deviation from normal **Word Order** – Anastrophe, Inversion, Juxtaposition

Terms to describe **Additions** of words or phrases – Apposition and Parenthesis

Terms to describe the use of **Omission** – Asyndeton, Polysyndeton, Ellipsis

Terms to describe **Repetition** – Polyptoton, Anadiplosis, Epanalepsis, Epistrophe, Anaphora, and Antimetabole.

BALANCE:

Parallelism: refers to a grammatical or structural similarity between sentences or parts of a sentence. It involves an arrangement of words, phrases, sentences, and paragraphs so that elements of equal importance are equally developed and similarly phrased. It shows that the ideas or words are parallel or similar. It evokes a comparison.

Ex. "He tried to make the law clear, precise, and equitable."
"I was neither elated by the ambition of fame, nor depressed by the apprehension of contempt." - Edward Gibbon

It can be used in poetry as well.

I'll give my jewels for a set of beads,
My gorgeous palace for a hermitage,
My gay apparel for an almsman's gown,
My figured goblets for a dish of wood... – Shakespeare, *Richard II*

Notice the repetition of "my" which has the effect of making this a highly personal and subjective piece.

Chiasmus (Chī-as-mus): a type of rhetorical balance in which the second part is syntactically balanced against the first but with the parts reversed (sometimes repeating the same words).

Ex. "Flowers are lovely, love is flowerlike" - Coleridge
"And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country" - John F. Kennedy

Climax: writer arranges ideas in order of importance.

Ex. "I spent the day cleaning house, reading poetry, and putting my life in order."

Antithesis: where the elements are arranged in a parallel manner, yet are sharply opposed. The juxtaposition of contrasting ideas.

Ex. "Our knowledge separates as well as unites; our orders disintegrate as well as bind; our art brings us together and sets us apart."

Zeugma: A term used in several ways, all involving a sort of "yoking."

1) when an object-taking word (preposition or transitive verb) has two or more objects on different levels, such as concrete and abstract, as in Goldsmith's witty sentence, "I had fancied you were gone down to

cultivate matrimony and your estate in the country,” wherein figurative and literal senses of the transitive “cultivate” are yoked together by “and”;

2) when two different words that sound exactly alike are yoked together, as in “He bolted the door and his dinner,” wherein “bolted” is actually two different concrete verbs yoking a literal and figurative idea.

WORD ORDER:

Anastrophe: from the Greek meaning a “turning back”, the usual word order is reversed or rearranged. Its purpose is to create emphasis or rhythm.

Ex. “Unseen in the jungle, but present are tapirs, jaguars, many species of snake and lizard, ocelots, armadillos, marmosets, howler monkeys, toucans and macaws and a hundred other birds, deer bats, peccaries, capybaras ...”

Ex. “Nor fierce Othello in so loud a strain
Roar'd for the handkerchief that caus'd him pain,”

Inversion: of the sentence or word order. This involves putting the verb before the subject or the object before the subject. This creates an emphasis and/or a rhythmic effect.

Ex. “In California grow oranges.” or “Sad is the man”

Juxtaposition: is a poetic and rhetorical device in which normally unassociated ideas, words, or phrases are placed next to one another, creating an effect of surprise and wit. Juxtaposition is also a form of contrast by which writers call attention to dissimilar ideas or images or metaphors. **Contrast** is a major technique of syntax.

Ex. “The apparition of these faces in the crowd;
Petals on a wet, black bough” - Ezra Pound

ADDITION:

Apposition - the placing next to a noun another noun or phrase that explains it. The placing in immediately succeeding order of two or more coordinate elements, the latter of which is an explanation, qualification, or modification of the first. This syntactical unit is often set off by a colon.

Ex. “Pollution, the city's primary problem, is an issue.” “John, my brother, is coming home.”

Parenthesis - the insertion of words, phrases, or a sentence that is not syntactically related to the rest of the sentence. It is an explanatory remark thrown into the body of a statement and frequently separated from it by parentheses. However, any comment which is an interruption of the immediate subject is spoken of as a parenthesis whether it be a word, phrase, clause, sentence, or a paragraph. This device is used to show a casual, familiar style, or it can be a form of authorial intrusion (when you hear the author's comment inserted into the story).

Ex. “He said it was going to rain - I could hardly disagree - before the game was over.” Or,
“He said it was going to rain (I could hardly disagree) before the game was over.”

OMISSION:

Asyndeton (a-syn-de-ton): a condensed form of expression in which words, phrases, or clauses customarily joined by conjunctions are presented in series without conjunctions (producing a fast-paced and rapid prose). This technique is the omission of an expected conjunction. In a list of two or more items, we expect an "and." When it is not there, it calls attention to the phrase and the words in the phrase.

Ex. "I came, I saw, I conquered." - Caesar (translation: "Veni, vidi, vici")

Ex. In Lincoln's Gettysburg Address, we expect an 'and' before "for the people" which is not there. "That government of the people, by the people, for the people, shall not perish from the earth."

Polysyndeton: choosing to have too many conjunctions. This device slows the pace and gives an almost Biblical quality to the tone.

Ex. Milton speaks of Satan "... pursues his way,
And swims, **or** sinks, **or** wades, **or** creeps, **or** flies."

Ellipsis: the omission of one or more words which, while essential to the grammatical structure or line, are easily supplied by the reader. The effect of ellipsis is rhetorical: it makes for emphasis of the statement. The device often leads the reader into difficulties, since carelessness will result in impossible constructions. Ellipses are also used to indicate words left out or ideas left out. This is a common device used in stream of consciousness to separate ideas.

REPETITION:

Polyptoton: From the Greek, "use of the same word in different cases," a rhetorical term for the repetition of words derived from the same root but with different endings.

Ex. "I *dreamed* a *dream* in times gone by
When hope was high
And *life* worth *living*." - *Les Miserables*

Anadiplosis: From the Greek "doubling back." A rhetorical term for the repetition of the last word or phrase of one line or clause to begin the next. Anadiplosis often leads to climax. Note that a chiasmus includes anadiplosis, but not every anadiplosis reverses itself in the manner of a chiasmus.

Ex. "I need y'all to be really, really quiet for this. I need you to really understand what I'm telling you. Rosa Parks sat so Martin Luther King could walk. Martin Luther King walked so Obama could run. Obama's running so we all can fly." - Jay-Z

Ex. "The years to come seemed waste of breath,
waste of breath the years behind." - William Butler Yeats

Epanalepsis (ep-an-a-lep-sis): repetition at the end of a clause of the word or words that occurred at the beginning.

Ex. "Common sense is not so common." - Voltaire

Ex. "Blood hath bought blood, and blows answer blows:
Strength match'd with strength, and power confronted power" – Shakespeare, *King John*

Epistrophe: repetition of the same word or group of words at the ends of successive clauses, lines, or sentences (opposite of anaphora).

Ex. “For truth is one, and right is ever one.” - Spenser

Ex. “I’ll have my bond! Speak not against my bond!
I have sworn an oath that I will have my bond!” - Shakespeare, *The Merchant of Venice*

Anaphora: the same expression (word or words) is repeated at the beginning of two or more successive clauses, lines, or sentences. This is a form of parallelism and repetition. (Opposite of Epistrophe)

Ex. “We shall fight on the beaches, we shall fight on the landing grounds. We shall fight in the fields and in the streets ...”

Ex. As I ebb'd with the ocean of life,
As I wended the shores I know,
As I walk' d where the ripples continually wash you Paumanok.
Where they rustle up hoarse and sibilant,
Where the fierce old mother endlessly cries for her castaways, - Walt Whitman

Antimetabole: the repetition of words in successive clauses in reverse grammatical order.

Ex. "One should eat to live, not live to eat." - Moliere

**The following pages contain guides for instruction.
The information contained in the guides was
determined by each individual high school.**

Eisenhower High School

EISENHOWER HIGH SCHOOL – ENGLISH I

1st Quarter

Grammar

Intensive Review

Vocabulary/Word Skills

Should be taught throughout the year

Short Stories

Teach elements of, but not limited to:

- Conflict and Resolution
- Irony
- Cause and Effect
- Character
- Dialogue
- Symbolism
- Allegory

Examples of short stories

- “The Cask of Amontillado”
- “The Lottery”
- “Rules of the Game”

Novels

To Kill a Mockingbird – Required
Of Mice and Men – Optional

Writing

1 multi-paragraph essay (formal)
1 journal (personal writing)

2nd Quarter

Grammar

Review all year

Vocabulary/Word Skills

Should be taught throughout the year

Nonfiction

Teach elements of, but not limited to:

- Essay, articles, and speeches
- Style
- Expository Essay
- Biographical Essay
- Persuasive Essay/Speech
- Fact vs. Opinion
- Humorous Essay

Novels

Fahrenheit 451 – Optional
Animal Farm – Optional

Writing

1 multi-paragraph essay (formal)
1 journal (personal writing)

EISENHOWER HIGH SCHOOL –ENGLISH I

3rd Quarter

Grammar

Review all year

Vocabulary/Word Skills

Should be taught throughout the year

Drama

Teach elements of, but not limited to:

- Dialogue
- Stage Directions
- Dramatic Irony
- Tragedy
- Comedy
- Satire

Poetry

Teach elements of, but not limited to:

- Figurative Language
- Sound Devices
- Narrative Poetry
- Rhyme and meter

Examples of poetry

- “Casey at the Bat”
- “Dreams Deferred”

Novels

The Tragedy of Romeo and Juliet – Required
Monster – Optional

Writing

- 1 multi-paragraph essay (formal)
- 1 journal (personal writing)

4th Quarter

Grammar

Intensive Review

Vocabulary/Word Skills

Should be taught throughout the year

Themes in Literature

Teach elements of, but not limited to:

- Heroism
- Epics
- Protagonist
- Antagonist
- Tall Tales and Myths

Greek Mythology Novels

The Odyssey – Required
Selections from the Trojan War – Optional

Writing

- 1 journal (personal writing)
- 1 multi-paragraph research paper
 - Requiring 3 or 4 sources and works cited page
 - Suggested subject: College of your choice

EISENHOWER HIGH SCHOOL –ENGLISH II

1st Quarter

Grammar

Include practice in grammar, usage, and mechanics through EOI practice tests, workbooks, peer-editing, and daily bell-ringer activities

Short Stories

Read and analyze these works for:

- Content
- Figurative language
- Literary Techniques
- Elements of Fiction
 - Plot
 - Setting
 - Character
 - Tone
 - Mood
 - Theme
 - Point of View
 - Symbolism
 - Irony
 - Satire

Examples of Literature

“The Cold Equation”

“Book of Sand”

“Thinner”

Selections from *The Adventures of Don Quixote*, *A Connecticut Yankee in Kin Arthur’s Court*.

Writing

1 multi-paragraph essay (formal)

Sample: An analysis of plot in the story “The Cold Equation” or an analysis of the suspense created by the point of view in “The Cold Equation.”

1 journal (personal writing)

Sample: Use the first person point of view to create a three paragraph response to the prompt “My most embarrassing moment was...”

2nd Quarter

Poetry

Read, write, and analyze for:

- Content
- Elements of poetry
- Figurative Language
- Symbolism
- Tone
- Imagery
- Rhythm
- Meter
- Rhyme
- Alliteration
- Onomatopoeia

Novels

Read for content, the elements of the novel, elements of fiction such as plot, setting, character, tone, mood, theme, point of view, symbolism, irony, satire, and other literary techniques

Sample novel: *Tears of a Tiger*, through which you can work in poetry as well as both fiction and nonfiction projects.

Writing

1 multi-paragraph essay (formal)

Sample: A comparison/contrast in tone found in Shakespeare’s “Shall I Compare Thee to a Summers Day” and Sonnet 130.

1 journal (personal writing)

Sample: Use the first person point of view to create a three paragraph response to the prompt “Describe one class period through the eyes of your last substitute teacher...”

EISENHOWER HIGH SCHOOL –ENGLISH II

3rd Quarter

Grammar

Include practice in grammar, usage, and mechanics through EOI practice tests, workbooks, peer-editing, and daily bell-ringer activities

Nonfiction

Read and analyze persuasive, narrative, descriptive, and expository writing styles.

Read and analyze objective and subjective content.

Read and analyze other elements of nonfiction

- Essays
- Histories
- Autobiographies
- Journals
- Articles

Sample literature:

- Historic accounts of the sinking of the Titanic
- Martin Luther King’s “I Have a Dream”

Drama

Read and analyze the content and focus upon the elements of drama, as well as elements of fiction.

Sample Literature

- Our Town*
- Antigone*

Shakespeare’s Tragedy

- Julius Caesar* – Required

Writing

1 multi-paragraph essay (formal)

Sample: A comparison/contrast between the literary techniques used in Brutus’ speech in the garden and Anthony’s speech at the pulpit.

1 journal (personal writing)

Sample: Use the first person point of view to create a three paragraph response to the prompt “I remember the time a trusted friend stabbed me in the back...”

4th Quarter

Grammar/Writing

Focus upon EOI writing prompts and practice tests in preparation for the EOI tests in April.

Elements of a Novel

Read three or four novels focusing upon the elements of fiction and key literary techniques.

Sample literature:

- Tuesdays with Morrie*
- A Separate Peace*
- The Hobbit*
- The Truth Trap*

Research Paper

Students learn MLA style and practice appropriate research techniques in creating annotated bibliographies or in multi-paragraph essay with citation page. **This research paper can be completed at anytime during the year.**

Suggested subject: Careers

Include 5 sources and use OK Career website, plus works cited page.

EISENHOWER HIGH SCHOOL –ENGLISH III – American Literature

1st Quarter

The American Experience

* All of these writers are not required reading.

Use good judgment to select a reasonable balance of writers (at least one writer and selection from each unit).

UNIT ONE: A Gathering of Voices: Literature of Early American

Beginnings – 1750 (pp 1-123)

Part One – Meeting of Cultures

Native American Myths, Legends,
Constitution
Exploration Narratives

Part Two – Focus on Literary Forms:

Narrative Accounts

Columbus
John Smith
William Bradford

Part Three – The Puritan Influence

Edward Taylor
Anne Bradstreet
Jonathan Edwards

Reading List: (choose 1)

The Crucible
The Scarlet Letter

Essay Writing: (Required)

1 multi-paragraph essay (formal) per quarter

1 journal (personal/argumentative writing) per quarter

2nd Quarter

UNIT TWO: A Nation is Born: Early National Literature

1750-1800 (pp. 125-239)

Part One – Voices for Freedom

Benjamin Franklin
Olaudah Equiano
Thomas Jefferson
Thomas Paine
Phillis Wheatley

Part Two – Focus on Literary Forms – Speeches

Patrick Henry
Benjamin Franklin

Part Three – Defining an American

Abigail Adams
Michel-Guillaume Jean de Crevecoeur

Reading List

The Interesting Narrative of Olaudah Equiano

UNIT THREE: A Growing Nation: Nineteenth Century Literature

1800-1870 (pp. 240-467)

Part One – Fireside and Campside

Henry Wadsworth Longfellow
William Cullen Bryant
Oliver Wendell Holmes
John Greenleaf Whittier

Part Two – Shadows of the Imagination

Edgar Allen Poe
Nathaniel Hawthorne
Herman Melville

Part Three – The Human Spirit and the Natural World

Ralph Waldo Emerson
Henry David Thoreau

Part Four – Focus on Literary Forms – Poetry

Emily Dickinson and Walt Whitman

EISENHOWER HIGH SCHOOL –ENGLISH III – American Literature

3rd Quarter

UNIT FOUR: Division, Reconciliation, and Expansion: The Age of Realism
1850-1914 (pp. 468-697)

Part One – A Nation Divided

Stephen Crane	Spirituals
Frederick Douglass	Ambrose Bierce
Abraham Lincoln	Robert E. Lee

Part Two – Focus on Literary Forms: Diaries, Journals, and Letters

Mary Chestnut	Warren Lee Goss
Randolph	McKim
Stonewall Jackson	Rev. Henry M. Turner
Sojourner Truth	

Part Three – Forging New Frontiers

Mark Twain
Bret Harte

Part Four – Living in a Changing World

Kate Chopin
Paul Lawrence Dunbar
Edward Arlington Robinson
Edgar Lee Masters
Willa Cather

Reading List:

The Adventures of Huckleberry Finn

UNIT FIVE: Disillusion, Defiance, and Discontent: The Modern Age
1914-1946 (pp. 698-978)

Part One – Facing Troubled Times

T.S. Eliot	Marianne Moore
H.D.	F. Scott Fitzgerald
John Steinbeck	e.e. cummings
W. H. Auden	Thomas Wolfe
Wallace Stevens	Archibald MacLeish
William Carols Williams	

Part Two – Focus on Literary Forms: Short Stories

Ernest Hemingway	Sherwood Anderson
Eudora Welty	Tim O'Brien

Part Three – Every Corner of the Land

Carl Sandberg	Katherine Anne Porter
William Faulkner	Robert Frost
James Thurber	E.B. White
Zora Neale Hurston	Langston Hughes
Claude McKay	Countee Cullen
Arna Bontemps	Jean Toomer

Reading List: *The Great Gatsby*

4th Quarter

UNIT FIVE: Prosperity and Protest: The Contemporary Period
1946 – Present (pp. 979-1379)

Part One – Literature Confronts the Everyday

Flannery O'Connor	Bernard Malamud
Eugenia Collier	Tony Earley
Robert Penn Warren	Theodore Roethke
William Stafford	N. Scott Momaday
Naomi Shihab Nye	Joy Harjo
Alice Walker	Maxine Hong

Part Two – Focus on Literary Forms – Essays

William Safire	Ian Frazier
Carson McCullers	Anna Quindlen
Sandra Cisneros	Rita Dove
Amy Tan	

Part Three – Social Protest

James Baldwin	John Hersey
Randall Jarrell	Sylvia Plath
Adrienne Rich	Gwendolyn Brooks
Robert Hayden	John F. Kennedy
Martin Luther King, Jr.	Colleen McElroy
Louise Erdrich	Yusef Komunyakaa
Arthur Miller	

Reading List:

A Raisin in the Sun
Secret Life of Bees
Bean Trees

Research Project: Puritan New England, *The Great Gatsby*, Native American Nations

Research Papers: American Poets, College Majors and Careers, The Roaring Twenties, 1919 World Series, Controversial Issues, The Salaries of Professional Athletes.
Requires 5 sources and works cited page

EISENHOWER HIGH SCHOOL –ENGLISH IV

1st Quarter

Grammar

Essay Writing and Research

Modern Language Association Format
Citing websites and online pictures
Writing five paragraph essays
Timed Writings

Job Search or Scholarship/College Resume

Chronological resumes
Reference page
Cover letter
Job application

The Anglo-Saxon era

Beowulf
“The Seafarer”
Grendel

2nd Quarter

Grammar

Essay Writing and Research

Modern Language Association Format
Citing EBSCO and InfoTrac
Timed Writings

The Middle Ages

The Canterbury Tales (selections may vary)
“The Pardoner’s Tale”
“The Wife of Bath’s Tale”

Poetry Analysis using TP-CASTT

Selections of poems will vary

“Twa Corbies”
“Lord Randall”
“Get Up and Bar the Door”
“Barbara Allan”

Sonnets

Shakespearean sonnets
Italian sonnets

The Renaissance

William Shakespeare
The Tragedy of MacBeth

Before winter break, give students their research paper topics so they can begin their papers as soon as they start the spring semester.

Suggested topics:

I Search College Essay
Historical Events that Changed the World
Environmental Issues
Famous Person from History/Literature

EISENHOWER HIGH SCHOOL –ENGLISH IV

3rd Quarter

Research

Evaluation of Sources

Works Cited Page

Parenthetical Citation

Plagiarism

Requirements

1. MLA Format
2. Five typed pages, not including the Works Cited page
3. Pocketed folder with prongs
4. Hard copy of sources (min. of 5)
 - a. EBSCO
 - b. InfoTrac
 - c. Book
 - d. Website (not Wikipedia)
 - e. Interview (optional)
5. Handwritten rough draft with peer edit
6. Typed rough draft with peer edit
7. Typed final draft
8. Oral presentation over the paper.

Novel: Teacher's choice, selections will vary

And Then There Were None

Frankenstein

Angel's Ashes

The Kite Runner

Satire *The Importance of Being Earnest*

Johnathan Swift

“A Modest Proposal”

Gulliver's Travels

4th Quarter

Short Stories: Selections will vary

Five Paragraph Essay

Novel: Teacher's choice, selections will vary

And Then There Were None

Frankenstein

Angel's Ashes

The Kite Runner

Lawton High School

ENGLISH I: PACING GUIDE

Term 1

GRAMMAR

Introduction and review of parts of speech. Include practice and application through daily bell ringer and peer-to-peer activities. Instruction will also occur through mini lessons and independent practice.

LITERATURE: POETRY

Read and analyze poems for form, figurative language, poetic techniques, theme, symbolism, and vocabulary. Introduction to Poetry Out Loud and performance practice and instruction.

Works:

- "The Raven" by Edgar Allan Poe
- "Dream Deferred" and "Dreams" by Langston Hughes
- "The Road Not Taken" by Robert Frost

Poetry Out Loud:

- Students will participate in 1 P.O.L performance during the term.

NONFICTION

Students will interact with various pieces of nonfiction. Students will summarize, respond, and answer questions that build close reading skills of nonfiction texts. Additionally, students will be exposed to the biographies of poets.

Works:

- Biographical content of authors
- Articles found online
- Reviews and/or critiques of poets and poems

WRITING

Students will compose analytical pieces over poems assigned in class. Students will also compose original works of poetry in multiple forms. MLA format will be introduced and practiced.

Sample assignments:

- 8 step method analysis paragraph
- Compare/contrast the work of 2 authors
- Creation of original works of poetry

Major assignment:

- 4-5 paragraph analysis of 2 poems covered in class. Focus on use of technique, theme, 8 step method, and proper use of MLA format.

English I: Term 2

GRAMMAR

Introduction and review of punctuation through daily bell ringer and peer-to-peer activities. Instruction will also occur through mini lessons and independent practice.

LITERATURE: DRAMA

Read and analyze William Shakespeare's *Romeo and Juliet* (or other Shakespearean play) for dramatic terminology, characterization, plot, conflict, irony, theme, symbolism, and poetic elements.

Works:

- *Romeo and Juliet* or teacher's choice (not to include *Julius Caesar*, *Othello*, *Macbeth*, or *Hamlet*)

Poetry Out Loud:

- Students will participate in 1 P.O.L performance during the term.
- Student will participate in recitations of passages from *Romeo and Juliet* or appropriate Shakespearean play.

NONFICTION

Students will interact with various pieces of nonfiction. Students will summarize, respond, and answer questions that build close reading skills of nonfiction texts. Students will also receive, and research, nonfiction texts over topics inspired by play.

Works:

- Articles found using EBSCO or similar database research engine
- Elizabethan era and topic specific informative articles
- William Shakespeare biographical articles

WRITING

Students will spend term 2 and 3 composing a research paper over topics inspired by Shakespearean play. The research paper will incorporate multiple nonfiction resources over a topic chosen by the student. Students will be introduced to the writing process and the elements of an effective essay.

Sample assignments:

- Scene translations
- 8 step method analysis paragraphs
 - o Characterization, theme, symbolism, conflict, irony
- Character profiles

Major assignment:

- Minimum 2 page research paper exploring a topic inspired by the Shakespearean play.
- Students will complete the writing process and follow MLA guidelines.

English I: Term 3

GRAMMAR

Introduction and review of capitalization, fragments, and run-ons through daily bell ringer and peer-to-peer activities. Instruction will also occur through mini lessons and independent practice.

LITERATURE: DRAMA/MYTHOLOGY/TALL TALES

Continue to read and analyze William Shakespeare's play for dramatic terminology, characterization, plot, conflict, irony, theme, symbolism, and poetic elements. Introduce and analyze elements of mythology and tall tales.

Works:

- *Romeo and Juliet*/ Shakespearean play
- "Pyramus and Thisbe"
- "Pecos Bill"

Poetry Out Loud:

- Students will participate in 1 P.O.L performance during the term.
- Student will participate in recitations of passages from *Romeo and Juliet* / Shakespearean play

NONFICTION

Students will interact with various pieces of nonfiction. Students will summarize, respond, and answer questions that build close reading skills of nonfiction texts. Students will also receive, and research, nonfiction texts over topics inspired by play.

Works:

- Articles found using EBSCO or similar database research engine
- Elizabethan era informative articles

WRITING

Students will spend term 2 and 3 composing a research paper over topics inspired by Shakespearean play. The research paper will incorporate multiple nonfiction resources over a topic chosen by the student. Students will be introduced to the writing process and the elements of an effective essay.

Sample assignments:

- Scene translations
- 8 step method analysis paragraphs
 - o Characterization, theme, symbolism, conflict, irony
- Character profiles
- Argumentative paragraphs
 - o Were Romeo and Juliet really in love?
- Newspaper Articles / Op-Ed piece
- Compare / Contrast paragraph
 - o Similarities and differences between *Romeo and Juliet* and "Pyramus and Thisbe."

Major assignment:

- Minimum 2 page research paper exploring a topic inspired by the Shakespearean play.
- Students will complete the writing process and follow MLA guidelines.

English I: Term 4

GRAMMAR

Introduction and review of the parts of a sentence through daily bell ringer and peer-to-peer activities. Instruction will also occur through mini lessons and independent practice.

LITERATURE: SHORT STORIES

Read and analyze short stories for plot, setting, tone, theme, point of view, symbolism, irony, figurative language, and literary technique.

Works:

- “The Cask of Amontillado” by Edgar Allan Poe
- “The Most Dangerous Game” by Richard Connell
- “The Gift of the Magi” by O. Henry

NONFICTION

Students will interact with various pieces of nonfiction. Students will summarize, respond, and answer questions that build close reading skills of nonfiction texts. Additionally, students will read and analyze speeches for rhetorical strategies, content, and message.

Work:

- “I Have a Dream” speech by Dr. Martin Luther King Jr.

WRITING

Student will compose small analytical pieces over short stories and speeches. Students will also compose a narrative writing piece during the term.

Sample assignments:

- Rhetorical analysis of the “I Have a Dream” speech.
- 8 step literary analysis paragraphs
 - o Characterization, irony, theme, suspense, setting, conflict etc.
- Compare / Contrast paragraphs
 - o Characters, style, use of setting, theme, tone, literary technique etc.

Major assignment:

- Students will compose a narrative essay over a prompt of their choosing.

English I: Term 5

GRAMMAR

Introduction and review of phrases through daily bell ringer and peer-to-peer activities. Instruction will also occur through mini lessons and independent practice.

LITERATURE: NOVEL

Read and analyze *To Kill a Mockingbird* for plot, setting, tone, theme, point of view, symbolism, characterization, and literary technique. Additionally, analyze the novel for historical accuracy and how Southern culture is reflected within the novel.

Work:

- *To Kill a Mockingbird* by Harper Lee

NONFICTION

Students will interact with various pieces of nonfiction. Students will summarize, respond, and answer questions that build close reading skills of nonfiction texts. Additionally, students will read and analyze nonfiction pieces over segregation and racism during the time period of the novel.

Works:

- Articles, interviews, speeches, pictures, film, written laws and legal documents, trial reports, witness testimony, newspaper articles etc.

WRITING

Student will compose small analytical pieces over the novel as well as connecting nonfiction pieces to occurrences and characters within the novel. Students will also compose an argumentative writing piece during the term.

Sample assignments:

- 8 step literary analysis paragraphs
 - o Characterization, theme, setting, conflict etc.
- Compare / Contrast paragraphs
 - o Characters
- Historical connection paragraphs
 - o How does the novel illustrate Southern culture, racism, and/or segregation
 - o How are characters representative of
- Creative writing
 - o Write an Op/Ed piece, write a scene of dialogue between characters, create a news article etc.

Major assignment:

- Students will compose an argumentative/persuasive essay.

English I: Term 6

GRAMMAR

Introduction and review of parallel structure through daily bell ringer and peer-to-peer activities. Instruction will also occur through mini lessons and independent practice.

LITERATURE: NOVEL / EPIC

Continue to read and analyze *To Kill a Mockingbird* for plot, setting, tone, theme, point of view, symbolism, characterization, literary technique, and historical connection.

Read and analyze selections from *The Odyssey* for plot, setting, theme, characterization, literary technique, the hero's journey, and genre.

Works:

- *To Kill a Mockingbird* by Harper Lee
- Selections from *The Odyssey* by Homer

NONFICTION

Students will read and analyze nonfiction pieces over segregation and racism during the time period of the novel. Students will read and analyze nonfiction pieces for tone, humor, narrator, purpose, voice, theme, and literary technique.

Works:

- Articles, interviews, speeches, pictures, film, written laws and legal documents, trial reports, witness testimony, newspaper articles etc.
- "The Talk" by Gary Soto

WRITING

Student will compose small analytical pieces over the novel as well as connecting nonfiction pieces to occurrences and characters within the novel. Students will also compose an argumentative writing piece during the term.

Sample assignments:

- 8 step literary analysis paragraphs
 - o Characterization, theme, setting, conflict etc.
- Compare / Contrast paragraphs
 - o Characters
- Historical connection paragraphs
 - o How does the novel illustrate Southern culture, racism, and/or segregation
 - o How are characters representative of
- Creative writing
 - o Write an Op/Ed piece, write a scene of dialogue between characters, create a news article etc.
- Tracking the Hero's Journey paragraphs
- Rewrites of events in *The Odyssey*
- 8 step literary analysis paragraphs
 - o Why is Odysseus an "epic hero"
 - o Why is The Odyssey an epic?
 - o Characterization, theme, conflict etc.

Major assignment:

- Students will compose an informational/explanatory essay.

English II: Term 1

GRAMMAR

Instruction and practice will occur through mini-lessons, peer-to-peer activities, independent practice, and bell work.

-Required concepts

Run-On sentences/Comma Splices Errors

Sentence Fragments

LITERATURE-SHORT STORIES/BIOGRAPHY

Read and analyze works for content, figurative language, literary techniques, plot, setting, tone, theme, point-of-view, symbolism, irony, and satire.

Required Literature:

"The Monkey's Paw" by W.W. Jacob

"Contents of a Dead Man's Pocket" by Jack Finney

"The Masque of the Red Death" by Edgar Allan Poe

Sample Reading:

"How Much Land Does a Man Need?" by Leo Tolstoy

Poetry Out Loud:

Students will participate in 1 P.O.L. performance during this term.

WRITING

Sample Writing Assignments:

Type-Reflective:

Diagnostic writing-In class, timed writing assignment

Use the first person point of view to create a three-paragraph response to the prompt "My most embarrassing moment was..." or "My most challenging moment was..."

Type- Creative:

Write a lyric poem with a minimum of fourteen lines and four devices.

Type-Analytical:

8 step method paragraph analyzing theme in "Making a Fist" by Naomi Shihab Nye

Major Assignment:

- 4-5 paragraph analysis comparing the themes of two poems covered in class. Focus on use of technique, theme, 8 step method, and proper use of MLA format.

English II: Term 2

GRAMMAR

Include practice in spelling, grammar, usage, and mechanics through EOI practice tests, workbooks, peer-editing, and daily bell-ringer activities.

**Emphasis on the seven deadly sins

-Required Concepts-

- Faulty Reference (Pronoun-Antecedent Agreement Errors)

- Faulty Agreement (Subj.-Verb Agreement Errors)

LITERATURE- Poetry

Read and analyze poetic works focusing on content, elements of poetry, poetic terms, figurative language, and sound devices in conjunction.

Required Reading-

"My City" by James Weldon Johnson

"Do Not Go Gentle Into That Good Night" by Dylan Thomas

"Making a Fist" by Naomi Shihab Nye

"Occupation: Conductorette" by Maya Angelou

Sample Reading:

 "Mowing" by Robert Frost

 "Spring and All" by William Carlos Williams

POETRY OUT LOUD

Students will perform their 2nd POL recitation in this term.

WRITING

Type- Expository:

Write one paragraph using the 8 step method analyzing the plot in the story "The Monkey's Paw" or an analysis of the suspense created by foreshadowing in "The Monkey's Paw."

Major Assignment:

Students will compose a research paper over a topic related to the 4 required works of literature in terms 2 and 3. The research paper will incorporate multiple nonfiction resources. Students will be introduced to the writing process and the elements of an effective essay.

- What are the causes and/or the effects of superstitious beliefs? ("The Monkey's Paw")
- What were the effects of World War II on women's roles in American society? ("Occupation: Conductorette")
- What are the causes and/or the effects of stress? ("The Contents of the Dead Man's Pocket")
- What were the causes and/or the effects of the black plague? ("The Masque of the Red Death")

English II: Term 3

GRAMMAR

Include practice in spelling, grammar, usage, and mechanics through EOI practice tests, workbooks, peer-editing, and daily bell-ringer activities.

**Emphasis on the seven deadly sins

-Required Concepts-

Passive Voice

LITERATURE-Drama

Read and analyze *Antigone* by Sophocles for elements of drama, characterization, plot, conflict, irony, theme, and poetic elements.

Required Literature:

Antigone by Sophocles

Nonfiction

Read and analyze persuasive, narrative, descriptive, and expository writing styles to include objective and subjective content.

Required Literature:

"Making History with Vitamin C" by LeCouteur and Bureson

Sample Reading

"How to React to Familiar Faces" by Umberto Eco

WRITING

TYPE- Argument (Literary Analysis):

Support an opinion on which character in *Antigone* is the most tragic - Antigone or Creon.

MAJOR ASSIGNMENT-

Research paper

Topic options:

1. What are the causes and/or the effects of superstitious beliefs? ("The Monkey's Paw")
2. What were the effects of World War II on women's roles in American society? ("Occupation: Conductorette")
3. What are the causes and/or the effects of stress? ("The Contents of the Dead Man's Pocket")
4. What were the causes and/or the effects of the black plague? ("The Masque of the Red Death")

English II: Term 4

GRAMMAR

Include practice in spelling, grammar, usage, and mechanics through EOI practice tests, workbooks, peer-editing, and daily bell-ringer activities.

**Emphasis on the seven deadly sins

Required Concepts-

Punctuation errors

Spelling errors

LITERATURE-DRAMA

Read and analyze William Shakespeare's *Julius Caesar* for elements of drama, appeals, plot, point of view, irony, theme, and poetic elements.

Required Literature:

Julius Caesar-William Shakespeare

WRITING

TYPE-Informational/Explanatory:

Compare/contrast between the literary techniques used in Brutus' speech in the garden and Anthony's speech at the pulpit.

TYPE-Reflective:

Use the first person point of view to create a three paragraph response to Oscar Wilde's statements: "A true friend stabs you in the front."

TYPE-Argument:

Support, refute, or qualify the following statement: "One should rather die than be betrayed. There is no deceit in death. It delivers precisely what it has promised. Betrayal, though ... betrayal is the willful slaughter of hope." - Steven Deitz

TYPE-Argument:

Support, challenge, or qualify the following statement: Abuse of power results in corruption of character.

English II: Term 5

GRAMMAR

--REVIEW

Students will review all 7 deadly grammar sins

Include practice in spelling, grammar, usage, and mechanics through EOI practice tests, workbooks, peer-editing, and daily bell-ringer activities.

Emphasize the 7 Deadly Grammar Sins.

LITERATURE-Folk Tales/Legends/Fables/Nonfiction

Read for content, introduce and analyze elements of mythology and tall tales. Analyze plot, setting, character, tone, mood, theme, point of view, symbolism, irony, satire, and other literary techniques focusing primarily on EOI preparation.

Sample Literature:

Folk Tales/Legends/Fables (e.g. King Arthur Legends) in addition to various short stories from *Morte d'Arthur* by Alfred, Lord Tennyson

Nonfiction

Read and analyze persuasive, narrative, descriptive, and expository writing styles to include objective and subjective content.

Sample Literature:

“The Spider and the Wasp” by Alexander Petrunkevitch

EOI Preparation: Mock EOI Practice test and essays

Begin preparation for End of Instruction testing by administering mock test and essays to improve students' endurance and test taking skills.

WRITING

Major assignment

Teacher should choose from released EOI prompts that can be found on the Oklahoma State Department website— <http://ok.gov/sde/>. Students will write a minimum of 3 times, five paragraph essays.

Examples:

Expository

Analytical

Argumentative

Narrative

English II: Term 6

GRAMMAR

-REVIEW

Students will review all 7 deadly grammar sins. Include practice in spelling, grammar, usage, and mechanics through EOI practice tests, workbooks, peer-editing, and daily bell-ringer activities.

Emphasize the 7 Deadly Grammar Sins.

LITERATURE-Novels

Read for content, the elements of the novel, and elements of fiction such as plot, setting, character, tone, mood, theme, point of view, symbolism, irony, satire, and other literary techniques.

Sample Novels:

Animal Farm by George Orwell

Lord of the Flies by William Golding

A Separate Peace by John Knowles

Metamorphosis by Franz Kafka

The Old Man and the Sea by Ernest Hemingway

Murder on the Orient Express by Agatha Christie

Tuesdays with Morrie by Mitch Albom

WRITING

TYPE-Reflective:

Choose a person who has made an impact on your life. Draft a personal letter asking permission to meet with and interview the person chosen. Construct a memoir reflecting the person's influence and impact on your life.

TYPE-Creative:

Choose one of the many vignettes within the book *Tuesdays with Morrie* and mimic the style and length of the chosen passage.

LAWTON HIGH SCHOOL – ENGLISH III

Term 1: Content Guide

GRAMMAR

Include practice in spelling, grammar, usage, and mechanics through EOI practice tests (USA Test Prep), workbooks, peer-editing, and daily bell-ringer activities.

*Emphasize the 7 Deadly Grammar Sins

LITERATURE

Unit One: A Gathering of Voices: Literature of Early America

Unit Two: A Nation is Born 1750-1800

Literature of early America will be introduced with literary works from the period. Students will read and analyze the structure of information and literary documents, archetypes, and specific rhetorical and aesthetic purposes. Emphasis will be placed on the lasting impact of the text and the role in shaping an emerging and new form of government on the world stage. Students will read and analyze specific strategies and stylistic devices such as parallelism, repetition, allusion, etc. Students will analyze the clarity and consistency of political assumptions; identify complexities and inconsistencies from different media. Read and analyze poetic works focusing on content, elements of poetry, figurative language, symbolism, tone, imagery, rhythm, meter, rhyme, and sound devices in conjunction with Poetry Out Loud or pieces from approved texts. The following list of text and authors covered are only the minimum guidelines and individual teachers can add to the list for their own class.

Text Covered in Unit One:

“The Earth on Turtle’s Back”

“When Grizzlies Walked Upright”

Excerpt from “The Navajo Origin Legend”

Excerpt from “The Iroquois Constitution”

Edward Taylor’s “Huswifery”

Anne Bradstreet’s “To My Dear and Loving Husband”

Author’s Covered in Unit One:

Bradstreet, Edwards

Text Covered in Unit Two:

Phillis Wheatley’s “An Hymn to the Evening” and “To His Excellency, General Washington”

Author’s Covered in Unit Two:

Franklin, Jefferson, Henry

NONFICTION

Read and analyze persuasive, narrative, descriptive, and expository writing style, objective and subjective content. Always include MLA citations when referencing nonfiction. *See *easybib.com*; *citationmachine.net*, *Purdue OWL* or *A Guide to MLA Documentation*

* 2 lessons devoted to stand-up oral communication opportunities

Required Pieces:

Excerpt from Franklin's "The Autobiography"

"Declaration of Independence"

Patrick Henry's "Speech in the Virginia Convention"

NOVEL/PLAY:

Read for content, the elements of the novel or drama, elements of fiction such as plot, setting, character, tone, mood, theme, point of view, symbolism, irony, satire, and other literary techniques

Sample Novel Choices:

The Great Gatsby by F. Scott Fitzgerald

The Jungle by Upton Sinclair

The Crucible by Arthur Miller

The Catcher in the Rye by J.D. Salinger

The Grapes of Wrath by John Steinbeck

A Raisin in the Sun by Lorraine Hansberry

The Scarlet Letter by Nathaniel Hawthorne

Enrichment to accompany any of the above selections:

TED talks, documentary trailers, national poetry websites, American Rhetoric, NPR, U.S. Archives, Library of Congress, PBS, BBC, ITN, *Wall Street Journal*, *U. S. A. Today*, *N. Y. Times*

MODES OF WRITING

*Each essay MUST follow the 8 Step Method and follow MLA guidelines.

*6 Lessons devoted to writing/composition/ research/ documentation

Analysis: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Informative/explanatory: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Narratives: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

English III: Term 2

GRAMMAR

Include practice in spelling, grammar, usage, and mechanics through EOI practice tests (USA Test Prep), workbooks, peer-editing, and daily bell-ringer activities.

*Emphasize the 7 Deadly Grammar Sins

LITERATURE

Unit Three: A Growing Nation 1800-1870

Literature from the Age of Reason, Romanticism and Transcendentalism will be introduced with literary works from the period. Students will read and analyze the structure of information and literary documents, archetypes, and specific rhetorical and aesthetic purposes. Emphasis will be placed on the lasting impact of the text and the role in shaping the emerging notion of an individual. Students will read and analyze specific strategies and stylistic devices such as omniscient point of view, characterization, cultural attitudes, making inferences, parallelism, repetition, allusion, etc. Students will analyze the clarity and consistency of political assumptions; identify complexities and inconsistencies from different media. Read and analyze poetic works focusing on content, elements of poetry, figurative language, symbolism, tone, imagery, rhythm, meter, rhyme, and sound devices in conjunction with Poetry Out Loud or pieces from approved texts. The following list of text and authors covered are only the minimum guidelines and individual teachers can add to the list for class.

Text Covered in Unit Three:

Longfellow's "The Tide Rises, The Tide Falls"

Bryant's "Thanatopsis"

Holmes's "Old Ironsides"

Poe's "The Fall of the House of Usher"

Author's Covered in Unit Three:

Irving, Hawthorne, Emerson, Thoreau, Dickinson, Whitman

NONFICTION

Read and analyze persuasive, narrative, descriptive, and expository writing style, objective and subjective content. Always include MLA citations when referencing nonfiction. *See *easybib.com*; *citationmachine.net*, *Purdue OWL* or *A Guide to MLA Documentation*

* 2 lessons devoted to stand-up oral communication opportunities

Required Pieces:

Excerpt from Emerson's "Nature" or "Self-Reliance"

Excerpt from Thoreau's "Walden" or "Civil Disobedience"

Excerpt from Whitman's "Preface to the 1855 Edition of *Leaves of Grass*"

NOVEL/PLAY:

Read for content, the elements of the novel and drama, elements of fiction such as plot, setting, character, tone, mood, theme, point of view, symbolism, irony, satire, and other literary techniques

Sample Novel/Play Choices:

The Great Gatsby by F. Scott Fitzgerald

The Jungle by Upton Sinclair

The Crucible by Arthur Miller

The Catcher in the Rye by J.D. Salinger

The Grapes of Wrath by John Steinbeck

A Raisin in the Sun by Lorraine Hansberry

The Scarlet Letter by Nathaniel Hawthorne

Enrichment to accompany any of the above selections:

TED talks, documentary trailers, national poetry websites, American Rhetoric, NPR, U.S. Archives, Library of Congress, PBS, BBC, ITN, *Wall Street Journal*, *U. S. A. Today*, *N. Y. Times*

MODES OF WRITING

*Each essay MUST follow the 8 Step Method and follow MLA guidelines.

*6 Lessons devoted to writing/composition/ research/ documentation

Analysis: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Informative/explanatory: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Narratives: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

English III: Term 3

GRAMMAR

Include practice in spelling, grammar, usage, and mechanics through EOI practice tests (USA Test Prep), workbooks, peer-editing, and daily bell-ringer activities.

*Emphasize the 7 Deadly Grammar Sins

LITERATURE

Unit Four: Division, Reconciliation, and Expansion 1850-1914

Literature from the Age of Realism and Naturalism, Spirituals and Civil War will be introduced with literary works from the period. Students will read and analyze the structure of information and literary documents, archetypes, and specific rhetorical and aesthetic purposes. Emphasis will be placed on the lasting impact of the text and the role in shaping the emerging notion of an individual and society. Students will read and analyze specific strategies and stylistic devices such as omniscient point of view, characterization, cultural attitudes, making inferences, parallelism, repetition, and allusion. Students will read and analyze literary technique known as “stream of consciousness”. Students will describe plot development and conflict and how they are resolved. Students will determine the main idea and interpret subtle details in complex passages. Students will use ethos, logos, and pathos. Students will analyze the clarity and consistency of political assumptions; identify complexities and inconsistencies from different media. Read and analyze poetic works focusing on content, elements of poetry, figurative language, symbolism, tone, imagery, rhythm, meter, rhyme, and sound devices in conjunction with Poetry Out Loud or pieces from approved texts. The following list of text and authors covered are only the minimum guidelines and individual teachers can add to the list for their class.

Author's Covered in Unit Four:

Crane, Bierce, Twain, London, Chopin, Dunbar, Robinson, Cather

NONFICTION

Read and analyze persuasive, narrative, descriptive, and expository writing style, objective and subjective content. Always include MLA citations when referencing nonfiction. *See *easybib.com*; *citationmachine.net*, *Purdue OWL* or *A Guide to MLA Documentation*

* 2 lessons devoted to stand-up oral communication opportunities

Required Pieces:

Excerpt from Douglass's "My Bondage and My Freedom"

"The Gettysburg Address"

Lee's "Letter to His Son"

"Emancipation Proclamation"

"I Will Fight No More Forever"

NOVEL/PLAY:

Read for content, the elements of the novel and drama, elements of fiction such as plot, setting, character, tone, mood, theme, point of view, symbolism, irony, satire, and other literary techniques

Sample Novel and Play Choices:

The Great Gatsby by F. Scott Fitzgerald

The Jungle by Upton Sinclair

The Crucible by Arthur Miller

The Catcher in the Rye by J.D. Salinger

The Grapes of Wrath by John Steinbeck

A Raisin in the Sun by Lorraine Hansberry

The Scarlet Letter by Nathaniel Hawthorne

Enrichment to accompany any of the above selections:

TED talks, documentary trailers, national poetry websites, American Rhetoric, NPR, U.S. Archives, Library of Congress, PBS, BBC, ITN, *Wall Street Journal*, *U. S. A. Today*, *N. Y. Times*

MODES OF WRITING

*Each essay MUST follow the 8 Step Method and follow MLA guidelines.

*6 Lessons devoted to writing/composition/ research/ documentation

Analysis: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Informative/explanatory: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Narratives: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

English III: Term 4

GRAMMAR

Include practice in spelling, grammar, usage, and mechanics through EOI practice tests (USA Test Prep), workbooks, peer-editing, and daily bell-ringer activities.

*Emphasize the 7 Deadly Grammar Sins

LITERATURE

Unit Five: Disillusion, Defiance, and Discontent: The Modern Age 1914-1946

***Part One: Facing Troubled Times**

***Part Two: Short Stories**

Literature from the Modern Age will be introduced with literary works from the period of Modernism, Imagism, Expatriates, and Harlem Renaissance. Students will read and analyze archetypes, and specific rhetorical and aesthetic purposes. Emphasis will be placed on the lasting impact of the text and the role in shaping the emerging notion of an individual and society. Students will read and analyze specific strategies and stylistic devices such as omniscient point of view, characterization, cultural attitudes, making inferences, parallelism, repetition, and allusion. Students will read and describe plot development and conflict and how they are resolved. Students will determine the main idea and interpret subtle details in complex passages. Students will use ethos, logos, and pathos. Students will analyze the clarity and consistency of political assumptions; identify complexities and inconsistencies from different media. Read and analyze poetic works focusing on content, elements of poetry, figurative language, symbolism, tone, imagery, rhythm, meter, rhyme, and sound devices in pieces from approved texts. The following list of text and authors covered are only the minimum guidelines and individual teachers can add to the list for their own class.

Author's Covered in Unit Five:

Eliot, Pound, William Carlos Williams, H. D., Steinbeck, Cummings, Wolfe, Hemingway, Welty, O'Brien

NONFICTION

Read and analyze persuasive, narrative, descriptive, and expository writing style, objective and subjective content. Always include MLA citations when referencing nonfiction. *See *easybib.com*; *citationmachine.net*, *Purdue OWL* or *A Guide to MLA Documentation*

* 2 lessons devoted to stand-up oral communication opportunities

Sample Pieces:

Teacher will supplement the nonfiction through primary resources such as documents, articles, and visual aids that connect to the historical events of the time period. For example, articles, documents, and visual aid from World War I, the Great Depression, etc.

NOVEL/PLAY:

Read for content, the elements of the novel and drama, elements of fiction such as plot, setting, character, tone, mood, theme, point of view, symbolism, irony, satire, and other literary techniques

Sample Novel/Play Choices:

The Great Gatsby by F. Scott Fitzgerald

The Jungle by Upton Sinclair

The Crucible by Arthur Miller
The Catcher in the Rye by J.D. Salinger
The Grapes of Wrath by John Steinbeck
A Raisin in the Sun by Lorraine Hansberry
The Scarlet Letter by Nathaniel Hawthorne

Enrichment to accompany any of the above selections:

TED talks, documentary trailers, national poetry websites, American Rhetoric, NPR, U.S. Archives, Library of Congress, PBS, BBC, ITN, *Wall Street Journal*, *U. S. A. Today*, *N. Y. Times*

MODES OF WRITING

*Each essay MUST follow the 8 Step Method and follow MLA guidelines.

*6 Lessons devoted to writing/composition/ research/ documentation

Analysis: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Informative/explanatory: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Narratives: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

English III: Term 5

GRAMMAR

Include practice in spelling, grammar, usage, and mechanics through EOI practice tests (USA Test Prep), workbooks, peer-editing, and daily bell-ringer activities.

*Emphasize the 7 Deadly Grammar Sins

LITERATURE

Unit Five: Disillusion, Defiance, and Discontent: The Modern Age 1914-1946

* Part Three: From Every Corner of the Land

Unit Six: Prosperity and Protest: The Contemporary Period 1946-Present

*Part One: Literature Confronts the Everyday

Literature from the Harlem Renaissance and Postmodernism Age will be introduced with literary works from the period. Students will read and analyze archetypes, and specific rhetorical and aesthetic purposes. Emphasis will be placed on the lasting impact of the text and the role in shaping the emerging notion of an individual and society. Students will read and analyze specific strategies and stylistic devices such as omniscient point of view, characterization, cultural attitudes, making inferences, parallelism, repetition, and allusion. Students will read and describe plot development and conflict and how they are resolved. Students will determine the main idea and interpret subtle details in complex passages. Students will use ethos, logos, and pathos. Students will analyze the clarity and consistency of political assumptions; identify complexities and inconsistencies from different media. Read and analyze poetic works focusing on content, elements of poetry, figurative language, symbolism, tone, imagery, rhythm, meter, rhyme, and sound devices in pieces from approved texts. The following list of text and authors covered are only the minimum guidelines and individual teachers can add to the list for their own class.

*Author's Covered in Unit Five:

Thurber, Hughes, McKay, Cullen, Bontemps, Toomer

*Author's Covered in Unit Six Part One:

O'Connor, Malamud, Collier, Momaday, Nye, Walker

NONFICTION

Read and analyze persuasive, narrative, descriptive, and expository writing style, objective and subjective content. Always include MLA citations when referencing nonfiction. *See *easybib.com*; *citationmachine.net*, *Purdue OWL* or *A Guide to MLA Documentation*

* 2 lessons devoted to stand-up oral communication opportunities

Sample Pieces:

Teacher will supplement the nonfiction through primary resources such as documents, articles, and visual aids that connect to the historical events of the time period. For example, articles, documents, and visual aid from World War I, the Great Depression, etc.

NOVELS/PLAYS

Read for content, the elements of the novel or drama, elements of fiction such as plot, setting, character, tone, mood, theme, point of view, symbolism, irony, satire, and other literary techniques

Sample Novel/Play Choices:

The Great Gatsby by F. Scott Fitzgerald

The Jungle by Upton Sinclair

The Crucible by Arthur Miller

The Catcher in the Rye by J.D. Salinger

The Grapes of Wrath by John Steinbeck

A Raisin in the Sun by Lorraine Hansberry

The Scarlet Letter by Nathaniel Hawthorne

Enrichment to accompany any of the above selections:

TED talks, documentary trailers, national poetry websites, American Rhetoric, NPR, U.S. Archives, Library of Congress, PBS, BBC, ITN, *Wall Street Journal*, *U. S. A. Today*, *N. Y. Times*

MODES OF WRITING

*Each essay MUST follow the 8 Step Method and follow MLA guidelines.

*6 Lessons devoted to writing/composition/ research/ documentation

Analysis: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Informative/explanatory: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Narratives: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Research Paper: The research paper must require students to compose a paper of at least six pages that causes the student to incorporate research material garnered from at least six reliable, credible sources using EBSCO or a similar research engine.

English III: Term 6

GRAMMAR

Include practice in spelling, grammar, usage, and mechanics through EOI practice tests (USA Test Prep), workbooks, peer-editing, and daily bell-ringer activities.

*Emphasize the 7 Deadly Grammar Sins

LITERATURE

Unit Six: Prosperity and Protest: The Contemporary Period 1946-Present

***Part Two: Essays**

***Part Three: Social Protest**

Postmodernism literature will be introduced with literary works from the period. Students will read and analyze archetypes, and specific rhetorical and aesthetic purposes. Emphasis will be placed on the lasting impact of the text and the role in shaping the emerging notion of an individual and society. Students will read and analyze specific strategies and stylistic devices such as omniscient point of view, characterization, cultural attitudes, making inferences, parallelism, repetition, and allusion. Students will read and describe plot development and conflict and how they are resolved. Students will determine the main idea and interpret subtle details in complex passages. Students will use ethos, logos, and pathos. Students will analyze the clarity and consistency of political assumptions; identify complexities and inconsistencies from different media. Read and analyze poetic works focusing on content, elements of poetry, figurative language, symbolism, tone, imagery, rhythm, meter, rhyme, and sound devices in pieces from approved texts. The following list of text and authors covered are only the minimum guidelines and individual teachers can add to the list for their own class.

Author's Covered in Unit Six Part Two:

Cisneros, Tan

Author's Covered in Unit Six Part Three:

Baldwin, Hersey, Jarrell, Kennedy, King Jr., Komunyakaa

NONFICTION

Read and analyze persuasive, narrative, descriptive, and expository writing style, objective and subjective content. Always include MLA citations when referencing nonfiction. *See *easybib.com*; *citationmachine.net*, *Purdue OWL* or *A Guide to MLA Documentation*

* 2 lessons devoted to stand-up oral communication opportunities

Sample Pieces:

Teacher will supplement the nonfiction through primary resources such as documents, articles, and visual aids that connect to the historical events of the time period. *Most of the nonfiction will be gathered/collected by the students for their research paper.

NOVELS/PLAYS

Read for content, the elements of the novel or drama, elements of fiction such as plot, setting, character, tone, mood, theme, point of view, symbolism, irony, satire, and other literary techniques

Sample Novel/Play Choices:

The Great Gatsby by F. Scott Fitzgerald

The Jungle by Upton Sinclair

The Crucible by Arthur Miller

The Catcher in the Rye by J.D. Salinger

The Grapes of Wrath by John Steinbeck

A Raisin in the Sun by Lorraine Hansberry

The Scarlet Letter by Nathaniel Hawthorne

Enrichment to accompany any of the above selections:

TED talks, documentary trailers, national poetry websites, American Rhetoric, NPR, U.S. Archives, Library of Congress, PBS, BBC, ITN, *Wall Street Journal*, *U. S. A. Today*, *N. Y. Times*

MODES OF WRITING

*Each essay MUST follow the 8 Step Method and follow MLA guidelines.

*6 Lessons devoted to writing/composition/ research/ documentation

Analysis: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Informative/explanatory: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Narratives: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Research Paper: The research paper must require students to compose a paper of at least six pages that causes the student to incorporate research material garnered from at least six reliable, credible sources using EBSCO or a similar research engine.

LAWTON HIGH SCHOOL – ENGLISH IV

Term 1

LANGUAGE

Include practice in spelling, grammar, usage, and mechanics through writing and Daily Oral Language

READING

Literature

Fiction

Read and analyze works for content, figurative language, literary techniques, plot, setting, tone, theme, point-of-view, symbolism, irony, and satire.

Required Literature:

Grendel (Chapter 6)

Poetry

Epic Read and analyze works for content, figurative language, literary/poetic devices, plot, setting, conflict, characterization, tone, theme, point-of-view.

Required Literature:

Beowulf

Elegy/Anglo-Saxon Poetry Read and analyze works for content, figurative language, literary/poetic devices.

Sample Literature:

“The Seafarer,” “The Wanderer,” “The Wife’s Lament”

Poetry Out Loud Read and analyze works for content, figurative language, literary/poetic devices.

Informational

To enhance literary study.

Read and analyze expository writing, objective and subjective content.

Sample Pieces:

From *A History of the English*

From *The Anglo-Saxon Chronicle*

SPEAKING AND LISTENING

Structured conversations in whole class, small groups or with a partner. Recite in class as part of participation in Poetry Out Loud selections.

WRITING

Compose analytical, reflective, narrative texts using valid reasoning/ relative evidence using effective technique/organization and well-chosen detail.

Required:

Reflective college application essay; analytical essay (*Beowulf*); several short writings incorporating use of 8-step method.

English IV: Term 2

LANGUAGE

Include practice in spelling, grammar, usage, and mechanics through writing and Daily Oral Language

READING

Literature

Fiction

Read and analyze works for content, figurative language, literary techniques, plot, setting, tone, theme, point-of-view, symbolism, irony, and satire.

Required Literature:

Novel Options: *The Kite Runner*, *Pride and Prejudice*, *Great Expectations*: *Brave New World*.

Poetry

Medieval Romance Read and analyze works for content, figurative language, literary/poetic devices, plot, setting, conflict, characterization, tone, theme, point-of-view.

Required Literature:

Sir Gawain and the Green Knight

“The Wife of Bath’s Tale”

Frame Story Read and analyze works for content, figurative language, literary/poetic devices, plot, setting, conflict, characterization, tone, theme, point-of-view.

Required Literature:

Canterbury Tales

Ballad Read and analyze works for content, figurative language, literary/poetic devices, plot, setting, conflict, characterization, tone, theme, point-of-view.

Required Literature:

“Get Up and Bar the Door”

Poetry Out Loud Read and analyze works for content, figurative language, literary/poetic devices.

Informational

To enhance literary study.

Read and analyze expository writing, objective and subjective content.

Sample Pieces:

Biographical and background information.

SPEAKING AND LISTENING

Structured conversations in whole class, small groups or with a partner. Recite in class as part of participation in Poetry Out Loud selections. Presentation of Lawton Tales.

WRITING

Compose analytical, reflective, narrative texts using valid reasoning/ relative evidence using effective technique/organization and well-chosen detail.

Required:

Analytical essay (*Beowulf*); several short writings incorporating use of 8-step method to include characterizations (*Canterbury Tales*)

English IV: Term 3

LANGUAGE

Include practice in spelling, grammar, usage, and mechanics through writing and Daily Oral Language

READING

Literature

Fiction

Read and analyze works for content, figurative language, literary techniques, plot, setting, tone, theme, point-of-view, symbolism, irony, and satire.

Sample Literature:

Satirical Essay: "A Modest Proposal"

Selected short stories

Poetry

Sonnets Read and analyze works for content, figurative language, literary/poetic devices, plot, setting, conflict, characterization, tone, theme, point-of-view.

Required Literature:

Petrarchan and Shakespearean sonnets

Pastoral Read and analyze works for content, figurative language, literary/poetic devices, plot, setting, conflict, characterization, tone, theme, point-of-view.

Sample Literature:

"The Passionate Shepherd to his Love"

"To the Virgins, to Make Much of Time" (carpe diem)

Metaphysical: Read and analyze works for content, figurative language, literary/poetic devices, plot, setting, conflict, characterization, tone, theme, point-of-view.

Sample Literature:

"A Valediction: Forbidding Mourning"

Essay: "Meditation 17"

Epic: Read and analyze works for content, figurative language, literary/poetic devices, plot, setting, conflict, characterization, tone, theme, point-of-view.

Sample Literature:

From *Paradise Lost*

Poetry Out Loud Read and analyze works for content, figurative language, literary/poetic devices.

Informational

To enhance literary study.

Read and analyze expository writing, objective and subjective content.

Sample Pieces:

Biographical and background information.

From *A Journal of a Plague Year*

"Homeless"

English IV: Term 3 (continued)

SPEAKING AND LISTENING

Structured conversations in whole class, small groups or with a partner. Recite in class as part of participation in Poetry Out Loud selections.

WRITING

Compose analytical, reflective, narrative texts using valid reasoning/ relative evidence using effective technique/organization and well-chosen detail.

Required:

Analytical essay; several short writings incorporating use of 8-step method

English IV: Term 4

LANGUAGE

Include practice in spelling, grammar, usage, and mechanics through writing and Daily Oral Language

READING

Literature

Fiction

Read and analyze works for content, figurative language, literary techniques, plot, setting, tone, theme, point-of-view, symbolism, irony, and satire.

Required Literature:

Frankenstein

Selected short stories to supplement novel study

Poetry

Read and analyze works for content, figurative language, literary/poetic devices, plot, setting, conflict, characterization, tone, theme, point-of-view.

Selections used to supplement novel study.

Informational

To enhance literary study.

Read and analyze expository writing, objective and subjective content.

Informational sources for Senior research project.

SPEAKING AND LISTENING

Structured conversations in whole class, small groups or with a partner.

WRITING

Compose analytical texts using valid reasoning/ relative evidence using effective technique/organization and well-chosen detail.

Required:

Analytical essay (novel); several short writings incorporating use of 8-step method

English IV: Term 5

LANGUAGE

Include practice in spelling, grammar, usage, and mechanics through writing and Daily Oral Language

READING

Literature

Fiction

Read and analyze works for content, figurative language, literary techniques, plot, setting, tone, theme, point-of-view, symbolism, irony, and satire.

Required Literature:

Frankenstein

Selected short stories to supplement novel study

Drama

Read and analyze works for content, figurative language, literary techniques, plot, setting, tone, theme, point-of-view, symbolism, irony, and satire.

Sample Literature:

Shakespearean Tragedy/Comedy

Poetry

Lyrical Read and analyze works for content, figurative language, literary/poetic devices, plot, setting, conflict, characterization, tone, theme, point-of-view.

Sample Literature

Any of British Romantics/Tennyson

Required Literature

The Rime of the Ancient Mariner

“The Lady of Shalott”

Dramatic Monologue: Read and analyze works for content, figurative language, literary/poetic devices, plot, setting, conflict, characterization, tone, theme, point-of-view.

Sample Literature:

“Porphyria’s Lover”

“His Last Duchess”

Selected other poetic genres: Read and analyze works for content, figurative language, literary/poetic devices, plot, setting, conflict, characterization, tone, theme, point-of-view.

Informational

To enhance literary study.

Read and analyze expository writing, objective and subjective content.

Informational sources for Senior research project.

SPEAKING AND LISTENING

Structured conversations in whole class, small groups or with a partner. Recite in class as part of participation in Poetry Out Loud selections.

English IV: Term 5 (continued)

WRITING

Compose analytical, reflective, narrative texts using valid reasoning/ relative evidence using effective technique/organization and well-chosen detail.

Required:

Research paper over novel or play which must be at least 7 pages and include a minimum of seven sources from EBSCO or similar search engine; several short writings incorporating use of 8-step method

English IV: Term 6

LANGUAGE

Include practice in spelling, grammar, usage, and mechanics through writing and Daily Oral Language

READING

Literature

Fiction

Read and analyze works for content, figurative language, literary techniques, plot, setting, tone, theme, point-of-view, symbolism, irony, and satire.

Modern/Post Modern Short Story

Sample literature:

“Rocking Horse Winner”

“Demon Lover”

“Shooting an Elephant”

“A Shocking Incident”

Poetry

Read and analyze works for content, figurative language, literary/poetic devices, plot, setting, conflict, characterization, tone, theme, point-of-view.

Sample literature:

“Do Not Go Gentle”

“Not Waving but Drowning”

“When You Are Old”

“Sailing to Byzantium”

Informational

To enhance literary study.

Read and analyze expository writing, objective and subjective content.

SPEAKING AND LISTENING

Structured conversations in whole class, small groups or with a partner.

WRITING

Compose analytical texts using valid reasoning/ relative evidence using effective technique/organization and well-chosen detail.

Required:

Reflective essays, narratives, formatted poetry as part of Senior Scrapbook; several short writings incorporating use of 8-step method

MacArthur High School

English I

1st Quarter

Grammar- Intensive Review w/lessons on sentence structure, S-V Agreement, clauses, punctuation, comma splices/fragments

Vocabulary- External study with various vocabulary from the literature and/or supplementary vocabulary materials (Wordskills, Wordly Wise, etc.)

Genre: Novel -- (Ex.: *To Kill a Mockingbird*)

Literary Terms- Create packets containing: setting, theme, plot, antagonist, protagonist, five types of characters, characterization, dialogue, three types of irony, epiphany, conflict x 2, plot development, flashback, foreshadow, mood, atmosphere, points of view x 3, suspense, universal theme, inference, generalization, cause/effect, symbolism

Writing

1. Narrative (ex. Biography)
2. Introduction to Jane Schaeffer Model (TS, CD,CM,CS)
3. Persuasive (Ex. Most Important 1st Amendment)

2nd Quarter

Grammar - review through daily MUGs/MUG Paragraphs (Mechanics, Usage, and Grammar)

Vocabulary- External study with various vocabulary words from the literature and/or supplementary vocabulary materials (Wordskills, Wordly Wise, etc.)

Genre: Short Stories (Examples: The Cask of Amontillado, The Most Dangerous Game, The Scarlet Ibis, The Necklace, The Interlopers, Lamb to the Slaughter)

Literary Terms Reinforce literary terms from above and additional through literature

Writing

1. Narrative / Descriptive- journaling with current unit
2. Argument (Current Event)

3rd Quarter

Grammar- review through daily MUGs/MUG Paragraphs

Vocabulary- External study with various vocabulary words from the literature and/or supplementary vocabulary materials (Wordskills, Wordly Wise, etc.)

Genre: Drama -- Romeo and Juliet

Poetry/ Poetry Out Loud

Literary Terms- drama terms/ poetry terms

Writing

1. Expository (Research Orientation/ Intro)
2. Argument (ex. Letter) 3. Narrative (Creative – ex. Poetry)

4th Quarter

Grammar Review through daily MUGs/MUG Paragraphs

Genre: Epic poem = The Odyssey

Literary Terms: Reinforce literary terms from above and additional through literature

Writing –

1. Research project – 2 page minimum
2. Argumentative- semester test essay option

MACARTHUR HIGH SCHOOL – ENGLISH II

1st Quarter

Grammar

Daily practice in grammar, usage, and mechanics through MUG bell-ringer activities and writing assignments.

Vocabulary

Study and apply a knowledge of Greek and Latin roots, prefixes, and suffixes to determine word meanings. Use reference materials such as dictionaries and thesauri to determine meaning and usage of words and to discriminate between connotation and denotation. Vocabulary is studied in conjunction with short story unit and use of Wordly Wise. Academic Vocabulary is also included.

Short Stories

Read and analyze works for content, figurative language, literary techniques, plot, setting, tone, theme, point-of-view, symbolism, irony, and satire.

Sample Literature:

- “Contents of a Dead Man’s Pocket,”
- “The Monkey’s Paw,”
- “The Pit and the Pendulum,”
- “The Black Cat,”
- “The Masque of the Red Death”

Writing:

1. Narrative – Autobiographical
2. Narrative – Creative (ex. alternate ending for short story – “Contents of a Dead Man’s Pocket”)
3. Informational/Explanatory – Fact Finding (ex. plague - “The Masque of the Red Death”)
4. Argument – Persuasive Letter (ex. “The Lottery”)

2nd Quarter

Grammar

Daily practice in grammar, usage, and mechanics through MUG bell-ringer activities and writing assignments.

Vocabulary

Studied in conjunction with novel unit and through use of Wordly Wise. Academic Vocabulary is also included.

Novel

Read for content, the elements of fiction such as plot, characters, setting, point-of-view, irony, satire, symbolism, and theme.

Sample Literature:

- Animal Farm,*
- Bean Trees*

Non-fiction

Read and analyze persuasive, narrative, descriptive, and expository writing style, objective and subjective content.

Sample Literature: “The Spider and the Wasp,” “Keep Memory Alive,” topics related to above novels, biographies.

Writing

1. Informational/Explanatory – Literary Analysis - Compare & Contrast – passages from different work by same author (Orwell, Kingsolver)
2. Informational/Explanatory – Mini-Research Project (ex. Russian Revolution, Immigration)
3. Argument – ex. Role of Power in Society/Closed Borders

MACARTHUR HIGH SCHOOL – ENGLISH II

3rd Quarter

Grammar

Daily practice in grammar, usage, and mechanics through MUG bell-ringer activities and writing assignments.

Vocabulary

Studied in conjunction with poetry and drama and through use of Wordly Wise. Academic Vocabulary is also included.

Poetry

Read and analyze poetic works focusing on content, elements of poetry, figurative language, symbolism, tone, imagery, rhythm, meter, rhyme, and sound devices in conjunction with Poetry Out Loud.

Drama

Read and analyze the elements of drama

Sample Literature:

Julius Caesar,

Antigone

Research

Students use MLA style and practice appropriate research skills in creating annotated bibliographies, multi-paragraph essays and Works Cited pages.

Suggested subject: Career exploration /
Current topic that is influencing the
current generation (e.g., technology,
drugs, economy)

Writing

1. Informational/Explanatory – Research Paper
2. Informational/Explanatory – Annotated Bibliography
3. Informational/Explanatory – Literary Analysis (ex. Compare/Contrast Brutus/Antony speeches)
4. Narrative – Creative (ex. poetry)
5. Argument – Benchmark Essay (persuasive prompt)
6. Research project – 4 page minimum

4th Quarter

Grammar

Daily practice in grammar, usage, and mechanics through MUG bell-ringer activities, writing assignments, and EOI test prep materials.

Vocabulary

Studied in conjunction with literature and through use of Wordly Wise. Academic Vocabulary is also included.

Genre: Variety in preparation for EOI test.

1. Selected Novel: Students will choose their own novels from the ALA award winners for young-adult fiction and create a presentation for their class using Edmodo focusing on elements of fiction.
2. Folk Tales/Legends/Fables (e.g. King Arthur Legends)
3. Assigned Novel: *Speak*
4. Nonfiction: *Tuesdays with Morrie*

Writing

1. Informational/Explanatory – Literary Analysis (ex. chapter explication)
2. Narrative – Benchmark Essay (descriptive or expository prompt)
3. Narrative – Expository (EOI practice prompt)
4. Narrative – Descriptive (EOI practice prompt)
5. Argument – Persuasive (EOI practice prompt)
6. Narrative – Memoirs/Interviews (ex. *Tuesdays with Morrie*)

MACARTHUR HIGH SCHOOL – ENGLISH III – American Literature

1st Quarter

Grammar

Daily Oral Language/Grammar Bell-Ringer
Activity Daily or other First Five Resources

Vocabulary

External study with various vocabulary words
from the literature - Wordskills

Literary Terms and Academic Vocabulary within the context of literature

Time Period:

Unit 1: Literature of Early America - Beginnings
to 1750

Selected Authors (John Smith, William
Bradford, Jonathan Edwards, Anne
Bradstreet, Edward Taylor, Native
American myths/legends)

Unit 2: Early National Literature 1750-1800

Selected Authors (Benjamin Franklin,
Patrick Henry, Thomas Jefferson,
Thomas Paine, Phillis Wheatley, Abigail
Adams)

Novel Study: *The Traveler's Gift*

Documentary:

View "Blackfish" and discuss appeals

Writing

1. Formal Letter
2. Narrative -- Descriptive
3. Informational/Explanatory
4. Narrative – Journal

2nd Quarter

Grammar

Daily Oral Language/Grammar Bell-Ringer
Activity Daily or other First Five Resources

Vocabulary

External study with various vocabulary words
from the literature - Wordskills

Literary Terms and Academic Vocabulary within the context of literature

Time Period

Unit 3: Nineteenth-Century Literature 1800-1870

Novel Study: *The Crucible* OR *The Scarlet
Letter*

Selected Authors (Poe, Hawthorne,
Melville, Shelley, Emerson, Thoreau,
Dickinson, Whitman)

Writing

1. Argument - Research Paper
2. Informational/Explanatory -- Literary
analysis
3. Narrative – Journal
4. Research project – 6 pages minimum

MACARTHUR HIGH SCHOOL – ENGLISH III – American Literature

3rd Quarter

Grammar

Daily Oral Language/Grammar Bell-Ringer
Activity Daily or other First Five Resources

Vocabulary

External study with various vocabulary words
from the literature

Literary Terms and Academic Vocabulary

Time Period

Unit 4: The Age of Realism 1850-1914
Selected Authors (Twain, Lincoln,
Sojourner Truth, Harte, Dunbar, Chopin,
Chief Joseph, Robinson, Masters)

Unit 5: The Modern Age 1914-1946

Novel Study: *The Great Gatsby*
Selected Authors (Eliot, Fitzgerald,
Steinbeck, Hemingway, Frost, Welty,
Porter, Faulkner)

Writing

1. Argument – Essay Response to Persuasive Prompt
2. Narrative – Literary Analysis (ex. *The Great Gatsby*)
3. Informational/Explanatory – Literary Analysis

4th Quarter

Grammar

Daily Oral Language/Grammar Bell-Ringer
Activity Daily or other First Five Resources

Vocabulary

External study with various vocabulary words
from the literature

Literary Terms and Academic Vocabulary

Time Period

Unit 6: The Contemporary Period 1946-Present

Novel Study:

Selected Authors (O'Connor, Momaday,
Tyler, Alice Walker, Plath, Brooks,
MLK, Jr.)
“Letter from Birmingham Jail”

Writing

1. Expository –Essay (prompt practice book)
2. Informational/Explanatory
3. Literary Analysis (“Letter from Birmingham Jail”)

MACARTHUR HIGH SCHOOL – ENGLISH IV – British Literature

1st Quarter

Grammar

Review through writing

Vocabulary

External study of Greek/Latin roots with various vocabulary from the literature

Literary Terms

Definitions of genres, subgenres, literary devices techniques, figurative language and sound devices that pertain to the studied literature

Literary Period:

Old English and Medieval Period 449-1485

(Examples: *Beowulf*, *Grendel*,
Canterbury Tales, *Sir Gawain and the*
Green Knight. *Gilgamesh*, *Iliad*)

Writing

1. Argument – Position/Research Paper
2. Argument – Persuasive Essay
3. Narrative – Descriptive
4. Research project – Position Paper – 8 page minimum

2nd Quarter

Grammar

Review through writing

Vocabulary

External study of Greek/Latin roots with various vocabulary words from the literature

Literary Terms

Reinforce literary terms from above and additional through literature

Literary Period:

Renaissance Period 1485-1623

(Examples: *Macbeth*, *Hamlet*, *Don*
Quixote)

Writing

1. Informational/Explanatory – Resume
2. Informational/Explanatory – Process Essay
3. Informational/Explanatory – Comparison/Contrast Essay
4. Informational/Explanatory – Literary Analysis

MACARTHUR HIGH SCHOOL – ENGLISH IV – British Literature

3rd Quarter

Grammar

Review through writing

Vocabulary

External study of Greek/Latin roots with various vocabulary words from the literature

Literary Terms

Reinforce literary terms from above and additional through literature

Literary Period:

Turbulent Times 1623-1798

(Example: *Moll Flanders*, *Gulliver's Travels*, "An Essay on Man," "The Rape of the Lock," "A Modest Proposal")

Romantic Period 1798 – 1832

(Example: *Frankenstein*, *Pride and Prejudice*, *Sense and Sensibility*)

Writing

1. Narrative – College Entry Letter
2. Narrative – College Application Essay
3. Informational/Explanatory – Cause & Effect
4. Narrative – Creative/Imaginative Essay
5. Informational/Explanatory – Literary Analysis

4th Quarter

Grammar

Review through writing

Vocabulary

External study of Greek/Latin roots with various vocabulary from the literature

Literary Terms

Reinforce literary terms from above and additional through literature

Literary Period:

Victorian Period 1832-1901

(Example: *Jekyll & Hyde*, *Great Expectations*, and poets such as Wordsworth, Browning, Barrett Browning, and Tennyson)

Modern Period 1900-Present

(Example: *The Count of Monte Cristo*, *Heart of Darkness*, *The Waste Land*)

Writing

1. Informational/Explanatory – Classification & Division Essay
2. Informational/Explanatory – Problem/Solution Essay
3. Informational/Explanatory – Literary Analysis

Testing and Oklahoma State Standards

For the complete state standards (O.A.S.), go to: <http://elaokteachers.com/newstandards/>

See Below For O.A.S. Reading and Language Arts Blueprints and 8th – 12th Standards

OKLAHOMA SCHOOL TESTING PROGRAM

TEST BLUEPRINT ENGLISH LANGUAGE ARTS

2016-2017 GRADE 8

This blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard of the Oklahoma Academic Standards (OAS).

IDEAL PERCENTAGE OF MC ITEMS	IDEAL NUMBER OF ITEMS	STANDARDS
28%	14	STANDARD 2: READING AND WRITING PROCESS Students will use a variety of recursive reading and writing processes.
28%	14	STANDARD 3: CRITICAL READING AND WRITING Students will apply critical thinking skills to reading and writing.
16%	8	STANDARD 4: VOCABULARY Students will expand their working vocabularies to effectively communicate and understand texts.
14%	7	STANDARD 5: LANGUAGE Students will apply knowledge of grammar and rhetorical style to reading and writing.
14%	7	STANDARD 6: RESEARCH Students will engage in inquiry to acquire, refine, and share knowledge.
12% OF OVERALL SCORE	1 PROMPT 7 POINTS	WRITING SECTION Standard 2: Reading and Writing Process Standard 3: Critical Reading and Writing Standard 4: Vocabulary Standard 5: Language Standard 6: Research Standard 8: Independent Reading and Writing
	51 ITEMS 57 POINTS	TOTAL

*Standard 8: Independent Reading and Writing is assessed throughout the test and dually aligned to each standard. Please note this blueprint does not include items that may be field-tested. A minimum of 6 items is required to report a standard.



OKLAHOMA SCHOOL TESTING PROGRAM

TEST BLUEPRINT ENGLISH LANGUAGE ARTS 2016-2017 GRADE 10

This blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard of the Oklahoma Academic Standards (OAS).

IDEAL PERCENTAGE OF MC ITEMS	IDEAL NUMBER OF ITEMS	STANDARDS
27-33%	16-20	STANDARD 2: READING AND WRITING PROCESS Students will use a variety of recursive reading and writing processes.
28-33%	17-20	STANDARD 3: CRITICAL READING AND WRITING Students will apply critical thinking skills to reading and writing.
13-17%	8-10	STANDARD 4: VOCABULARY Students will expand their working vocabularies to effectively communicate and understand texts.
13-17%	8-10	STANDARD 5: LANGUAGE Students will apply knowledge of grammar and rhetorical style to reading and writing.
13-17%	8-10	STANDARD 6: RESEARCH Students will engage in inquiry to acquire, refine, and share knowledge.
15% OF OVERALL SCORE	1 PROMPT 11 POINTS	WRITING SECTION Standard 2: Reading and Writing Process Standard 3: Critical Reading and Writing Standard 4: Vocabulary Standard 5: Language Standard 6: Research Standard 8: Independent Reading and Writing
	61 ITEMS** 73 POINTS	TOTAL

**58 Multiple-Choice Items, 2 Evidence-Based Select Response Items, 1 Writing Prompt

*Standard 8: Independent Reading and Writing is assessed throughout the test and dually aligned to each standard.

Please note this blueprint does not include items that may be field-tested.

A minimum of 6 items is required to report a standard.



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

Standard 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Reading

Students will develop and apply effective communication skills through speaking and active listening.

Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

8.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.

8.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.

8.1.R.2 Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.

8.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

8.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.

Standard 2: Reading Foundations/Reading and Writing Process

Students will develop foundational skills for future reading success by working with sounds, letters, and text. Students will use a variety of recursive reading and writing processes.

Fluency

Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

8.2.F.1 Students will read high frequency and irregularly spelled grade-level words with automaticity in text.

8.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.

Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.

Reading Students will read and comprehend increasingly complex literary and informational texts.	Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.
8.2.R.1 Students will summarize and paraphrase ideas, while maintaining meaning and a logical sequence of events, within and between texts.	8.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
8.2.R.2 Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres.	8.2.W.2 Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.
8.2.R.3 Students will generalize main ideas with supporting details in a text.	8.2.W.3 Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.
	8.2.W.4 Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, sentence variety, and use of consistent point of view.
	8.2.W.5 Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	Writing Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.
8.3.R.1 Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence.	8.3.W.1 NARRATIVE Students will write narratives incorporating characters, plot (<i>i.e., flashback and foreshadowing</i>), setting, point of view, conflict, dialogue, and sensory details.

<p>8.3.R.2 Students will evaluate points of view and perspectives and describe how this affects grade-level literary and/or informational text.</p>	<p>8.3.W.2 INFORMATIVE Students will compose essays and reports about topics, incorporating evidence (<i>e.g., specific facts, examples, details</i>) and maintaining an organized structure and a formal style.</p>
<p>8.3.R.3 Students will analyze how authors use key literary elements to contribute to the meaning of a text:</p> <ul style="list-style-type: none"> • setting • plot • characters (<i>i.e., protagonist, antagonist</i>) • characterization • theme • conflict (<i>i.e., internal and external</i>) 	<p>8.3.W.3 ARGUMENT - Grade Level Focus Students will introduce a claim, recognize at least one claim from an opposing viewpoint, and organize reasons and evidences, using credible sources.</p>
<p>8.3.R.4 Students will evaluate literary devices to support interpretations of literary texts:</p> <ul style="list-style-type: none"> • simile • metaphor • personification • onomatopoeia • hyperbole • imagery • tone • symbolism • irony 	<p>8.3.W.4 Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented.</p>
<p>8.3.R.5 Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.</p>	
<p>8.3.R.6 Students will analyze the structures of texts (<i>e.g., compare/contrast, problem/solution, cause/effect, claims/evidence</i>) and content by making complex inferences about texts to draw logical conclusions from textual evidence.</p>	
<p>8.3.R.7 Students will make connections (<i>e.g., thematic links, literary analysis</i>) between and across multiple texts and provide textual evidence to support their inferences.</p>	

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

8.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.

8.4.R.2 Students will use word parts (*e.g.*, *affixes*, *Greek and Latin roots*, *stems*) to define and determine the meaning of increasingly complex words.

8.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.

8.4.R.4 Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.

8.4.R.5 Students will use a dictionary, glossary, or a thesaurus (*print and/or electronic*) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

8.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.

8.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

8.5.R.1 Students will recognize the use of verbals (*e.g.*, *gerunds*, *participles*, *infinitives*) and clauses.

8.5.R.2 Students will recognize the use of active and passive voice.

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

8.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.

8.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.

8.5.R.3	Students will recognize and correct inappropriate shifts in verb tense.	8.5.W.3	Students will use verbals (<i>e.g., gerunds, participles, infinitives</i>) in writing.
8.5.R.4	Students will recognize the subject and verb agreement, and correct as necessary.	8.5.W.4	Students will form and use verbs in the active and passive voice.
		8.5.W.5	Students will form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Reading		Writing	
Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.		Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
8.6.R.1	Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.	8.6.W.1	Students will write research papers and/or texts independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>).
8.6.R.2	Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (<i>e.g., print and digital</i>).	8.6.W.2	Students will refine and formulate a viable research question and report findings clearly and concisely, using a well-developed thesis statement.
8.6.R.3	Students will determine the relevance, reliability, and validity of the information gathered.	8.6.W.3	Students will quote, paraphrase, and summarize findings following an appropriate citation style (<i>e.g., MLA, APA, etc.</i>) and avoiding plagiarism.
		8.6.W.4	Students will summarize and present information in a report.

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

8.7.R.1 Students will determine the intended purposes of techniques used for rhetorical effects in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer interpretive and applied questions to create new understandings.

8.7.R.2 Students will analyze the impact of selected media and formats on meaning.

Writing

Students will create multimodal texts to communicate knowledge and develop arguments.

8.7.W.1 Students will select, organize, or create multimodal content that encompasses different points of view.

8.7.W.2 Students will utilize multimedia to clarify information and emphasize salient points.

Standard 8: Independent Reading and Writing

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

8.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.

Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

8.8.W Students will write independently over extended periods of time (*e.g., time for research, reflection, and revision*) and for shorter timeframes (*e.g., a single sitting or a day or two*), vary their modes of expression to suit audience and task, and/or analyze different perspectives.

Standard 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Reading

Students will develop and apply effective communication skills through speaking and active listening.

9.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.

9.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

9.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.

Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

9.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.

9.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading	Writing
Students will read and comprehend increasingly complex literary and informational texts.	Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.
9.2.R.1 Students will summarize, paraphrase, and generalize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	9.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
9.2.R.2 Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres.	9.2.W.2 Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.
9.2.R.3 Students will synthesize main ideas with supporting details in texts.	9.2.W.3 Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.
	9.2.W.4 Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, sentence variety, and use of consistent tone and point of view.
	9.2.W.5 Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

9.3.R.1 Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence.

9.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.

9.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:

- setting
- plot
- characters (*i.e.*, *protagonist*, *antagonist*)
- character development
- theme
- conflict (*i.e.*, *internal and external*)
- archetypes

Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

9.3.W.1 **NARRATIVE - Grade Level Focus**

Students will write nonfiction narratives (*e.g.*, *memoirs*, *personal essays*).

9.3.W.2 **INFORMATIVE - Grade Level Focus**

Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (*e.g.*, *specific facts*, *examples*, *details*, *data*) and maintaining an organized structure and a formal style.

9.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).

<p>9.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:</p> <ul style="list-style-type: none"> • simile • metaphor • personification • onomatopoeia • hyperbole • imagery • tone • symbolism • irony 	<p>9.3.W.4 ARGUMENT</p> <p>Students will introduce claims, recognize and distinguish from alternate or opposing claims, and organize reasons and evidences, using credible sources.</p>
<p>9.3.R.5 Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.</p>	<p>9.3.W.5 Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented and supports the argument.</p>
<p>9.3.R.6 Students will comparatively analyze the structures of texts (<i>e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence</i>) and content by inferring connections among multiple texts and providing textual evidence to support their inferences.</p>	<p>9.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.</p>
<p>9.3.R.7 Students will make connections (<i>e.g., thematic links, literary analysis</i>) between and across multiple texts and provide textual evidence to support their inferences.</p>	

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

9.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.

9.4.R.2 Students will use word parts (*e.g., affixes, Greek and Latin roots, stems*) to define and determine the meaning of increasingly complex words.

9.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.

9.4.R.4 Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.

9.4.R.5 Students will use a dictionary, glossary, or a thesaurus (*print and/or electronic*) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

9.4.W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.

9.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading	Writing
Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.
9.5.R.1 Students will examine the function of parallel structures, various types of phrases, and clauses to convey specific meanings.	9.5.W.1 Students will write using correct mechanics with a focus on punctuation marks as needed.
9.5.R.2 Students will recognize the use of active and passive voice.	9.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.
9.5.R.3 Students will recognize and correct inappropriate shifts in verb tense.	9.5.W.3 Students will use parallel structure.
9.5.R.4 Students will recognize the subject and verb agreement, and correct as necessary.	9.5.W.4 Students will use various types of phrases (<i>e.g., appositive, adjectival, adverbial, participial, prepositional</i>) and clauses (<i>e.g., independent, dependent, adverbial</i>) to convey specific meanings and add variety and interest to writing or presentations.

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Reading

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

9.6.R.1 Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.

9.6.R.2 Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (*e.g., print and digital*).

9.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.

Writing

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.

9.6.W.1 Students will write research papers and/or texts independently over extended periods of time (*e.g., time for research, reflection, and revision*) and for shorter timeframes (*e.g., a single sitting or a day or two*).

9.6.W.2 Students will refine and formulate a viable research question, integrate findings from sources, and clearly use a well-developed thesis statement.

9.6.W.3 Students will quote, paraphrase, and summarize findings following an appropriate citation style (*e.g., MLA, APA, etc.*) and avoiding plagiarism.

9.6.W.4 Students will summarize and present information in a report.

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

9.7.R.1 Students will analyze and evaluate the effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts with a focus on persuasion and argument to generate and answer literal, interpretive, and applied questions to create new understandings.

9.7.R.2 Students will analyze the impact of selected media and formats on meaning.

Writing

Students will create multimodal texts to communicate knowledge and develop arguments.

9.7.W.1 Students will create a variety of multimodal content to engage specific audiences.

9.7.W.2 Students will create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

Standard 8: Independent Reading and Writing

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

9.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.

Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

9.8.W Students will write independently over extended periods of time (*e.g., time for research, reflection, and revision*) and for shorter timeframes (*e.g., a single sitting or a day or two*), vary their modes of expression to suit audience and task, and/or draw appropriate conclusions.

Standard 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Reading

Students will develop and apply effective communication skills through speaking and active listening.

10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.

10.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

10.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.

Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

10.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.

10.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading	Writing
Students will read and comprehend increasingly complex literary and informational texts.	Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	10.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
10.2.R.2 Students will analyze details in literary and nonfiction/informational texts to connect how genre supports the author's purpose.	10.2.W.2 Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.
	10.2.W.3 Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.
	10.2.W.4 Students will edit and revise multiple drafts for organization, enhanced transitions and coherence, sentence variety, and consistency in tone and point of view to establish meaningful texts.
	10.2.W.5 Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

10.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect author's stylistic and organizational choices in grade-level literary and informational genres.

10.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.

10.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:

- character development
- theme
- conflict (*i.e., internal and external*)
- archetypes

Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

10.3.W.1 **NARRATIVE**

Students will write narratives embedded in other modes as appropriate.

10.3.W.2 **INFORMATIVE - Grade Level Focus**

Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (*e.g., specific facts, examples, details, data*) and maintaining an organized structure and a formal style.

10.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).

<p>10.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:</p> <ul style="list-style-type: none"> • figurative language • imagery • tone • symbolism • irony 	<p>10.3.W.4 ARGUMENT - Grade Level Focus</p> <p>Students will introduce precise claims and distinguish them from counterclaims and provide sufficient evidences to develop balanced arguments, using credible sources.</p>
<p>10.3.R.5 Students will distinguish among different kinds of evidence (<i>e.g., logical, empirical, anecdotal</i>) used to support conclusions and arguments in texts.</p>	<p>10.3.W.5 Students will use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument and include a conclusion that follows logically from the information presented and supports the argument.</p>
<p>10.3.R.6 Students will comparatively analyze the structures of texts (<i>e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence</i>) and content by inferring connections among multiple texts and providing textual evidence to support their inferences.</p>	<p>10.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.</p>
<p>10.3.R.7 Students will make connections (<i>e.g., thematic links, literary analysis</i>) between and across multiple texts and provide textual evidence to support their inferences.</p>	

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

- 10.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
- 10.4.R.2 Students will use word parts (*e.g., affixes, Greek and Latin roots, stems*) to define and determine the meaning of increasingly complex words.
- 10.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.
- 10.4.R.4 Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.
- 10.4.R.5 Students will use a dictionary, glossary, or a thesaurus (*print and/or electronic*) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

- 10.4.W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.
- 10.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

10.5.R.1 Students will examine the function of parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings and/or reflect specific rhetorical styles.

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

10.5.W.1 Students will write using correct mechanics.

10.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions, to signal differing relationships among ideas.

10.5.W.3 Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Reading

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

10.6.R.1 Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.

10.6.R.2 Students will synthesize the most relevant information from a variety of primary and secondary sources (*e.g., print and digital*), following ethical and legal citation guidelines.

10.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.

Writing

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.

10.6.W.1 Students will write research papers and/or texts independently over extended periods of time (*e.g., time for research, reflection, and revision*) and for shorter timeframes (*e.g., a single sitting or a day or two*).

10.6.W.2 Students will refine and formulate a viable research question, integrate findings from sources, and clearly use a well-developed thesis statement.

10.6.W.3 Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (*e.g., MLA, APA, etc.*) and avoiding plagiarism.

10.6.W.4 Students will synthesize and present information in a report.

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

10.7.R.1 Students will analyze techniques used to achieve the intended rhetorical purposes in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer interpretive and applied questions to create new understandings.

10.7.R.2 Students will analyze the impact of selected media and formats on meaning.

Writing

Students will create multimodal texts to communicate knowledge and develop arguments.

10.7.W.1 Students will critique the sources of multimodal content.

10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

Standard 8: Independent Reading and Writing

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

10.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.

Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

10.8.W Students will write independently over extended periods of time (*e.g., time for research, reflection, and revision*) and for shorter timeframes (*e.g., a single sitting or a day or two*), vary their modes of expression to suit audience and task, and/or draw and justify appropriate conclusions.

Standard 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Reading

Students will develop and apply effective communication skills through speaking and active listening.

- 11.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.
- 11.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.
- 11.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.

Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

- 11.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.
- 11.1.W.2 Students will work effectively and respectfully within diverse groups, demonstrate willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading

Students will read and comprehend increasingly complex literary and informational texts.

11.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

11.2.R.2 Students will evaluate details in literary and non-fiction/informational texts to connect how genre supports the author's purpose.

Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

11.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.

11.2.W.2 Students will plan (*e.g., outline*) and prewrite a first draft as necessary.

11.2.W.3 Students will develop drafts by choosing an organizational structure (*e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.*) and building on ideas in multi-paragraph essays.

11.2.W.4 Students will edit and revise multiple drafts for logical organization, enhanced transitions and coherence, sentence variety, and use of tone and point of view through specific rhetorical devices to establish meaningful texts.

11.2.W.5 Students will use resources to find correct spellings of words (*e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check*).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading	Writing
Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.
11.3.R.1 Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.	11.3.W.1 NARRATIVE Students will write narratives embedded in other modes as appropriate.
11.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.	11.3.W.2 INFORMATIVE Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (<i>e.g., specific facts, examples, details, data</i>) and maintaining an organized structure and a formal style.
11.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none">• theme• archetypes	11.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).
11.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: <ul style="list-style-type: none">• imagery• tone• symbolism• irony	11.3.W.4 ARGUMENT Students will (1) introduce precise, informed claims, (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument, and (4) provide the most relevant evidences to develop balanced arguments, using credible sources.

<p>11.3.R.5 Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints.</p>	<p>11.3.W.5 Students will use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion and include a conclusion that follows logically from the information presented and supports the argument.</p>
<p>11.3.R.6 Students will comparatively analyze the structures of texts (<i>e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence</i>) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.</p>	<p>11.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.</p>
<p>11.3.R.7 Students will make connections (<i>e.g., thematic links, literary analysis, authors' style</i>) between and across multiple texts and provide textual evidence to support their inferences.</p>	

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

- 11.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
- 11.4.R.2 Students will use word parts (*e.g., affixes, Greek and Latin roots, stems*) to define and determine the meaning of increasingly complex words.
- 11.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.
- 11.4.R.4 Students will analyze and evaluate the relationships among words with multiple meanings and recognize the connotation and denotation of words.
- 11.4.R.5 Students will use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (*print and/or electronic*) as needed.

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

- 11.4.W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.
- 11.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

11.5.R.1 Students will apply their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and using that understanding to manipulate style when appropriate.

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

11.5.W.1 Students will write using correct mechanics.

11.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas.

11.5.W.3 Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Reading

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

11.6.R.1 Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.

11.6.R.2 Students will synthesize the most relevant information from a variety of primary and secondary sources (*e.g., print and digital*), following ethical and legal citation guidelines.

11.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.

Writing

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.

11.6.W.1 Students will write research papers and/or texts independently over extended periods of time (*e.g., time for research, reflection, and revision*) and for shorter timeframes (*e.g., a single sitting or a day or two*).

11.6.W.2 Students will integrate findings from sources using a well-developed thesis statement.

11.6.W.3 Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (*e.g., MLA, APA, etc.*) and avoiding plagiarism.

11.6.W.4 Students will synthesize and present information in a report.

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

11.7.R.1 Students will analyze and evaluate the various techniques used to construct arguments in written, oral, visual, digital, non-verbal, and interactive texts, to generate and answer applied questions, and to create new understandings.

11.7.R.2 Students will analyze the impact of selected media and formats on meaning.

Writing

Students will create multimodal texts to communicate knowledge and develop arguments.

11.7.W.1 Students will design and develop multimodal content for a variety of purposes.

11.7.W.2 Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

Standard 8: Independent Reading and Writing

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

11.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.

Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

11.8.W Students will write independently over extended periods of time (*e.g., time for research, reflection, and revision*) and for shorter timeframes (*e.g., a single sitting or a day or two*), vary their modes of expression to suit audience and task, and/or be able to apply new understandings in an original way.

Standard 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Reading

Students will develop and apply effective communication skills through speaking and active listening.

- 12.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.
- 12.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.
- 12.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.

Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

- 12.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.
- 12.1.W.2 Students will work effectively and respectfully within diverse groups, demonstrate willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading

Students will read and comprehend increasingly complex literary and informational texts.

12.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

12.2.R.2 Students will evaluate details in literary and non-fiction/informational texts to connect how genre supports the author's purpose.

Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

12.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.

12.2.W.2 Students will plan (*e.g., outline*) and prewrite a first draft as necessary.

12.2.W.3 Students will develop drafts by choosing an organizational structure (*e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.*) and building on ideas in multi-paragraph essays.

12.2.W.4 Students will edit and revise multiple drafts for logical organization, enhanced transitions and coherence, sentence variety, and use of tone and point of view through specific rhetorical devices to establish meaningful texts.

12.2.W.5 Students will use resources to find correct spellings of words (*e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check*).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

12.3.R.1 Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.

12.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.

12.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.

12.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts.

Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

12.3.W.1 NARRATIVE

Students will write narratives embedded in other modes as appropriate.

12.3.W.2 INFORMATIVE

Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (*e.g., specific facts, examples, details, data*) and maintaining an organized structure and a formal style.

12.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).

12.3.W.4 ARGUMENT

Students will (1) introduce precise, informed claims, (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument, and (4) provide the most relevant evidences to develop balanced arguments, using credible sources.

12.3.R.5 Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints.

12.3.W.5 Students will use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion and include a conclusion that follows logically from the information presented and supports the argument.

12.3.R.6 Students will comparatively analyze the structures of texts (*e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence*) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.

12.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.

12.3.R.7 Students will make connections (*e.g., thematic links, literary analysis, authors' style*) between and across multiple texts and provide textual evidence to support their inferences.

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

12.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.

12.4.R.2 Students will use word parts (*e.g., affixes, Greek and Latin roots, stems*) to define and determine the meaning of increasingly complex words.

12.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.

12.4.R.4 Students will analyze and evaluate the relationships among words with multiple meanings and recognize the connotation and denotation of words.

12.4.R.5 Students will use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (*print and/or electronic*) as needed.

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

12.4.W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.

12.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

12.5.R.1 Students will apply their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and using that understanding to manipulate style when appropriate.

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

12.5.W.1 Students will write using correct mechanics.

12.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas.

12.5.W.3 Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Reading

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

12.6.R.1 Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.

12.6.R.2 Students will synthesize resources to acquire and refine knowledge, following ethical and legal citation guidelines.

12.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.

Writing

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.

12.6.W.1 Students will write research papers and/or texts independently over extended periods of time (*e.g., time for research, reflection, and revision*) and for shorter timeframes (*e.g., a single sitting or a day or two*).

12.6.W.2 Students will integrate findings from sources using a well-developed thesis statement.

12.6.W.3 Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (*e.g., MLA, APA, etc.*) and avoiding plagiarism.

12.6.W.4 Students will synthesize and present information in a report.

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

12.7.R.1 Students will analyze and evaluate written, oral, visual, digital, non-verbal, and interactive texts in order to draw conclusions and defend arguments.

12.7.R.2 Students will analyze the impact of selected media and formats on meaning.

Writing

Students will create multimodal texts to communicate knowledge and develop arguments.

12.7.W.1 Students will create multimodal content to communicate knowledge and defend arguments.

12.7.W.2 Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

Standard 8: Independent Reading and Writing

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

12.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.

Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

12.8.W Students will write independently over extended periods of time (*e.g., time for research, reflection, and revision*) and for shorter timeframes (*e.g., a single sitting or a day or two*), vary their modes of expression to suit audience and task, synthesize information across multiple sources, and/or articulate new perspectives.

Additional Comments or Notes – For Teacher Use