

Central Community Unit District #301

Mission Statement

To provide quality education within a nurturing environment which enables all students to become life-long learners who strive for excellence and who are responsible contributors to our ever changing global society.

Language Arts Mission Statement

Students of Central District #301 will be empowered to think critically, to communicate effectively, and to construct meaning across all disciplines. This process will be accomplished through four essential components: listening, speaking, reading and writing. Students will integrate these components in order to become life-long learners in an ever changing global society.

LANGUAGE ARTS PURPOSE STATEMENTS

By Grade Level

Kindergarten

Students will demonstrate an understanding of reading by responding to stories and apply phonemic awareness, concepts of print and alphabetic principal skills to develop an interest and enjoyment of reading.

First Grade

Students will construct meaning of print through decoding skills, phonics, sight words, and comprehension strategies to build a reading foundation that develops independent readers.

Second Grade

Students will utilize their knowledge and understanding of word study, word solving strategies, comprehension strategies and basic genres to make meaning of text.

Third Grade

Students will develop reading strategies and skills utilizing a variety of genres; demonstrating knowledge of story elements; and apply vocabulary strategies to construct meaning of text.

Fourth Grade

Students will integrate their increased comprehension skills and strategies in particular tom making connections with themselves, society and the world through a growing variety of literary genres.

Fifth Grade

Students will apply the higher level reading strategies of inferring and synthesizing; utilize reading strategies with nonfiction text; and construct meaning from figurative language.

Sixth Grade

Students will apply and practice reading skills /strategies, identify literacy elements, and use words analysis strategies to construct meaning, utilizing a broad range of reading materials.

Seventh Grade

Students will apply and integrate comprehension skills and strategies and literary elements through classroom discussion and independent reading.

Eighth Grade

Students will utilize higher level comprehension skills, strategies, and literary elements to integrate and evaluate all content area material in preparation for the demands of high school.

Ninth Grade

Students will examine short stories, novels, dramas, non-fiction, epic poetry, and poetry text to develop more proficient reading skills for determining purpose, structure, content, detail, and effect.

Tenth Grade

Students will examine short stories, novels, dramas, non-fiction, and poetry texts to analyze purpose, structure, content, detail, and effect.

Eleventh/Twelfth Grade

Students will explore a variety of literary texts from a variety of genres including American literature, English literature, world literature, contemporary literature, women's literature, science fiction, fantasy literature to interpret, critique, and differentiate context, purpose, structure, detail, and effect.

Language Arts
Kindergarten

Purpose: Students will demonstrate an understanding of reading by responding to stories and apply phonemic awareness, concepts of print and alphabetic principal skills to develop an interest and enjoyment of reading.

Focus: **Vocabulary**

Outcome: **LA.K.1** Students will demonstrate the meaning of words.

Components: **LA.K.1.1** – Name basic color words (blue, black, brown, green, orange, pink, purple, red, white, yellow).

LA.K.1.2 – Locate environmental print.

LA.K.1.3 – Identify and read first and last name.

LA.K.1.4 – Read one syllable words. 1.A.Kg

Focus: **Alphabetic Principle/Word Analysis**

Outcome: **LA.K.2** Students will use the relationship between letters and sounds to develop reading readiness skills.

Components: **LA.K.2.1** – Name and produce all capital (uppercase) and lowercase letters of the alphabet. (see appendix A) 1.A.Kf

LA.K.2.2 – Identify the most common consonant sounds. 1.A.Kf

LA.K.2.3 – Identify short vowel sounds. 1.A.Kf

LA.K.2.4 – Recognize a series of words that have the same beginning sound. 1.A.Kf

LA.K.2.5 – Identify basic CVC rime patterns. (see appendix B) 1.A.Kd, 1.A.Kf

LA.K.2.6 – Locate initial, final and medial phonemes in CVC words. 1.A.Kf, 1.A.Kg

LA.K.2.7 – Introduce ch-, sh- and th- digraphs in initial position.

LA.K.2.8 – Name 50 of 60 (80%) high frequency sight words. (see appendix C) 1.A.Kg

LA.K.2.9 – Introduce long vowel sounds.

Focus: Concepts of Print

Outcome: **LA.K.3** Students will demonstrate their understanding that pictures and print convey meaning, and that words are read in a certain order.

Components: **LA.K.3.1** – Distinguish capital (uppercase) from lowercase letters. 1.A.Kf

LA.K.3.2 – Discriminate vowels from consonants. 1.A.Kf

LA.K.3.3 – Distinguish letters from numbers. 1.A.Kf

LA.K.3.4 – Differentiate between a letter, word, and sentence. 1.A.Kc

LA.K.3.5 – Demonstrate directionality within a word and in text (left to right, top to bottom, and return sweep). 1.A.Kb

LA.K.3.6 – Identify punctuation (. ? !) and spacing between words. 1.A.Kc

LA.K.3.7 – Demonstrate how to view printed materials (hold in correct position, turn pages, and know where a story starts and ends). 1.A.Kb

LA.K.3.8 – Identify the front and back cover, title of book and title page. 1.A.Kb

LA.K.3.9 – Distinguish that pictures and symbols have meaning. 1.A.Ka

LA.K.3.10 – Demonstrate that print carries a message and provides information. 1.A.Ka

LA.K.3.11 – Demonstrate one-to-one matching in text. 1.A.Kc

Focus: Comprehension Skills and Strategies

Outcome: **LA.K.4** Students will apply reading readiness skills to establish a foundation for comprehension.

Components: **LA.K.4.1** – Respond appropriately to simple questions about the text. 1.C.Kb

LA.K.4.2 – Orally retell a story. 1.C.Ka

LA.K.4.3 – Recall the beginning, middle and end elements of a story (sequence of events). 2.A.K

LA.K.4.4 – Respond to books in a variety of ways (orally, draw pictures, portray character, setting or events, dramatize). 2.A.K, 2.B.Kc

Outcome: **LA.K.5** Students will apply reading readiness strategies to establish a foundation for comprehension.

Components: **LA.K.5.1** – Make predictions before, during and after reading based on the cover, title and pictures. 1.B.Ka

LA.K.5.2 – Use picture clues in a text to gain meaning. 1.C.Ke

LA.K.5.3 – Make comments and produce questions about the text.
1.C.Ke

LA.K.5.4 – Make connections using schema (background knowledge) to gain meaning from text. 1.B.Kb

Focus: Literary Elements

Outcome: **LA.K.6** Students will explore a variety of reading materials in order to select books to read independently.

Components: **LA.K.6.1** – Investigate a variety of teacher-selected literature (nursery rhymes, poetry, predictable books, nonfiction and fiction). 1.C.Kd, 2.B.Ka, 1.B.Kc

LA.K.6.2 – Recognize the function of the author and illustrator. 2.B.Kb

LA.K.6.3 – Identify the characters and setting in text. 2.A.K

LA.K.6.4 – Distinguish between fiction and nonfiction. 2.B.Ka, 2.B.Kb

LA.K.6.5 – Compare and contrast multiple versions of the same story.
1.C.Kc

Focus: Phonemic Awareness

Outcome: **LA.K.7** Students will orally demonstrate the ability to hear and manipulate sounds in spoken words.

Components: **LA.K.7.1** – Recognize and produce rhyming words. 1.A.K.d

- a. Recognize whether spoken words rhyme.
- b. Produce a word that rhymes with another.
- c. Identify the non-rhyming word out of a series of spoken rhyming words.

LA.K.7.2 – Demonstrate segmentation skills. 1.A.K.e

- a. Identify the number of words in a 3-5 word sentence.
- b. Repeat a sentence into separate, spoken words.
- c. Identify the number of syllables in 1-, 2-, and 3- syllable words.
- d. Recite each syllable in 2- and 3- syllable words.
- e. Segment individual sounds when given 2-3 or 3- phoneme, one syllable words.
- f. Segment onset and rime when given a 1- syllable word.
- g. Segment individual words in compound words.

LA.K.7.3 – Demonstrate blending skills. 1.A.K.e

- a. Blend 2- or 3-syllables into a whole word.
- b. Blend onset with rime into a whole word.

- c. Blend 2-3 separate spoken phonemes into a one syllable word.
- d. Blend individual spoken words into compound words.

LA.K.7.4 – Demonstrate isolating skills. 1.A.K.e

- a. Identify the initial phoneme or onset in a 1-syllable spoken words.
- b. Identify the same initial phoneme or onset in a series of 1-syllable spoken words.
- c. Identify the final phoneme in a 1-syllable word.
- d. Identify the same final phoneme in a series of 1-syllable spoken words.
- e. Identify the same rime in a series of 1-syllable spoken words.

LA.K.7.5 – Demonstrate substituting skills. 1.A.K.e

- a. Substitute the initial phoneme or onset in a 1-syllable word.
- b. Substitute the final phoneme in a 1-syllable word.
- c. Substitute the rime in a 1-syllable word.

LA.K.7.6 – Demonstrate adding phonemes skills. 1.A.Ke

- a. Add the onset when given a rime in a 1-syllable word.
- b. Add rime when given an onset in a 1-syllable word.
- c. Add a word to spoken word to create a compound word.

LA.K.7.7 – Demonstrate deleting phonemes skills. 1.A.Ke

- a. Delete the onset when given a 1-syllable word.
- b. Delete the rime when given an onset in a 1-syllable word.
- c. Delete one of the word parts when given a compound word.

Language Arts
Grade 1

Purpose: Students will construct meaning of print through decoding skills, phonics, sight words, and comprehension strategies to build a reading foundation that develops independent readers.

Focus: **Vocabulary**

Outcome: **LA.1.1** Students will demonstrate the meaning of words.

Components: **LA.1.1.1** – Match antonyms and synonyms.

LA.1.1.2 – Locate and construct compound words.

LA.1.1.3 – Use a variety of resources (illustrations, glossary, dictionary) to determine the meaning of unfamiliar words. 1.A.1b

LA.1.1.4 – Locate homonyms.

Focus: **Word Analysis**

Outcome: **LA.1.2** Students will use phonics and sight words to develop a reading foundation.

Components: **LA.1.2.1** – Differentiate letter names from letter sounds at the beginning and end of words.

LA.1.2.2 – Recite blends and digraphs. (see appendix D)

LA.1.2.3 – Identify CVC, CVCC, CVCe, and CVVC rime patterns. (see appendix B)

LA.1.2.4 – Recognize other long vowel patterns.

LA.1.2.5 – Locate contractions in text. (see appendix E)

LA.1.2.6 – Analyze syllables within words.

LA.1.2.7 – Identify base words.

LA.1.2.8 – Introduce regular plural words.

LA.1.2.9 – Apply decoding strategies (visual, meaning, language structure) to recognize unfamiliar words in an appropriate text.

LA.1.2.10 – Identify 198/248 (80%) sight words and apply while reading. (see appendix C)

Focus: Concepts of Print

Outcome: **LA.1.3** Students will apply concepts of print while reading.

Components: **LA.1.3.1** – Distinguish vowels from consonants.

LA.1.3.2 – Demonstrate directionality (left to right, top to bottom, and return sweep).

LA.1.3.3 – Verify understanding of concepts of books (front and back, turning pages, knowing where a story starts, front and back cover, title of book).

LA.1.3.4 – Justify that print carries meaning and provides information.

LA.1.3.5 – Demonstrate one-to-one matching in a given text.

LA.1.3.6 – Apply punctuation and spacing between words.

Focus: Comprehension Skills and Strategies

Outcome: **LA.1.4** Students will apply reading skills to improve comprehension.

Components: **LA.1.4.1** – Choose appropriate material to read aloud with fluency and accuracy. 1.B.1d

LA.1.4.2 – Identify the main idea in a text.

LA.1.4.3 – Name the problem and solution of a story.

LA.1.4.4 – Identify sequential structure of a given passage. 1.C.1d

LA.1.4.5 – Recall the beginning, middle, and end elements of a story.

Outcome: **LA.1.5** Students will apply comprehension strategies to build a foundation in reading.

Components: **LA.1.5.1** – Identify the important events in a passage (determining importance).

LA.1.5.2 – Use pictures and words to infer meaning from text (inferring).

LA.1.5.3 – Make predictions before, during, and after reading. 1.B.1a

LA.1.5.4 – Identify and explain connections in both oral and written form using schema to gain meaning from text. 1.B.1a

LA.1.5.5 – Create sensory images to clarify meaning (visualizing).

LA.1.5.6 – Produce questions about the text (questioning). 1.C.1a

LA.1.5.7 – Identify miscues that interfere with meaning and use rereading, reading ahead (skip and return) picture clues, and context clues to infer meaning from text. 1.B.1c

LA.1.5.8 – Respond to literary materials by connecting them to their own experiences, other literary materials, or real life situations. 2.B.1a, 2.B.1c

Focus: Literary Elements

Outcome: **LA.1.6** Students will demonstrate how literary elements support the meaning of a text.

Components: **LA.1.6.1** – Investigate a variety of self-selected and teacher-selected literature (fiction, nursery rhymes, poetry, nonfiction, and fairy tales).

LA.1.6.2 – Recognize the style of various authors and illustrators.

LA.1.6.3 – Explain the difference between an author and illustrator.

LA.1.6.4 – Identify the characters in a given passage.

LA.1.6.5 – List the elements of plot (character, setting, problem/solution).

LA.1.6.6 – Identify and use features of nonfiction text.

LA.1.6.7 – Describe the events in a passage (character, setting, problem, and solution).

LA.1.6.8 – Describe the difference between prose vs. poetry. 2.A.1c

LA.1.6.9 – Identify common themes in literature from a variety of eras. 2.B.1b

LA.1.6.10 – Use information presented in simple tables, maps, and charts to form an interpretation. 1.C.1f

LA.1.6.11 – Relate character, setting, plot to real life situations. 2.B.1c

LA.1.6.12 – Respond to literary materials by connecting them to their own experiences. 2.B.1a

Focus: Phonemic Awareness

Outcome: **LA.1.7** Students will orally demonstrate the ability to hear and manipulate sounds in spoken words.

Components: **LA.1.7.1** – Recognize and produce rhyming words.

- d. Recognize whether spoken words rhyme.
- e. Produce a word that rhymes with another.
- f. Identify the non-rhyming word out of a series of spoken rhyming words.

LA.1.7.2 – Demonstrate segmentation skills.

- h. Identify the number of syllables in a multisyllabic word.
- i. Recite syllables in a three or more syllable word.

- j. Segment individual sounds when given a 3- or 4- phoneme and one or two syllable word.
- k. Segment onset and rime when given a 1- syllable word.
- l. Segment individual words in compound words.

LA.1.7.3 – Demonstrate blending skills.

- e. Blend 3- or 4-syllables into a whole word.
- f. Blend onset with rime into a whole word.
- g. Blend 3 or more separate spoken phonemes into a one syllable word.
- h. Blend individual spoken words into compound words.

LA.1.7.4 – Demonstrate isolating skills.

- f. Identify the initial phoneme or onset in a 1-syllable spoken word.
- g. Identify the same initial phoneme or onset in a series of 1-syllable spoken words.
- h. Identify the medial phoneme in a 1-syllable word.
- i. Identify the same medial phoneme in a series of 1-syllable spoken words.
- j. Identify the final phoneme in a word.
- k. Identify the same final phoneme in a series of spoken words.
- l. Identify the same rime in a series of 1-syllable spoken words.

LA.1.7.5 – Demonstrate substituting skills.

- d. Substitute the initial phoneme or onset in a word.
- e. Substitute the medial phoneme in a 1-syllable word.
- f. Substitute the final phoneme in a word.
- g. Substitute the rime in a 1-syllable word.

LA.1.7.6 – Demonstrate skills in adding phonemes.

- d. Add the onset when given a rime in a 1-syllable word.
- e. Add the rime when given an onset in a 1-syllable word.
- f. Add a word to a spoken word to create a compound word.

LA.1.7.7 – Demonstrate skills in deleting phonemes.

- d. Delete the onset when given a 1-syllable word.
- e. Delete the rime when given a 1-syllable word.
- f. Delete one of the word parts when given a compound word.

Language Arts
Grade 2

Purpose: Students will utilize their knowledge and understanding of word study, word solving strategies, comprehension strategies and basic genres to make meaning of text.

Focus: **Vocabulary**

Outcome: **LA.2.1** Students will demonstrate the meaning of words.

Components: **LA.2.1.1** – Give examples of antonyms and synonyms. 1.A.1a

LA.2.1.2 – Classify and use compound words. 1.A.1b

LA.2.1.3 – Use dictionaries, glossaries, and technology resources to determine the meaning of unfamiliar words. 1.A.1b

LA.2.1.4 – Give examples and explain the meaning of homographs and homophones. 1.A.1b

Focus: **Word Analysis**

Outcome: **LA.2.2** Students will apply word study skills and strategies to make meaning of text.

Components: **LA.2.2.1** – Identify and explain abbreviations in text.

LA.2.2.2 – Identify the base word in words with affixes. (walk/walked)

LA.2.2.3 – Determine the meaning of familiar words using the knowledge of common prefixes and suffixes. (see appendix F)

LA.2.2.4 – Give examples of blends and digraphs in words. (see appendix D)

LA.2.2.5 – Recognize and construct contractions as they appear in written text. (see appendix E)

LA.2.2.6 – Identify words that contain double consonants before adding a suffix.

LA.2.2.7 – Identify words that require dropping the –e before adding a suffix.

LA.2.2.8 – Demonstrate the sounds for irregular consonant combinations. (see appendix D)

LA.2.2.9 – Identify and use regular and irregular plural words.

LA.2.2.10 – Recognize and construct vowel patterns. (see appendix B)
1.A.1a

LA.2.2.11 – Locate singular and plural possessives.

LA.2.2.12 – Isolate syllables in multi-syllabic words.

LA.2.2.13 – Apply decoding strategies when reading appropriate text.
1.A.1a

LA.2.2.14 – Identify 204/255 (80%) high frequency sight words in reading. (see appendix C)

Focus: Comprehension Skills and Strategies

Outcome: **LA.2.3** Students will apply reading readiness skills to establish a foundation for comprehension of fiction text.

Components: **LA.2.3.1** – Identify cause and effect.

LA.2.3.2 – Identify problem and solution.

LA.2.3.3 – Identify sequential structure of a given passage. 1.C.1d

LA.2.3.4 – Differentiate fact and opinion.

LA.2.3.5 – Identify main idea and supporting details.

LA.2.3.6 – Establish a purpose for reading by activating prior knowledge.
1.B.1a, 2.B.1a

LA.2.3.7 – Use picture clues to infer meaning from text. 1.B.1c

LA.2.3.8 – Choose appropriate material to read aloud with fluency and accuracy. 1.B.1d

LA.2.3.9 – Demonstrate the ability to retell and summarize a passage.
1.B.1c

LA.2.3.10 – Recognize miscues that interfere with meaning and use rereading, reading ahead (skip and return), picture clues, and context clues to infer meaning from text. 1.B.1c

Outcome: **LA.2.4** Students will apply reading readiness skills to establish a foundation for comprehension of nonfiction text.

Components: **LA.2.4.1** – Identify cause and effect.

LA.2.4.2 – Identify sequential structure of a given text. 1.C.1d

LA.2.4.3 – Differentiate between fact and opinion.

LA.2.4.4 – Identify and use features of nonfiction text. 1.C.1f

Outcome: **LA.2.5** Students will apply reading strategies to improve comprehension.

Components: **LA.2.5.1** – Identify and explain connections using schema to gain meaning from a text. 1.B.1a

LA.2.5.2 – Identify important ideas with text. 1.B.1c

LA.2.5.3 – Draw inferences about the text and support them with textual evidence and prior knowledge.

LA.2.5.4 – Make predictions about the text before, during, and after reading. 1.C.1a

LA.2.5.5 – Formulate questions about the text.

LA.2.5.6 – Create sensory images to develop an understanding of text.

LA.2.5.7 – Make comparisons across reading selections. 1.C.1c

LA.2.5.8 – Apply self-monitoring strategies to clarify understanding during reading (rereading, ask questions, skip and go on, context clues, picture clues). 1.B.1c

Focus: Literary Elements

Outcome: **LA.2.6** Students will demonstrate how literary elements enhance meaning in a variety of text.

Components: **LA.2.6.1** – Recognize the style of various authors and illustrators. 1.C.1e

LA.2.6.2 – Identify author’s purpose. 1.C.1e

LA.2.6.3 – Identify the theme of the text. 2.B.1b, 2.A.1a, 1.C.1b

LA.2.6.4 – Identify main and supporting characters. 2.A.1a

LA.2.6.5 – Explain how a character changes over time. 2.A.1a

LA.2.6.6 – Identify literary elements of plot (setting, character, problem, solution, events). 2.A.1a

LA.2.6.7 – Identify a variety of genres. (see appendix G)

LA.2.6.8 – Evaluate the accuracy of a summary of a given passage. 1.C.3d

LA.2.6.9 – Relate character, setting and plot to real life situations. 2.B.1c

Language Arts
Grade 3

Purpose: Students will develop reading strategies and skills utilizing a variety of genres; demonstrate knowledge of story elements, and apply vocabulary strategies to construct meaning of text.

Focus: **Vocabulary**

Outcome: **LA.3.1** Students will apply vocabulary strategies to construct meaning of text.

Components: **LA.3.1.1** – Examine simple analogies. 1.A.2a

LA.3.1.2 – Use synonyms and antonyms to define words using appropriate grade level text. 1.A.2a LE

LA.3.1.3 – Identify compound words and explain their meanings through applying knowledge of individual words. 1.A.1b

LA.3.1.4 – Determine word meanings through the use of a variety of resources (dictionary, thesaurus, encyclopedia, technology resources). 1.A.2b LE

LA.3.1.5 – Utilize high frequency sight words. (see appendix C)

LA.3.1.6 – Determine the correct use of homonyms, homographs, and homophones using context clues. 1.A.1b

LA.3.1.7 – Determine the meaning of an unknown word using word, sentence, and cross-sentence clues. 1.A.1b

Focus: **Word Analysis**

Outcome: **LA.3.2** Students will apply word analysis strategies to construct meaning of text.

Components: **LA.3.2.1** – Recognize and construct abbreviations as they appear in written text.

LA.3.2.2 – Identify the base word of familiar words with affixes. 1.A.2a LE

LA.3.2.3 – Determine the meaning of familiar words using the knowledge of common prefixes and suffixes. (see appendix F) 1.A.2a

LA.3.2.4 – Recognize and construct contractions. (see appendix E)

LA.3.2.5 – Create words that contain double consonants and demonstrate the ability to double the consonant before adding a suffix.

LA.3.2.6 – Apply the skill of dropping –e before adding a suffix.

LA.3.2.7 – Identify and use regular and irregular plural words.

LA.3.2.8 – Identify singular and plural possessives.

LA.3.2.9 – Recognize new words using the knowledge of word patterns and digraphs. 1.A.1a

LA.3.2.10 – Identify words having the same vowel sound. 1.A.1a

Focus: Comprehension Strategies and Skills

Outcome: **LA.3.3** Students will apply reading skills to improve comprehension of fiction text.

Components: **LA.3.3.1** – Identify cause and effect.

LA.3.3.2 – Identify problem (conflict) and resolution. 1.B.2b LE

LA.3.3.3 – Identify sequential structure of a given text.

LA.3.3.4 – Differentiate between fact and opinion. 1.C.2d

LA.3.3.5 – Distinguish the main ideas and supporting details in a given text.

LA.3.3.6 – Establish a purpose for reading by activating prior knowledge. 1.B.2a LE, 1.B.1a EE

LA.3.3.7 – Choose appropriate material to read aloud with fluency and accuracy. 1.B.2d LE, 1.B.1d EE

LA.3.3.8 – Demonstrate the ability to retell and summarize a passage. 1.C.2d LE, 1.C.1d EE

LA.3.3.9 – Demonstrate the ability to skim a passage for information.

LA.3.3.10 – Evaluate the accuracy of a summary of a given passage. 1.C.3d

LA.3.3.11 – Describe the difference between prose vs. poetry. 2.A.1c

LA.3.3.12 – Relate characters, setting and plot to real life situations. 2.B.1c

LA.3.3.13 – Identify common themes in a variety of literature selections. 2.B.1b

LA.3.3.14 – Draw conclusions using text information and schema. 1.B.1a, 1.B.2a, 1.C.2d, 2.B.2a

LA.3.3.15 – Identify the use of dialogue in a given text. 1.C.1e

LA.3.3.16 – Describe how illustrations help express ideas. 1.C.1e

Outcome: **LA.3.4** Students will apply reading skills to improve comprehension of nonfiction text.

Components: **LA.3.4.1** – Identify cause and effect.

LA.3.4.2 – Compare and contrast a given topic. 1.C.2c LE, 1.C.1c EE

LA.3.4.3 – Identify sequential structure of a given text. 1.B.2b LE

LA.3.4.4 – Differentiate between fact and opinion.

LA.3.4.5 – Use information from functional texts (charts, graphs, maps, etc.) to draw conclusions. 1.C.2f LE, 1.C.1f EE

LA.3.4.6 – Identify and use features of nonfiction text.

LA.3.4.7 – Establish a purpose for reading by activating prior knowledge. 1.B.2a LE, 1.B.1a EE

LA.3.4.8 – Explain the difference between fiction and nonfiction. 2.A.1b

LA.3.4.9 – Draw conclusions using text information and schema. 1.B.1a, 1.B.2a, 1.C.2d, 2.B.2a

Outcome: **LA.3.5** Students will apply strategies to improve comprehension.

Components: **LA.3.5.1** – Identify and explain connections to text to better understand the text. 2.B.2a LE, 2.B.1a EE

LA.3.5.2 – Identify important ideas within text.

LA.3.5.3 – Draw inferences about the text and support them with textual evidence and prior knowledge. 2.B.2a LE, 2.B.1a EE

LA.3.5.4 – Support predictions about the text. 1.C.2a LE, 1.C.1a EE

LA.3.5.5 – Develop literal and inferential questions before, during, and after reading to deepen comprehension of text. 1.B.2a LE, 1.B.1a EE

LA.3.5.6 – Explain a new insight gained from synthesizing text. 1.C.3b, 1.C.3c, 1.C.3d, 1.C.2b

LA.3.5.7 – Create images that include multi-sensory information to develop an understanding of text.

LA.3.5.8 – Apply self-monitoring and self-correcting strategies to clarify understanding during reading (re-reading, ask questions, skip and go on, context clues, picture clues). 1.B.2c LE, 1.B.1c EE

LA.3.5.9 – Use inferences to identify main themes and topics. 1.C.2b

Focus: Literary Elements

Outcome: **LA.3.6** Students will demonstrate how literary elements and techniques enhance meaning in a variety of literary works.

Components: **LA.3.6.1** – Identify author’s purpose. 1.C.1e

LA.3.6.2 – Determine character traits.

LA.3.6.3 – Explain how a character changes over time.

LA.3.6.4 – Identify the literary elements of plot (setting, character, supporting character, problem/conflict, events, resolution). 2.A.2b LE, 2.A.1a EE

LA.3.6.5 – Identify changes in dialogue and narration. 2.A.2a LE

LA.3.6.6 – Identify examples of figurative language (assonance, personification, simile, metaphor, onomatopoeia) and explain how authors and illustrators use this to express their ideas. 1.C.2e

LA.3.6.7 – Identify a variety of genres. (see appendix G) 1.B.1b EE, 2.A.2c

LA.3.6.8 – Distinguish between narrator and character points of view. 1.C.2e

LA.3.6.9 – Identify theme. 2.B.1b

Language Arts
Grade 4

Purpose: Students will integrate their comprehension strategies and skills in particular to making connections to themselves, society and the world through a growing variety of literary genres.

Focus: **Vocabulary**

Outcome: **LA.4.1** Students will apply vocabulary strategies to determine word meaning.

Component: **LA.4.1.1** – Examine and produce complex analogies. 1.A.2a

LA.4.1.2 – Use synonyms and antonyms to define words found in appropriate grade level text. 1.A.2a

LA.4.1.3 – Recognize the difference between denotative (direct, literal meaning) and connotative (implied, figurative language) meanings of words. (Denotative – lamb means small, fluffy animal. Connotative – lamb is associated with “meek and mild” by the general population)
1.A.2a

LA.4.1.4 – Determine and clarify word meanings using a variety of resources. (Dictionary, thesaurus, encyclopedia, and technology resources)
1.A.2b

LA.4.1.5 – Determine the correct use of homophones, homographs, and homonyms using context clues. 1.A.2a

LA.4.1.6 – Determine the meaning of an unknown word using word, sentence, and cross sentence clues. 1.A.2a

LA.4.1.7 – Apply self-monitoring and self-correcting strategies to clarify understanding while reading. (Reread, skip and go on, ask questions, context clues, picture clues) 1.A.2b

Focus: **Word Analysis**

Outcome: **LA.4.2** Students will apply word analysis to determine word meaning.

Component: **LA.4.2.1** – Demonstrate appropriate construction and usage of abbreviations. 1.A.2a

LA.4.2.2 – Identify the word base/root of familiar words with affixes.
1.A.2a

LA.4.2.3 – Identify and create comparatives and superlatives. 1.A.2a

LA.4.2.4 – Examine unfamiliar compound words to determine meaning.
1.A.2a

LA.4.2.5 – Demonstrate appropriate construction and usage of contractions. (see appendix E) 1.A.2a

LA.4.2.6 – Identify and construct regular and irregular plurals in context. 1.A.2a

LA.4.2.7 – Identify and construct singular and plural possessives. 1.A.2a

LA.4.2.8 – Determine the meaning of unfamiliar words using knowledge of prefixes and suffixes. (see appendix F) 1.A.2a

Focus: Comprehension Skills and Strategies

Outcome: **LA.4.3** Students will apply reading skills to improve comprehension of fiction text.

Components: **LA.4.3.1** – Locate and interpret cause and effect. 1.B.2b

LA.4.3.2 – Identify sequential structure. 1.B.2b

LA.4.3.3 – Differentiate between fact and opinion.

LA.4.3.4 – Distinguish the main ideas and the supporting details. 1.C.2d

LA.4.3.5 – Establish a purpose for reading by activating prior knowledge. 1.B.2a

LA.4.3.6 – Choose appropriate material to read aloud with fluency and accuracy. 1.B.2d

LA.4.3.7 – Demonstrate the ability to summarize a passage. 1.C.2d

LA.4.3.8 – Demonstrate the ability to skim and scan a passage for specific information. 1.B.2c

Outcome: **LA.4.4** Students will apply reading skills to improve comprehension of nonfiction text.

Components: **LA.4.4.1** – Locate and interpret cause and effect. 1.B.2b

LA.4.4.2 – Differentiate between fact and opinion. 1.B.2b

LA.4.4.3 – Compare and contrast a given topic. 1.C.2c

LA.4.4.4 – Use information from functional texts (chart, graph, map, etc.) to draw conclusions. 1.C.2f

LA.4.4.5 – Identify sequential structure. 1.B.2b

LA.4.4.6 – Utilize the features of a nonfiction text to locate information. 1.B.2b

Outcome: **LA.4.5** Students will apply reading strategies to improve comprehension.

Component: **LA.4.5.1** – Respond to text using connections. 2.B.2a

LA.4.5.2 – Determine important ideas within text.

LA.4.5.3 – Draw inferences about the text and support with textual evidence and prior knowledge. (Drawing conclusions) 1.C.2b

LA.4.5.4 – Justify predictions about texts. 1.C.2a

LA.4.5.5 – Formulate the literal and inferential questions to determine meaning before, during, and after reading. 1.C.2a, 1.B.2a

LA.4.5.6 – State and justify new perspective on a given topic or theme in grade-appropriate materials and a variety of cultures, different societies and eras. 2.B.2b

LA.4.5.7 – Create images to include multi-sensory information to develop a deeper understanding of text.

LA.4.5.8 – Synthesize key ideas to form new insights from text. 1.B.2c, 1.C.3b, 1.C.3c, 1.C.3d

Focus: Literary Elements

Outcome: **LA.4.6** Students will demonstrate how literary elements enhance meaning in a variety of literary works.

Component: **LA.4.6.1** – Identify author’s purpose and theme. 1.C.2e

LA.4.6.2 – Determine character traits.

LA.4.6.3 – Explain how a character changes over time.

LA.4.6.4 – Differentiate and interpret among the literary elements of plot (setting, character, conflict, rising action, climax, falling action, resolution). 2.A.2b

LA.4.6.5 – Identify how dialogue and narration enhance the story. 2.A.2a

LA.4.6.6 – Explain how figurative language (assonance, metaphors, personification, simile, idioms, onomatopoeia, alliteration, hyperbole) contribute to the meaning of an author’s and illustrators literary selection. 1.C.2e

LA.4.6.7 – Identify a variety of genres. (see appendix G) 2.A.2c

LA.4.6.8 – Identify first person and third person point of view.

LA.4.6.9 – Relate literary works and their characters, settings, and plots to current and historical events, people, and perspectives. 2.B.2c

LA.4.6.10 – Identify whether a given nonfiction passage is narrative, persuasive, or expository.

Language Arts
Grade 5

Purpose: Students will apply the higher level reading strategies of inferring and synthesizing; utilizing reading strategies with nonfiction text; and construct meaning from figurative language.

Focus: **Vocabulary**

Outcome: **LA.5.1** Students will construct and clarify meaning of unfamiliar words by applying vocabulary strategies to comprehend a variety of text selections.

Components: **LA.5.1.1** – Examine and produce complex analogies. 1.A.2a
LA.5.1.2 – Use synonyms and antonyms to define words using appropriate grade level text. 1.A.2a
LA.5.1.3 – Use root words/base words and context to determine denotative (literal) and connotative (implied) meaning of unknown words. 1.A.2a
LA.5.1.4 – Determine word meanings through the use of a variety of resources. (dictionary, thesaurus, encyclopedia, technology resources) 1.A.2b
LA.5.1.5 – Determine the correct use of homonyms, homographs, and homophones using context clues. 1.A.2b
LA.5.1.6 – Determine the meaning of an unknown word using word, sentence, and cross-sentence clues. 1.A.2a

Focus: **Word Analysis**

Outcome: **LA.5.2** Students will construct and clarify meaning of unfamiliar words by applying word analysis strategies to comprehend a variety of text selections.

Components: **LA.5.2.1** – Identify the word base/root of unfamiliar words with affixes. 1.A.2a
LA.5.2.2 – Identify and create comparatives and superlatives.
LA.5.2.3 – Identify different types of compound words. 1.A.2a
LA.5.2.4 – Construct singular and plural possessive words.
LA.5.2.5 – Determine the meaning of unfamiliar words using knowledge of prefixes and suffixes. (See Appendix)

LA.5.2.6 – Use base/root words to determine meanings of unknown words. 1.A.2a

LA.5.2.7 – Identify and construct regular and irregular plurals. 1.A.2a

Focus: **Comprehension Skills and Strategies**

Outcome: **LA.5.3** Students will apply reading skills to improve comprehension of fiction text.

Components: **LA.5.3.1** – Interpret cause and effect. 1.B.2b

LA.5.3.2 – Interpret literary passages using rising action, climax, falling action and resolution. 2.A.2b

LA.5.3.3 – Identify sequential structure of a given text.

LA.5.3.4 – Identify the main idea of a selection when it is not explicitly stated.

LA.5.3.5 – Establish and adjust purposes for reading. 1.B.2a

LA.5.3.6 – Demonstrate the ability to summarize a passage. 1.C.2d

LA.5.3.7 – Integrate skimming and scanning of a passage to gather specific information.

LA.5.3.8 – Evaluate the accuracy of a summary of a given passage. 1.C.3d

LA.5.3.9 – Read age appropriate material aloud with fluency and accuracy. 1.B.2d

Outcome: **LA.5.4** Students will apply reading skills to improve comprehension of nonfiction text.

Components: **LA.5.4.1** – Interpret cause and effect. 1.B.2b

LA.5.4.2 – Compare and contrast a given topic. 1.C.2c

LA.5.4.3 – Identify sequential structure of a given text.

LA.5.4.4 – Use information from functional texts (charts, graphs, maps, etc.) to draw conclusions. 1.C.2f

LA.5.4.5 – Establish and adjust a purpose for reading. 1.B.2a

Outcome: **LA.5.5** Students will apply strategies to improve comprehension.

Components: **LA.5.5.1** – Explain how the change in a literary technique or story element affects the events or characterization of a story. (determining importance) 2.A.2b

LA.5.5.2 – Draw inferences about the text and support them with textual evidence and prior knowledge and justify conclusions. 1.C.2b, 2.B.2a

LA.5.5.3 – Propose and justify a new perspective on a given topic or theme.

LA.5.5.4 – Create images that include multi-sensory information to develop a deeper understanding of text.

LA.5.5.5 – Apply self-monitoring and self-correcting strategies to clarify understanding during reading (re-reading, ask questions, skip and go on, context clues). 1.B.2c

LA.5.5.6 – Synthesize key ideas to form new insights. 1.C.3b, 1.C.3c, 1.C.3d

LA.5.5.7 – Use information to form and refine questions and predictions. 1.C.2a

LA.5.5.8 – Formulate literal (explicit) and inferential (implicit) questions to determine meaning before, during and after reading.

Focus: Literary Elements

Outcome: **LA.5.6** Students will demonstrate how literary elements and techniques enhance meaning in a variety of literary works.

Components: **LA.5.6.1** – Identify author’s purpose and theme. 1.C.2c

LA.5.6.2 – Determine character traits. 2.B.2c

LA.5.6.3 – Explain how a character changes over time.

LA.5.6.4 – Differentiate and interpret among the literary elements of plot (setting, character, conflict, rising action, climax, falling action, resolution). 2.A.2b

LA.5.6.5 – Explain how dialogue enhances the story. 2.A.2a

LA.5.6.6 – Explain how figurative language (metaphors, personification, simile, idioms, onomatopoeia, alliteration, hyperbole) contributes to the meaning of a literary selection. 1.C.2e

LA.5.6.7 – Identify a variety of genres. (see appendix G) 2.A.2c

LA.5.6.8 – Distinguish between first person and third person points of view.

LA.5.6.9 – Identify and explain themes in literature from different societies and eras. 2.B.2b

Language Arts
Grade 6

Purpose: Students will apply and practice reading skills/strategies, identify literary elements, and use word analysis and vocabulary strategies to construct meaning, utilizing a broad range of reading materials.

Focus: **Vocabulary**

Outcome: **LA.6.1** Students will construct and clarify meaning of unfamiliar words by applying vocabulary strategies to comprehend a variety of text selections.

Components: **LA.6.1.1** – Examine and produce complex analogies. 1.A.3a

LA.6.1.2 – Compile, use, and apply synonyms and antonyms to define words. 1.A.3a

LA.6.1.3 – Examine context to determine denotative (literal) and connotative (implied) meaning of unknown words. 1.A.3b

LA.6.1.4 – Formulate word meanings through the use of a variety of resources (dictionary, thesaurus, encyclopedia, technology resources). 1.A.3b

LA.6.1.5 – Distinguish between and apply the correct use of homonyms, homographs, and homophones. 1.A.3a

LA.6.1.6 – Construct the meaning of an unknown word using word, sentence, and cross-sentence clues. 1.A.3b

Focus: **Word Analysis**

Outcome: **LA.6.2** Students will construct and clarify meaning of unfamiliar words by applying vocabulary strategies to comprehend a variety of text selections.

Components: **LA.6.2.1** – Determine the meaning of unknown words using prefixes, suffixes, and base/root words. 1.A.3a

LA.6.2.2 – Use word origins to determine the meanings of words. 1.A.3a

LA.6.2.3 – Analyze the words associated in a compound word structure to determine word meaning. 1.A.3a

Focus: **Comprehension Skills and Strategies**

Outcome: **LA.6.3** Students will apply reading skills to improve comprehension of fiction.

Components: **LA.6.3.1** – Identify cause and effect organizational patterns. 1.B.3b
LA.6.3.2 – Identify compare and contrast organizational patterns. 1.B.3b, 1.C.3c
LA.6.3.3 – Distinguish between the main idea and supporting details to create a summary. 1.C.3d
LA.6.3.4 – Evaluate the accuracy of a summary for a given text. 1.C.3d
LA.6.3.5 – Compile information from a text into a paraphrased format.
LA.6.3.6 – Establish a purpose for reading. 1.B.3a
LA.6.3.7 – Read age-appropriate material with fluency and accuracy. 1.B.3d
LA.6.3.8 – Utilize skimming and scanning of a passage to gather specific information. 1.B.3a

Outcome: **LA.6.4** Students will apply reading skills to improve comprehension of nonfiction.

Components: **LA.6.4.1** – Identify cause and effect organizational patterns. 1.B.3b
LA.6.4.2 – Identify compare and contrast organizational patterns. 1.B.3b, 1.C.3c
LA.6.4.3 – Distinguish between the main idea and supporting details to create a summary. 1.C.3d
LA.6.4.4 – Evaluate the accuracy of a summary for a given text. 1.C.3d
LA.6.4.5 – Compile information from a text into a paraphrased format.
LA.6.4.6 – Establish a purpose for reading. 1.B.3a
LA.6.4.7 – Utilize skimming and scanning of a passage to gather specific information. 1.B.3a
LA.6.4.8 – Use information from functional texts (charts, graphs, maps, etc.) to draw conclusions. 1.C.3f

Outcome: **LA.6.5** Students will apply strategies to improve comprehension.

Components: **LA.6.5.1** – Apply self-monitoring and self-correcting strategies to clarify understanding during reading (re-reading, ask questions, context clues). 1.B.3c, 1.C.3a
LA.6.5.2 – Distinguish the explicit and implicit main ideas and significant and minor details in the text (determining importance). 2.A.3b
LA.6.5.3 – Construct inferences and predictions about the text and support them with textual evidence and prior knowledge to justify conclusions. 1.B.3a, 1.C.3a

LA.6.5.4 – Synthesize key ideas to form new insights. 1.C.3b, 1.C.3c, 1.C.3d

LA.6.4.5 – Relate information in the text to other readings, to life, and/or to the world. 1.B.3a

LA.6.5.6 – Create images (visualizations) that include multi-sensory information to develop a deeper understanding of the text. 1.B.3b

Focus: Literary Elements

Outcome: **LA.6.6** Students will demonstrate how literary elements and techniques enhance meaning in a variety of literary works.

Components: **LA.6.6.1** – Analyze the events of a story to determine the author’s purpose and theme. 2.A.3b, 2.B.3b

LA.6.6.2 – Determine characters’ traits through their words, actions, and motivations. 2.B.3c

LA.6.6.3 – Compare and contrast the behaviors and relationships of numerous characters within and across literary works. 2.A.3b

LA.6.6.4 – Identify the conflict of a story and the impact it has on the plot. 2.A.3b

LA.6.6.5 – Distinguish between elements of a plot (exposition, rising action, climax, falling action, and resolution) as they appear in a text. 2.A.3b

LA.6.6.6 – Apply the setting, mood, tone, and point of view of a story to determine how it affects the plot. 2.A.3b

LA.6.6.7 – Relate irony, symbolism, flashback, and foreshadowing to the development of a plot. 1.C.3e, 2.A.3a

LA.6.6.8 – Identify the following subcategories of genres: science fiction, historical fiction, myth, legend, drama, biography, autobiography, short story, poem, fairy tale, folktale, fable, nonfiction, essay, mystery, and realistic fiction. 2.A.3c

LA.6.6.9 – Explain how figurative language (metaphor, personification, simile, idiom, onomatopoeia, alliteration, hyperbole, imagery) contributes to the meaning of a literary selection. 2.A.3a, 2.A.3d

LA.6.6.10 – Respond to literary material from personal, creative, and critical points of view. 2.B.3a

Language Arts
Grade 7

Purpose: Students will apply and integrate comprehension skills, strategies and literary elements, word analysis skills and vocabulary strategies to construct deeper meaning, utilizing a broad range of reading materials.

Focus: **Vocabulary**

Outcome: **LA.7.1** Students will construct and clarify meaning of unfamiliar words by applying vocabulary strategies to comprehend a variety of text selections.

Components: **LA.7.1.1** – Analyze and construct analogies to deepen understanding of word relationships. 1.A.3a

LA.7.1.2 – Develop synonyms and antonyms to determine word meaning. 1.A.3a

LA.7.1.3 – Differentiate between denotation (literal) and connotation (implied) in text. 1.A.3b

LA.7.1.4 – Formulate word meanings through the use of a variety of resources (dictionary, thesaurus, encyclopedia, technology resources). 1.A.3b

LA.7.1.5 – Construct the meaning of an unknown word using word, sentence, and cross sentence clues. 1.A.3b

Focus: **Word Analysis**

Outcome: **LA.7.2** Students will construct and clarify meaning of unfamiliar words by applying vocabulary strategies to comprehend a variety of text selections.

Components: **LA.7.2.1** – Determine the meaning of unknown words using knowledge of prefixes, suffixes, and base/root words. 1.A.3a

LA.7.2.2 – Use word origins (etymologies) to determine meanings of words. 1.A.3a

Focus: **Comprehension Strategies and Skills**

Outcome: **LA.7.3** Students will apply reading skills to improve comprehension of fiction.

Components: **LA.7.3.1** – Identify cause and effect organizational patterns. 1.B.3b

LA.7.3.2 – Identify compare and contrast organizational patterns. 1.B.3b, 1.C.3c

LA.7.3.3 – Distinguish between the main idea and supporting details to create a summary. 1.C.3d

LA.7.3.4 – Evaluate the accuracy of a summary for a given passage. 1.C.3d

LA.7.3.5 – Develop a paraphrased version of a given passage.

LA.7.3.6 – Establish a purpose for reading. 1.B.3a

LA.7.3.7 – Read age-appropriate material with fluency and accuracy. 1.B.3d

LA.7.3.8 – Utilize skimming and scanning of a passage to gather specific information. 1.B.3a

Outcome: **LA.7.4** Students will apply reading skills to improve comprehension of nonfiction.

Components: **LA.7.4.1** – Identify cause and effect organizational patterns. 1.B.3b

LA.7.4.2 – Identify compare and contrast organizational patterns. 1.B.3b, 1.C.3c

LA.7.4.3 – Distinguish between the main idea and supporting details to create a summary. 1.C.3d

LA.7.4.4 – Evaluate the accuracy of a summary for a given passage. 1.C.3d

LA.7.4.5 – Develop a paraphrased version of a given passage.

LA.7.4.6 – Establish a purpose for reading. 1.B.3a

LA.7.4.7 – Utilize skimming and scanning of a passage to gather specific information. 1.B.3a

LA.7.4.8 – Use information from functional text (charts, graphs, maps, etc.) to draw conclusions. 1.C.3f

Outcome: **LA.7.5** Students will apply strategies to improve comprehension.

Components: **LA.7.5.1** – Apply self monitoring and self correcting strategies to clarify understanding during reading (re-reading, asking questions, context clues). 1.B.3c, 1.C.3a

LA.7.5.2 – Discriminate between minor and significant details in a passage and relate them to the meaning of the passage. 1.C.3d

LA.7.5.3 – Formulate predictions and inferences based on explicit and implicit details in a passage. 1.B.3a, 1.C.3a

LA.7.5.4 – Relate information in the passage to other readings, to life, and/or to the world. 1.B.3a

LA.7.5.5 – Synthesize key ideas to form new insights. 1.C.3b, 1.C.3c, 1.C.3d

LA.7.5.6 – Create a visualization to demonstrate understanding of a passage. 1.B.3b

Focus: Literary Elements

Outcome: **LA.7.6** Students will demonstrate how literary elements and techniques enhance meaning in a variety of literary works.

Components: **LA.7.6.1** – Analyze author’s purpose and theme. 2.A.3b, 2.B.3b

LA.7.6.2 – Determine what characters are like by their words, actions, thoughts and motivations. 2.B.3c

LA.7.6.3 – Compare and contrast the behavior of numerous characters within and across literary works. 2.B.3c

LA.7.6.4 – Analyze the conflict of a story by identifying types of conflict, how it impacts the plot, and how it is resolved. 2.A.3b

LA.7.6.5 – Differentiate between the parts of a plot (exposition, rising action, climax, falling action, resolution). 2.A.3b

LA.7.6.6 – Dissect the setting, mood/tone, and point of view of a story to determine how these elements affect the plot. 2.A.3b

LA.7.6.7 – Examine how examples of irony, symbolism, foreshadowing and flashback affect the meaning of plot. 1.C.3e, 2.A.3a

LA.7.6.8 – Identify various subcategories of genre: science fiction, historical fiction, myth, legend, drama, biography, autobiography, short story, poem, fairy tale, folktale, fable, nonfiction, essay, realistic fiction, and mystery. 2.A.3c

LA.7.6.9 – Explain how literary devices (metaphors, personification, simile, idioms, onomatopoeia, hyperbole, alliteration, and imagery) contribute to the meaning of a literary selection. 2.A.3a, 2.A.3d

LA.7.6.10 – Respond to literary material from personal, creative, and critical points of view. 2.B.3a

Language Arts
Grade 8

Purpose: Students will utilize higher level comprehension skills, strategies, and literary elements to integrate and evaluate all content area material in preparation for the demands of high school.

Focus: **Vocabulary**

Outcome: **LA.8.1** Students will construct and clarify meaning of unfamiliar words by applying vocabulary strategies to comprehend a variety of text selections.

Components: **LA.8.1.1** – Analyze and construct analogies to deepen understanding of word relationships. 1.A.3a

LA.8.1.2 – Evaluate the appropriateness of a synonym or antonym for a given word. 1.A.3a

LA.8.1.3 – Examine and apply the denotation (literal) and connotation (implied) of a word. 1.A.3b

LA.8.1.4 – Formulate word meanings through the use of a variety of resources (dictionary, thesaurus, encyclopedia, technology resources). 1.A.3b

LA.8.1.5 – Construct the meaning of an unknown word using word, sentence, and cross sentence clues. 1.A.3b

Focus: **Word Analysis**

Outcome: **LA.8.2** Students will construct and clarify meaning of unfamiliar words by applying vocabulary strategies to comprehend a variety of text selections.

Components: **LA.8.2.1** – Determine the meaning of an unknown word using knowledge of prefixes, suffixes, and base/root words. 1.A.3a

LA.8.2.2 – Use word origins (etymologies) to determine the meanings of words. 1.A.3a

Focus: **Comprehension Strategies and Skills**

Outcome: **LA.8.3** Students will apply reading skills to improve comprehension of fiction.

Components: **LA.8.3.1** – Identify cause and effect organizational patterns. 1.B.3b

LA.8.3.2 – Identify compare and contrast organizational patterns. 1.C.3e

LA.8.3.3 – Distinguish between main ideas and supporting details of a passage to create a summary. 1.C.3d

LA.8.3.4 – Evaluate the accuracy of a summary for a given text. 1.C.3d

LA.8.3.5 – Formulate a paraphrased version of a given passage.

LA.8.3.6 – Establish a purpose for reading. 1.B.3a

LA.8.3.7 – Read age-appropriate material with fluency and accuracy.
1.B.3d

LA.8.3.8 – Utilize skimming and scanning techniques to gather specific information. 1.B.3a

Outcome: **LA.8.4** Students will apply reading skills to improve comprehension of nonfiction.

Components: **LA.8.4.1** – Identify cause and effect organizational patterns. 1.B.3b

LA.8.4.2 – Identify compare and contrast organizational patterns. 1.C.3e

LA.8.4.3 – Distinguish between main ideas and supporting details of a passage to create a summary. 1.C.3d

LA.8.4.4 – Evaluate the accuracy of a summary for a given text. 1.C.3d

LA.8.4.5 – Formulate a paraphrased version of a given passage.

LA.8.4.6 – Establish a purpose for reading. 1.B.3a

LA.8.4.7 – Utilize skimming and scanning techniques to gather specific information. 1.B.3a

LA.8.4.8 – Use information from functional text (charts, graphs, maps, etc.) to draw conclusions. 1.C.3f

Outcome: **LA.8.5** Students will use strategies to improve comprehension.

Components: **LA.8.5.1** – Apply self monitoring and self correcting strategies to clarify understanding during reading (re-reading, asking questions, context clues).
1.B.3c, 1.C.3a

LA.8.5.2 – Evaluate minor and significant details in a passage and relate them to the meaning of the passage. 1.C.3d

LA.8.5.3 – Construct predictions and inferences based on implicit and explicit details in a passage. 1.B.3a, 1.C.3a

LA.8.5.4 – Relate information in the passage to life, to other readings and/or the world. 1.B.3a

LA.8.5.5 – Synthesize key ideas to form new insights. 1.C.3b, 1.C.3c, 1.C.3d

LA.8.5.6 – Create a visualization to demonstrate understanding of a passage. 1.B.3b

Focus: Literary Elements

Outcome: **LA.8.6** Students will demonstrate how literary elements and techniques enhance meaning in a variety of literary works.

Components: **LA.8.6.1** – Evaluate the author’s purpose and theme. 2.A.3b, 2.B.3b

LA.8.6.2 – Determine what characters are like by their words, thoughts, motivations, and actions as well as how other characters react to them. 2.B.3c

LA.8.6.3 – Analyze the relationships between antagonist and protagonist characters. 2.B.3c

LA.8.6.4 – Examine the conflict of a story by assessing the types, the effect it has on the plot, and how it is resolved. 2.A.3b

LA.8.6.5 – Evaluate the events in a story to determine how they develop each feature of the plot (exposition, rising action, climax, falling action, resolution). 2.A.3b

LA.8.6.6 – Examine the setting, mood, tone, and point of view of a story to determine how it affects the plot. 2.A.3b

LA.8.6.7 – Examine how examples of irony, flashback, foreshadowing, and symbolism affect the meaning of plot. 1.C.3e, 2.A.3a

LA.8.6.8 – Identify various categories of genre: poetry, drama, science fiction, historical fiction, myth, legend, biography, autobiography, short story, fairy tale, folktale, fable, nonfiction, essay, mystery, and realistic fiction. 2.A.3c

LA.8.6.9 – Explain how figurative language (assonance, euphemisms, metaphors, personification, similes, idioms, onomatopoeia, alliteration, hyperbole, sarcasm, and understatement) contributes to the meaning of a literary selection. 2.A.3a, 2.A.3d

LA.8.6.10 – Respond to literary material from personal, creative and critical points of view. 2.B.3a

English I
Grade 9

Purpose: Students will examine a variety of texts to develop more proficient reading skills for determining purpose, structure, content, detail, and effect by applying reading strategies and vocabulary skills.

Focus: Vocabulary

Outcome: **EI.1** Students will apply vocabulary skills to comprehend selections.

Components: **EI.1.1** – Use antonyms and synonyms to extend vocabulary development.

EI.1.2 – Analyze the appropriate meaning of a word in context when the word has multiple meanings (connotation). 1.A.4b

EI.1.3 – Denote words to facilitate comprehension (denotation).

EI.1.4 – Analyze and interpret specialized vocabulary terminology (content area/concept words). 1.A.4b

EI.1.5 – Analyze and interpret author’s word choice (diction) in reading selections. 1.A.4b

EI.1.6 – Apply an understanding of word origins and derivations to extend vocabulary development. 1.A.4a

EI.1.7 – Analyze idioms, analogies, metaphors and similes to extend vocabulary development.

EI.1.8 – Compare the meaning of words and phrases and use analogies to explain the relationship among them. 1.A.4b

Focus: Word Analysis

Outcome: **EI.2** Students will apply word analysis skills to comprehend selections.

Components: **EI.2.1** – Interpret analogies to show the relationships between word pairs. (Analogies) 1.A.4b

EI.2.2 – Use word origins (etymologies) and derivations to understand meanings of new words. 1.A.4a

Focus: Comprehension Skills and Strategies

Outcome: **EI.3** Students will apply reading skills to improve comprehension.

Components: **EI.3.1** – Use questions and predictions to guide reading. 1.C.4a

EI.3.2 – Explain and justify an interpretation of a text. 1.C.4b

EI.3.3 – Interpret, evaluate and apply information from a variety of sources to academic and personal situations. 1.C.4c

EI.3.4 – Summarize and make generalizations from content and relate them to the purpose of the material. 1.C.4d

EI.3.5 – Analyze how authors and illustrators use text and art to express and emphasize their ideas. 1.C.4e

Outcome: **EI.4** Students will apply strategies to improve comprehension.

Components: **EI.4.1** – Read age-appropriate material with fluency and accuracy. 1.B.4c

EI.4.2 – Analyze, interpret and compare a variety of texts for purpose, structure, content, detail, and effect. 1.B.4b

EI.4.3 – Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources. 1.B.4a

Focus: Literary Elements

Outcome: **EI.5** Students will analyze literary elements and techniques to enhance meaning in a variety of literary works.

Components: **EI.5.1** – Evaluate how the author uses literary elements and techniques to achieve the intended effect (allusion, conflict, flashback, foreshadowing, irony, mood, tone, point of view, characterization, plot structure, setting, resolution, and theme). 2.A.4a, 2.A.4b

EI.5.2 – Describe the influence of the author’s language structure and word choice to convey the author’s viewpoint. (author’s message) 2.A.4d

EI.5.3 – Demonstrate an understanding of Greek tradition and heroic pattern in epic text.

EI.5.4 – Identify and evaluate how the author uses figurative language to achieve the intended effect (assonance, metaphor, simile, onomatopoeia, alliteration, imagery). 2.A.4a

EI.5.5 – Describe relationships between the author’s style, literary form, and intended effect on the reader through the use of drama, fiction, historical fiction, non-fiction. 2.A.4c

EI.5.6 – Analyze form, content, purpose, and major themes of American literature and literature of other countries in their historical perspectives. 2.B.4b

EI.5.7 – Understand poetic devices (meter, rhyme scheme) that affect structure and meaning of a poetic work.

EI.5.8 – Critique ideas and impressions generated by oral, visual, written, and electronic materials. 2.B.4a

EI.5.9 – Discuss and evaluate motive, resulting behavior, and consequences demonstrated in literature. 2.B.4c

3/4/09

English I – Double Block
Grade 9

Purpose: Students will examine a variety of texts to develop more proficient reading skills for determining purpose, structure, content, detail, and effect by applying reading strategies and vocabulary skills.

Focus: **Vocabulary**

Outcome: **EIDB.9.1** Students will apply vocabulary skills to comprehend selections.

Components: **EIDB.9.1.1** – Use antonyms and synonyms to extend vocabulary development (synonyms/antonyms).

EIDB.9.1.2 – Analyze the appropriate meaning of a word in context when the word has multiple meanings (connotation). 1.A.4b

EIDB.9.1.3 – Denote words to facilitate comprehension (denotation).

EIDB.9.1.4 – Analyze and interpret specialized vocabulary terminology (content area/concept words). 1.A.4b

EIDB.9.1.5 – Analyze and interpret author’s word choice (diction) in reading selections. 1.A.4b

EIDB.9.1.6 – Apply an understanding of word origins and derivations to extend vocabulary development. 1.A.4a

EIDB.9.1.7 – Analyze idioms, analogies, metaphors and similes to extend vocabulary development.

EIDB.9.1.8 – Compare the meaning of words and phrases and use analogies to explain the relationship among them. 1.A.4b

EIDB.9.1.9 – Determine the meanings of unknown words through the use of word elements such as prefixes, suffixes and root words.

Focus: **Word Analysis**

Outcome: **EIDB.9.2** Students will apply word analysis skills to comprehend selections.

Components: **EIDB.9.2.1** – Identify analogies to show the relationships between word pairs. 1.A.4b

EIDB.9.2.2 – Use word origins (etymologies) and derivations to understand meanings of new words. 1.A.4a

Focus: **Comprehension Skills and Strategies**

Outcome: **EIDB.9.3** Students will apply reading skills to improve comprehension.

- Components: **EIDB.9.3.1** – Use questions and predictions to guide reading. 1.C.4a
EIDB.9.3.2 – Explain and justify an interpretation of a text. 1.C.4b
EIDB.9.3.3 – Interpret, evaluate and apply information from a variety of sources to academic and personal situations. 1.C.4c
EIDB.9.3.4 – Summarize and make generalizations from content and relate them to the purpose of the material. 1.C.4d
EIDB.9.3.5 – Analyze how authors and illustrators use text and art to express and emphasize their ideas. 1.C.4e

Outcome: **EIDB.9.4** Students will apply strategies to improve comprehension.

- Components: **EIDB.9.4.1** – Read age-appropriate material with fluency and accuracy. 1.B.4c
EIDB.9.4.2 – Analyze, interpret and compare a variety of texts for purpose, structure, content, detail, and effect. 1.B.4b
EIDB.9.4.3 – Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources. 1.B.4a

Focus: Literary Elements

Outcome: **EIDB.9.5** Students will demonstrate literary elements and techniques enhance meaning in a variety of literary works.

- Components: **EIDB.9.5.1** – Evaluate how the author uses literary elements and techniques to achieve the intended effect. (Allusion, conflict, flashback, foreshadowing, irony, mood, tone, point of view, characterization, plot structure, setting, resolution, and theme) 2.A.4a, 2.A.4b
EIDB.9.5.2 – Describe the influence of the author’s language structure and word choice to convey the author’s viewpoint. (Author’s message/purpose) 2.A.4d
EIDB.9.5.3 – Demonstrate an understanding of Greek tradition and heroic pattern in epic text.
EIDB.9.5.4 – Identify and evaluate how the author uses figurative language to achieve the intended effect. (Assonance, Metaphor, Simile, Onomatopoeia, Alliteration, Imagery) 2.A.4a
EIDB.9.5.5 – Describe relationships between the author’s style, literary form, and intended effect on the reader through the use of drama, fiction, historical fiction, non-fiction. 2.A.4c
EIDB.9.5.6 – Analyze form, content, purpose, and major themes of American literature and literature of other countries in their historical perspectives. 2.B.4b

EIDB.9.5.7 – Understand poetic devices (meter, rhyme scheme) that effect structure and meaning of a poetic work.

EIDB.9.5.8 – Critique ideas and impressions generated by oral, visual, written, and electronic materials. 2.B.4a

EIDB.9.5.9 – Discuss and evaluate motive, resulting behavior, and consequences demonstrated in literature. 2.B.4c

3/4/09

Reading for Success
Grade 9

Purpose: This intervention course will help students develop decoding, encoding, fluency and comprehension skills through systematic, intensive literacy instruction in an effort to build independent reading ability. This course is designed to support struggling adolescent literacy learners.

Focus: **Phonemic Awareness and Phonics**

Outcome: **RFS.1** Students will develop phonological skills to read fluently.

Components: **RFS.1.1** – Recognize and apply phonemic awareness to decode and encode words. 1.A.1a

RFS.1.2 – Recognize and apply syllable awareness to decode and encode words. 1.A.2a

RFS.1.3 – Recognize and apply morpheme awareness to decode and encode words. 1.A.2a

RFS.1.4 – Recognize and apply sound-spelling correspondence to decode and encode words. 1.A.1a

RFS.1.5 – Recognize and apply syllable types to decode and encode words. 1.A.1a

RFS.1.6 – Identify and apply their knowledge of inflectional endings. 1.A.2a

RFS.1.7 – Identify and apply their knowledge of prefixes and suffixes. 1.A.2a

Focus: **Word Recognition and Spelling**

Outcome: **RFS.2** Students will apply word analysis skills to read words fluently and spell words accurately.

Components: **RFS.2.1** – Recognize and apply sound-spelling correspondence to decode and encode words. 1.A.1a

RFS.2.2 – Identify and apply their knowledge of phonograms. 1.A.1a

RFS.2.3 – Recognize 85% of the 2000 high frequency words of that occur regularly in print in the English language. 1.B.4c

RFS.2.4 – Read high frequency words with fluency and accuracy. 1.B.4c

RFS.2.5 – Read and spell contractions with *not, would, will, am, is are, have, had* and *has*. 1.A.1a

RFS.2.6 – Apply common spelling rules: *doubling rule, change ‘y’ rule, drop ‘e’ rule* and *words ending in ‘o’*.

Focus: **Vocabulary**

Outcome: **RFS.3** Students will apply vocabulary skills to construct meaning from words in content areas.

Components: **RFS.3.1** – Analyze the appropriate meaning of a word in context when the word had multiple meanings. 1.A.4b

RFS.3.2 – Identify and use their knowledge of Greek and Latin roots, prefixes and suffixes. 1.A.4a

RFS.3.3 – Use antonyms and synonyms to extend vocabulary development. 1.A.2a

RFS.3.4 – Apply an understanding of word origins and derivations to extend vocabulary development. 1.A.4a

RFS.3.5 – Apply their knowledge of words to construct complete sentences. 3.A.1

RFS.3.6 – Identify and use idioms and common expressions to extend vocabulary development. 1.A.4a

RFS.3.7 – Define words in context. 1.A.3b

Focus: **Listening and Reading Comprehension**

Outcome: **RFS.4** Students will apply strategies and skills to improve comprehension.

Components: **RFS.4.1** – Systematically preview reading materials to determine text structure to build background knowledge and enhance comprehension. 1.B.3a, 1.B.3b

RFS.4.2 – Apply skills to accurately respond to short-response, open-ended and multiple-choice questions. 1.C.3a

RFS.4.3 – Summarize and make generalizations from content and relate them to the purpose of the material. 1.C.3d

Focus: **Grammar and Usage**

Outcome: **RFS.5** Students will increase understanding of sentence parts and patterns to enhance comprehension and writing.

Components: **RFS.5.1** – Increase understanding the following grammatical forms: nouns, pronouns, verbs, adverbs, prepositions, adjectives, conjunctions, and participles. 3.A.1

RFS.5.2 – Increase understanding of the following grammatical functions: subject, predicate, direct object, object of a preposition, verb tense, and subject/verb agreement. 3.A.1

RFS.5.3 – Construct simple, compound and complex sentences. 3.A.1

RFS.5.4 – Identify the parts of a sentence. 3.A.1

RFS.5.5 – Construct sentences using appropriate conventions. 3.A.1

RFS.5.6 – Edit and revise written work for clarity of content and accuracy of conventions. 3.B.2d

Focus: Speaking and Writing

Outcome: **RFS.6** Students will develop communication skills through writing and speaking.

Components: **RFS.6.1** – Apply of knowledge of sentence structure to compose a coherent paragraph that includes a topic sentence, supporting details, transition words and concluding sentence. 3.A.2

RFS.6.2 – Apply knowledge of paragraph structure to compose a basic essay that includes an introductory paragraph, body paragraph(s) and concluding paragraph. Essays include: expository, persuasive, narrative. 3.C.2a

RFS.6.3 – Respond to a prompt using information from the text and personal knowledge to compose a cohesive essay. 3.B.2b

RFS.6.4 – Construct a summary paragraph that contains main ideas and supporting details. 3.B.3a

RFS.6.5 – Edit and revise written work for clarity of content and accuracy of conventions. 3.B.2d

RFS.6.6 – Orally respond to who, what, when, where, why and how questions. 4.A.2b

RFS.6.7 – Present oral reports to an audience using correct language and non-verbal expressions for the intended purpose and message within a suggested organizational format. 4.B.2a

Honors Freshman English
Grade 9

Purpose: Students will examine a variety of texts to develop more proficient reading skills for determining purpose, structure, content, detail, and effect by applying reading strategies and vocabulary skills.

Focus: **Vocabulary**

Outcome: **HE.9.1** Students will apply vocabulary skills to comprehend selections.

Components: **HE.9.1.1** – Use antonyms and synonyms to extend vocabulary development.

HE.9.1.2 – Analyze the appropriate meaning of a word in context when the word has multiple meanings (connotation). 1.A.4b

HE.9.1.3 – Denote words to facilitate comprehension (denotation).

HE.9.1.4 – Analyze and interpret specialized vocabulary terminology (content area/concept words). 1.A.4b

HE.9.1.5 – Analyze and interpret author’s word choice (diction) in reading selections (word choice). 1.A.4b

HE.9.1.6 – Apply an understanding of word origins and derivations to extend vocabulary development through the use of prefixes, suffixes and root words. 1.A.4a

HE.9.1.7 – Analyze idioms, analogies, metaphors and similes to extend vocabulary development. 1.A.4a

HE.9.1.8 – Compare the meaning of words and phrases and use analogies to explain the relationship among them. 1.A.4b

Focus: **Word Analysis**

Outcome: **HE.9.2** Students will apply word analysis skills to comprehend selections.

Components: **HE.9.2.1** – Interpret analogies to show the relationships between word pairs. 1.A.4b

HE.9.2.2 – Use word origins (etymologies) and derivations to understand meanings of new words. 1.A.4a

Focus: **Comprehension Skills and Strategies**

Outcome: **HE.9.3** Students will apply reading skills to improve comprehension.

Components: **HE.9.3.1** – Use questions and predictions to guide reading. 1.C.4a

HE.9.3.2 – Explain and justify an interpretation of a text. 1.C.4b

HE.9.3.3 – Interpret, evaluate and apply information from a variety of sources to academic and personal situations. 1.C.4c

HE.9.3.4 – Summarize and make generalizations from content and relate them to the purpose of the material. 1.C.4d

HE.9.3.5 – Analyze how authors and illustrators use text and art to express and emphasize their ideas. 1.C.4e

HE.9.3.6 – Ask clarifying questions to confirm the value of student’s own words, understanding and ideas.

Outcome: **HE.9.4** Students will apply strategies to improve comprehension.

Components: **HE.9.4.1** – Read age-appropriate material with fluency and accuracy. 1.B.4c

HE.9.4.2 – Analyze, interpret and compare a variety of texts for purpose, structure, content, detail, and effect. 1.B.4b

HE.9.4.3 – Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources. 1.B.4a

Focus: Literary Elements

Outcome: **HE.9.5** Students will analyze literary elements and techniques to enhance meaning in a variety of literary works.

Components: **HE.9.5.1** – Evaluate how the author uses literary elements and techniques to achieve the intended effect (allusion, conflict, flashback, foreshadowing, irony, mood, tone, point of view, characterization, plot structure, setting, resolution, and theme). 2.A.4a, 2.A.4b

HE.9.5.2 – Describe the influence of the author’s language structure and word choice to convey the author’s viewpoint. (Author’s message/purpose) 2.A.4d

HE.9.5.3 – Demonstrate an understanding of Greek tradition and heroic pattern in epic text.

HE.9.5.4 – Identify and evaluate how the author uses figurative language to achieve the intended effect. (Assonance, Metaphor, Simile, Onomatopoeia, Alliteration, Imagery) 2.A.4a

HE.9.5.5 – Describe relationships between the author’s style, literary form, and intended effect on the reader through the use of drama, fiction, historical fiction, non-fiction. 2.A.4c

HE.9.5.6 – Analyze form, content, purpose, and major themes of American literature and literature of other countries in their historical perspectives. 2.B.4b

HE.9.5.7 – Understand poetic devices (meter, rhyme scheme) that effect structure and meaning of a poetic work.

HE.9.5.8 – Critique ideas and impressions generated by oral, visual, written, and electronic materials. 2.B.4a

HE.9.5.9 – Discuss and evaluate motive, resulting behavior, and consequences demonstrated in literature. 2.B.4c

HE.9.5.10 – Explain language, style and structure as it relates to the author's viewpoint and intended effect on the reader. 2.A.4c, 2.A.4d

Honors American Literature
Grade 10

Purpose: Students will explore a progression of American literature to interpret, critique, and differentiate context, purpose, structure, detail, and effect by employing vocabulary and reading comprehension strategies.

Focus: Vocabulary

Outcome: **HAL.10.1** Students will apply vocabulary skills to comprehend selections.

Components: **HAL.10.1.1** – Analyze and interpret specialized vocabulary and terminology. 1.A.5a

HAL.10.1.2 – Interpret idioms to strengthen meaning of text. 1.A.5b

Focus: Word Analysis

Outcome: **HAL.10.2** Students will apply word analysis skills to comprehend selections.

Components: **HAL.10.2.1** – Analyze the meaning of abstract concepts and the effects of particular word and phrase choices. 1.A.5b

Focus: Comprehension Skills and Strategies

Outcome: **HAL.10.3** Students will apply reading skills to improve comprehension.

Components: **HAL.10.3.1** – Use questions and predictions to guide reading across complex material. 1.C.5a

HAL.10.3.2 – Analyze and defend an interpretation of text. 1.C.5b

HAL.10.3.3 – Critically evaluate information from multiple sources. 1.C.5c

HAL.10.3.4 – Summarize and make generalizations from content and relate them to the purpose of the material. 1.C.5d

Outcome: **HAL.10.4** Students will apply reading strategies to improve comprehension.

Components: **HAL.10.4.1** – Relate reading to prior knowledge and experiences and make connections to related information. 1.B.5a

HAL.10.4.2 – Analyze the defining characteristics and structure through the progression of American literature. 1.B.5b

HAL.10.4.3 – Evaluate a variety of compositions for purpose, structure, content and details. 1.B.5c

HAL.10.4.4 – Read age-appropriate material with fluency and accuracy. 1.B.5d

Focus: Literary Elements

Outcome: **HAL.10.5** Students will analyze literary elements and techniques to enhance meaning in a variety of literary works.

Components: **HAL.10.5.1** – Evaluate the influence of historical context on author’s purpose. 2.A.5d

HAL.10.5.2 – Evaluate the influence of historical context on form, style, and point of view for a variety of literary works. 2.A.5d

HAL.10.5.3 – Analyze and express an interpretation of literary work. 2.B.5a

HAL.10.5.4 – Apply knowledge gained from a variety of genres as a means to understand historical, economic, social and political issues and perspectives. 2.B.5b

American Literature
Grade 10

Purpose: Students will explore a progression of American literature to interpret, critique, and differentiate context, purpose, structure, detail, and effect by employing vocabulary and reading comprehension strategies.

Focus: **Vocabulary**

Outcome: **AL.1** Students will apply vocabulary skills to comprehend selections.

Components: **AL.1.1** – Analyze and interpret specialized vocabulary and terminology. 1.A.5a

AL.1.2 – Interpret idioms to strengthen meaning of text. 1.A.5b

Focus: **Word Analysis**

Outcome: **AL.2** Students will apply word analysis skills to comprehend selections.

Components: **AL.2.1** – Analyze the meaning of abstract concepts and the effects of particular word and phrase choices. 1.A.5b

Focus: **Comprehension Skills and Strategies**

Outcome: **AL.3** Students will apply reading skills and strategies to improve comprehension.

Components: **AL.3.1** – Use questions and predictions to guide reading across complex material. 1.C.5a

AL.3.2 – Analyze and defend an interpretation of text. 1.C.5b

AL.3.3 – Critically evaluate information from multiple sources. 1.C.5c

AL.3.4 – Summarize and make generalizations from content and relate them to the purpose of the material. 1.C.5d

AL.3.5 – Relate reading to prior knowledge and experiences and make connections to related information. 1.B.5a

AL.3.6 – Analyze the defining characteristics and structure through the progression of American literature. 1.B.5b

AL.3.7 – Evaluate a variety of compositions for purpose, structure, content and details. 1.B.5c

AL.3.8 – Read age-appropriate material with fluency and accuracy. 1.B.5d

Focus: Literary Elements

Outcome: **AL.4** Students will analyze literary elements and techniques to enhance meaning in a variety of literary works.

Components: **AL.4.1** – Evaluate the influence of historical context on author’s purpose. 2.A.5d

AL.4.2 – Evaluate the influence of historical context on form, style, and point of view for a variety of literary works. 2.A.5d

AL.4.3 – Analyze and express an interpretation of literary works. 2.B.5a

AL.4.4 – Apply knowledge gained from a variety of genres as a means to understand historical, economic, social and political issues and perspectives. 2.B.5b

Contemporary Literature
Grades 11 – 12

Purpose: Students will explore contemporary literature to interpret, critique, and differentiate context, purpose, structure, detail, and effect by employing vocabulary skills and strategies.

Focus: **Vocabulary**

Outcome: **CL.1** Students will apply vocabulary skills to comprehend selections.

Components: **CL.1.1** – Analyze and interpret specialized vocabulary and terminology. 1.A.5a

CL.1.2 – Interpret idioms to strengthen meaning of text. 1.A.5b

Focus: **Word Analysis**

Outcome: **CL.2** Students will apply word analysis skills to comprehend selections.

Components: **CL.2.1** – Analyze the meaning of abstract concepts and the effects of particular word and phrase choices. 1.A.5b

Focus: **Comprehension Skills and Strategies**

Outcome: **CL.3** Students will apply reading skills and strategies to improve comprehension.

Components: **CL.3.1** – Use questions and predictions to guide reading across complex material. 1.C.5a

CL.3.2 – Analyze and defend an interpretation of text. 1.C.5b

CL.3.3 – Critically evaluate information from multiple courses. 1.C.5c

CL.3.4 – Summarize and make generalizations from content and relate them to the purpose of the material. 1.C.5d

CL.3.5 – Relate reading to prior knowledge and experience and make connections to related information. 1.B.5a

CL.3.6 – Analyze the defining characteristics and structure of a text. 1.B.5b

CL.3.7 – Evaluate a variety of compositions for purpose, structure, content and details. 1.B.5c

CL.3.8 – Read age-appropriate material with fluency and accuracy. 1.B.5d

Focus: Literary Elements

Outcome: **CL.4** Students will analyze literary elements and techniques to enhance meaning in a variety of literary works.

Components: **CL.4.1** – Evaluate the influence of societal context on author’s purpose. 2.A.5d

CL.4.2 – Evaluate the influence of societal context on form, style, and point of view for a variety of literary works. 2.A.5d

CL.4.3 – Analyze and express an interpretation of literary works. 2.B.5a

CL.4.4 – Apply knowledge gained from a variety of genres as a means to understand historical, economic, social and political issues and perspectives. 2.B.5b

CL.4.5 – Evaluate literature based on thematic presentations.

CL.4.6 – Compare and evaluate oral, written, or viewed works from various genres. 2.B.5a

CL.4.7 – Evaluate the interrelationships among reader, author, form, and text. 2.B.5b

CL.4.8 – Evaluate text and its cultural environment. 2.B.5b

AP English Literature and Composition
College Board Approved

While sticking predominantly to examples of British literature rather than American counterparts, this course is designed to meet the objectives set out in the *AP English Course Description*, namely in the development of analytical skills as expressed through reading, discussion and writing.

- Students can expect a quiz for every reading assignment each class period. While these quizzes won't generally test interpretive powers, they will gauge familiarity with the "facts" of a given work.
- All literary units will conclude with a unit test that borrows elements of the AP test. Much of it will be essay writing under timed circumstances and nearly every test will also include literary selections never before seen by the students. As with samples from the AP test, students must interpret these selections and write cogent essays supported by their knowledge of literary devices such as imagery, diction, etc.
- Students will also select a novel each quarter for "outside reading." While the novels may be from any corner of the world, they must all be literary. Writing topics are student-generated with some help from me if necessary. This provides invaluable practice for college writing when students won't simply be given a topic about which to write in their literature classes.
- Students then forge rough drafts for review before the due date. The written feedback gives specific and general guidelines for further revision. Graded papers are likewise handed back with comments. To be more specific on the point I would add that feedback aims at improving the following:
 - students' vocabulary
 - sentence structure (including subordination and coordination)
 - organizational coherence bolstered by smooth transitions and various other rhetorical techniques
 - specific, concrete detail rather than abstraction and loose summary
 - development of a versatile, individual voice through the use of diction, tone and sentence structure

(The previous addition now concretely addresses the following missing requirements.)

The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop: a wide-ranging vocabulary used appropriately and effectively.

Lack of evidence

The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop: a variety of sentence structures, including appropriate use of subordination and coordination.

Lack of evidence

The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop: logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.

Lack of evidence

The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop: a balance of generalization and specific, illustrative detail.

Lack of evidence

The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop: an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

Lack of evidence

- Aside from formal essay writing, students also have the opportunity for frequent informal writing during class. As a precursor to class discussion, students take part in a “First Impressions” activity when reading new material in class. This consists, unsurprisingly, of students jotting thoughts, questions and challenges on paper previous to discussion.

(This activity fulfills the following requirement.)

The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires writing to understand: informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, free writing, keeping a reading journal, and response/reaction papers).

Lacks evidence of informal writing to learn

Source: The main source for this course is McDougal Littell’s *The Language of Literature: British Literature*. Applebee, Arthur N., ed.

Note: All students took an American Literature class the previous year. The novels read in this class are the following:

--*The Scarlet Letter*

--*The Adventures of Huckleberry Finn*

--*The Red Badge of Courage*

--*The Great Gatsby*

--*The Catcher in the Rye*

In addition to these five novels, students must select and independently read a **contemporary** novel (written after 1980).

Beyond the novel, students also read selected short stories (heavy on Poe as well as contemporary authors such as Updike and Barthelme), poetry and essays from Glencoe's *American Literature*. Beverly Ann Chin, ed.

(The previous section should fulfill the following missing requirement)

Lacks American literature; lacks contemporary literature. If it was covered in a previous prerequisite American literature course, the syllabus should so state, along with a list of authors.

Course Planner

Introduction (How We Write)—One Week

My primary objective at the beginning of the year is to create expectations to which my students will adhere. Nowhere is this more important than in the quality of their writing. Therefore, the first two reading assignments I give are George Orwell's "Politics and the English Language" and Prof. Paul Roberts's "How to Say Nothing in Five Hundred Words." While Orwell covers the theoretical end, Roberts applies practical strategies to attaining clear, concise and evocative writing, or "saying the most with the fewest words" as I call it. Taking shoddy examples of professional or teacher-created writing, we examine approaches to vitalizing and clarifying writing.

Anglo-Saxon Writing—Three Weeks

We start our literary pursuit with Old English lyrics and riddles before tackling the story of *Beowulf*. Students are taught to look at these writing samples anthropologically, gauging what can be discovered about a culture through the writings it left behind. Among these are "The Wanderer," "The Seafarer," and "The Wife's Lament," in addition to a handful of the old riddles. Through close analysis we seek a picture of the early English—their environment, society, hopes, fears and realities. By the time we get to *Beowulf*, students have a basic understanding of Anglo-Saxon society, so we are able to focus more on the rhetoric of the scope in creating his larger than life figure. Closely considered are the writer (or in this case the improvising speaker) and his audience. How and why does he go about creating and communicating this hero? Students then implement their learning in making their own epics/mock epics using thematic and stylistic principles applied by the *Beowulf* poet more than a millennium in the past. This presents students with a good opportunity to produce lively writing without the pressure of detailed analysis.

The Middle Ages—Three Weeks

This unit is obviously dominated by Chaucer's *Canterbury Tales*. Though we won't read all that Chaucer wrote of the pilgrimage, we will cover the General Prologue as well as a couple character prologues and tales. Of primary importance, especially in the General Prologue, is recognition of the subtle and sophisticated Chaucerian irony. This presents as good an opportunity as any to delineate between the narrator and the actual author as a fundamental of irony.

From Chaucer we move on to excerpts from the romances of "Sir Gawain and the Green Knight" and *Le Morte de Artur*. This age of chivalry provides an interesting contrast to Beowulfian heroics and allows students to investigate and understand the progression of culture and literature. The two excerpts contrast with each other as well, illustrating more and less idealized visions of the old story.

Lastly, we take a look at some ballads, including "Sir Patrick Spens," "Lord Randall," "Barbara Allan," "Get Up and Bar the Door," etc. We compare the style and topics of these ballads to both the Old English elegiac lyric and modern song / balladeering. As with Old English poetry, we will also look at the anthropological implications of these ballads.

The writing focus of this unit centers around *The Canterbury Tales* as the class performs one more writing assignment that seeks to stir their creative and stylistic powers while limiting analytical pressures. Students find a modern day equivalent to the religious pilgrimage and write a prologue, bringing their knowledge of Chaucerian irony to bear on a couple characters they lead to some destination, whether it be Graceland, Las Vegas or a football stadium.

The Renaissance—Four Weeks

The English Renaissance provides an arena for the exhaustive study of lyric poetry. While I won't mention everything read, the unit can roughly be broken into the following groupings: courtly poetry (Spenser, Wyatt, Marlowe, Raleigh, etc.), masters such as Donne and Shakespeare, Carpe Diem poets (Herrick, Marvell, Lovelace) along with their inspiration, Jonson, and finally Milton (both sonnets and excerpts from *Paradise Lost*). A significant goal of this unit is an understanding of the sonnet form as we investigate the importance of not only imagery, but of "insignificant" things like enjambment and end stopped lines and how such small details can alter or enhance the meaning of a poem. Two different essays will be produced in this unit. First, students must decide whom they agree with in their visions of love—Marlowe in "The Passionate Shepherd to His Love" or Raleigh in "The Nymph's Reply to the Shepherd." Here students will combine analysis, evaluation and opinion in constructing their arguments. The capstone essay, however, will be the interpretation of a Shakespeare sonnet not included in the anthology. Each student will be tasked with a different poem and instructed to interpret it in terms of its own merit and thematic links to the rest of the sonnet sequence. Emphasis is placed on the operation of conceits and consistent imagery, in addition to the role sonnet structure has in adding meaning to the poem.

***King Lear*—Five Weeks**

The *King Lear* unit doesn't actually start with *King Lear*, but rather the 1960's film adaptation of *The Lion in Winter*. This isn't designed to burn valuable class time; its intent is to show students that while drama is derived from a written text, it is a visual art. While I don't concur wholeheartedly with Tolkien, I do agree in principle that the plays of Shakespeare can only really exist in performance. In addition to showing the dramatic art through film, many of the issues in the movie happily coincide with those that will be encountered in the play and will provide grounds for comparison in the future weeks. An essay will also be written with students creating their own topics. The art of forming a good thesis (narrow and provocative) will be stressed to break students of the common habit of summarizing.

As we move into *King Lear*, students will be given necessary background (renaissance drama, Aristotelian conception of tragedy, etc.), but once again, emphasis will be placed on the performance of this text. Most of the play will be read aloud in class, with students taking roles. Each student must also take part in the acting of at least one scene. This will encourage them to think about performance aspects of drama like blocking, which in turn encourages them to move into the minds of the characters. Finally, each student will be charged with "directing" a scene. This essay will include all the elements needed to perform Shakespeare while bound in the nutshell of one's own head. In this essay students must consider motivation, emotion, mood, blocking, props, etc.

The Enlightenment—Two Weeks

Though students read essay excerpts from Francis Bacon in the Renaissance unit, the Enlightenment is the first opportunity we have to really focus on the essay form. Of particular importance will be the concepts of exigency, purpose and audience as we read Defoe, Wollstonecraft, Johnson, Addison and Swift. The prominence of satire in this period will be highlighted with a look at "A Modest Proposal." Students will then combine persuasion and satire to create their own modest proposals based on contemporary issues. We will also study poetic samples by Dryden and Pope, as well as (auto) biographical accounts by Pepys and Boswell.

Romanticism—Five / Six Weeks

After a brief trip through the nonfiction of the Enlightenment, we return to poetry in the Romantic era. The literature of this unit is typical of most high school fare. We read Blake ("Songs of Innocence" and "Songs of Experience"), William Wordsworth, Samuel Taylor Coleridge, Lord Byron, Shelley and Keats. More than with most units, we will study how these authors departed from their forbears to create a new style of poetry that emphasized visceral emotion. Through our analysis of the work we will strive to answer the question, "What is each poet's vision of the world and his place in it?" By this time students should have a better grounding in interpretation, so during this unit I

will loosen the reins more, allowing them more latitude to put together ideas in small groups before bringing them to the class. Though I would describe my usual approach as student-centered, beginning with this unit it becomes even more so. I have selected the era of individualistic poetics for students to write their college entrance essays answering the prompt of “What makes you a unique individual?” The unit’s more analytical essay asks students to choose any two poems from the Enlightenment and Romanticism, comparing them culturally and artistically to demonstrate how differing styles contribute to the different tones and themes representative of each period.

(This assignment satisfies the following requirement)

The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires writing to evaluate: analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values. Lacks specific writing assignment to fulfill the requirement.

A Very Brief Interlude—Two Days

I don’t believe in teaching to a test, AP or otherwise. However, I do want my students to be prepared for what they will encounter on a test that costs eighty-five bucks. So in order to acclimate them, I take example questions from previous AP tests and give them to my students to complete. Upon completion students read graded samples and exchange their essays for peer scoring to give themselves an idea of where they stand and what area require improvement.

Victorianism—Five Weeks

The Victorian era does not have the typical earmarks possessed by other periods like the Enlightenment or Romanticism, so we tend to view it as a transitional period bridging the gap between Romanticism and Modernism. Though we obviously have not delved into Modernism, students received an introduction to it the previous year in American literature so they have a basic understanding of the direction the period is moving. Through the study of Tennyson we see the incorporation of Romantic elements that continue to be seen all the way through Hopkins. In a rapidly changing industrializing world, however, a new darker voice begins to appear in many of the poets such as Arnold and Hardy.

While much of the technique found in the period is derivative, some new avenues can be explored provided by poets like Hopkins and Hardy. Hopkins’ development of sprung rhythm offers a revamping of sonnet structure that challenges students’ analytical skills. We particularly study the purpose and effect of this new technique. On the opposite side, Hardy’s stark simplicity highlights the starkness of the emerging twentieth century and foreshadows the everyday speech employed by Eliot.

In addition to the outside reading essay written during this unit, students will also tackle a dramatic monologue by Browning. After studying “My Last Duchess” and

“Porphyria’s Lover” together, students are given the task of interpreting words of the old cleric in “The Bishop Orders His Tomb” in a formal essay. In addition to unraveling poetic technique, students must also apply rhetorical skills that will be honed in next year’s AP English Language course. They will, however, still apply larger concepts like purpose and exigence as well as other tools like connotation in unveiling the true nature of the corrupted bishop.

A Midsummer Night’s Dream—Two Weeks

This play doesn’t require nearly as much time as *King Lear*, which is good, because with all of Modernism still in front of us, the pressure is on to get everything in. We study *Dream* primarily in terms of its structure as a comedy in the tradition of the Roman New Comedy devised by Terence and Plautus. Through a dissection of its three phases we see how gimmicks are used (an illogical decree, a magic flower) in a tell-tale manner to produce predictable effects. We also take a bit of time to look at how similar formulae are used in the modern romantic-comedy.

Modernism—Five Weeks

For the year’s last unit we cover the British modernists. Though the advent of the period is rather arbitrary, I have chosen World War I to begin a unit that delves deeply into disillusionment. By comparing the early war poetry of Rupert Brooke to the later poetry of Sassoon and Owen, students see how a specific event (rather than a more undefined “period”) transforms the way people view the world and the manner in which art is expressed.

The particular ways that this disillusionment manifested itself is the topic of much of the remaining unit. Several poems by T.S. Eliot highlight the loss of the individual soul in modern society as people are carried along by inertia and little else. Auden complements the isolation and anonymity of modern man in poems like “The Unknown Citizen” and “Musee des Beaux Arts.” Yeats portrays the rapid decay of society as well as individual disillusionment. In addition to these we also look at brief selections from Spender and Thomas.

The twentieth century gives us our first sustained opportunity of examining fiction, particularly the short story. Through stories by Joyce, Woolf, Mansfield, Lawrence we are able to study concepts like Phelan’s progression and Rabinowitz’s method of signification to find themes. Of course, we closely study properties of Modernist fiction—stream of consciousness narrative and heavy irony. In order to accomplish this we must focus on the narrator’s point of view and various rhetorical techniques for managing a given narrative, such as Mansfield’s penchant for loading a character’s observations into the narrator’s third person observation. As for irony, we don’t only notice that it exists, but we strive to answer the question, “What purpose does it serve in this particular work?”

In addition to the short story, we also look at several essays, one of which is Huxley’s “Words and Behavior.” Students write an essay in which they first analyze his argument and then provide their own answer. Of particular concern for students will be

the validity of Huxley's view of war, government and the media almost seventy years later.

(This essay fulfills the following requirement.)

The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires writing to evaluate: analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values.

Lacks specific writing assignment to fulfill the requirement

The final essay of the year challenges students to write an elegant comparison / contrast paper in which they juxtapose poetry and music. The poetry can be selected from anything they have read through the course of the year or outside readings (upon my approval). Students may choose one work by each or several works by a given poet or musician. The main thrust of the assignment is to get them once and for all past the Ven Diagram approach to comparison / contrast. Rather than tedious point by point comparisons, they will look at larger themes and then trickle down to how those themes are expressed through imagery, rhythm, point of view, diction, etc. All this must be developed while maintaining a tight focus.

College Prep English
Grade 12

Purpose: Students will explore an array of literature, including short stories, drama, non-fiction, poetry and novel to interpret, critique, and differentiate context, purpose, structure, detail, and effect by employing vocabulary and reading comprehension strategies.

Focus: Vocabulary

Outcome: **CPE.1** Students will apply vocabulary skills to comprehend selections.

Components: **CPE.1.1** – Analyze and interpret specialized vocabulary and terminology. 1.A.5a

CPE.1.2 – Interpret idioms to strengthen meaning of text. 1.A.5b

Focus: Word Analysis

Outcome: **CPE.2** Students will apply word analysis skills to comprehend selections.

Components: **CPE.2.1** – Analyze the meaning of abstract concepts and the effects of particular word and phrase choices. 1.A.5b

Focus: Comprehension Skills and Strategies

Outcomes: **CPE.3** Students will apply reading skills and strategies to improve comprehension.

Components: **CPE.3.1** – Use questions and predictions to guide reading across complex materials. 1.C.5a

CPE.3.2 – Analyze and defend an interpretation of text. 1.C.5b

CPE.3.3 – Critically evaluate information from multiple sources. 1.C.5c

CPE.3.4 – Summarize and make generalizations from content and relate them to the purpose of the materials. 1.C.5d

CPE.3.5 – Relate reading to prior knowledge and experiences and make connections to related information. 1.B.5a

CPE.3.6 – Analyze the defining characteristics and structure through the array of literature. 1.B.5b

CPE.3.7 – Evaluate a variety of compositions for purpose, structure, content, and details. 1.B.5c

CPE.3.8 – Read age-appropriate material with fluency and accuracy.
1.B.5d

Focus: Literary Elements

Outcome: **CPE.4** Students will analyze literary elements and techniques to enhance meaning in a variety of literary works.

Components: **CPE.4.1** – Evaluate the influence of historical context on author’s purpose. 2.A.5d

CPE.4.2 – Evaluate the influence of historical context on form, style, and point of view for a variety of literary works. 2.A.5d

CPE.4.3 – Analyze and express an interpretation of a literary work.
2.B.5a

CPE.4.4 – Apply knowledge gained from a variety of genres as a means to understand historical, economic, social and political issues and perspectives. 2.B.5b

CPE.4.5 – Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g. structures images, forms, foreshadowing, and flashbacks). 2.A.5a

AP College English (English Language and Composition)

snemec@burlington.k12.il.us

Room 112

College Board Approved

*Note: It needs to be noted that our school operates on a Block 8 schedule. I only see my students every other day for 85 minutes. Our curriculum has also been designed so that the students move through a progression of skills and literature from freshman year that build on each other. These students are selected by the department based on standardized test scores, a department placement test, eighth grade recommendations and grades. Students are not allowed to take the AP English Literature and Composition class nor the AP College English (English Language and Composition) class unless they have successfully completed Honors Freshman English and Honors American Literature.

Course Objectives: First semester--fiction; Second semester--non-fiction

"An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes" (The College Board *AP Course Description* May 1997, p. 5) First semester will focus on world literature and its relation to the audience. There is a rigorous reading schedule and numerous writing assignments involving the reader's response. During second semester we will more closely examine rhetoric and its functions, effects, and appeals to you, the audience, and you the writer. The class is in preparation for the AP exam in May. The

Grading System: First semester

Exams 45%: Most of the exams are a combination of in-class, timed writing prompts and multiple choice questions. Some tests are based on readings from class assignments while others are new material that students analyze for the first time to demonstrate knowledge of rhetorical strategies.

Research paper 25%: The first semester research paper will focus on literary criticism and analysis. Students will research and examine a type of literary criticism and evaluate the story "Young Goodman Brown" by Nathaniel Hawthorne. Students will write rough drafts to be edited by their peers and also have mini-conferences with the teacher in the initial stages of the research process. The students will also travel to Northern Illinois University to become familiar with a college library and to use the library for research purposes.

Reader responses 15%: For every reading assignment, students will write a 1-2 page reader response that will examine the student's thought process during reading in relation to the author's text. Students will also examine some rhetorical devices the author uses.

Quizzes 15%: Quizzes are used to check for basic reading and understanding of the assignment. Quizzes include but are not bound to vocabulary, grammar, and comprehension.

Class discussion is an essential component to the class. All students are expected to participate.

Grading for Spring Semester

Exams/quizzes 45%: Most of the exams are a combination of in-class, timed writing prompts and multiple choice questions. Some tests are based on readings from class assignments while others are new material that students analyze for the first time to demonstrate knowledge of rhetorical strategies. Quizzes will focus on grammar and mechanics.

Research paper 25%: The research paper for second semester is an argumentative paper based on *Inquiry and Genre: Writing to Learn in College* by David A. Jolliffe. Students will examine a problem within their community or society, research the problem, and offer solutions. Students will write rough drafts to be edited by their peers and also have mini-conferences with the teacher in the initial stages of the research process. Students will also present their papers and findings using other media (ex: power point) to their peers and be responsible for defending their argument.

Rhetorical analysis 15%: Students will write analyses of reading assignments that include an examination of exigency, audience, logos, ethos, pathos, and structural tools (schemes, tropes, grammar, syntax, and diction). Students will evaluate a peer's analysis and offer suggestions for improvement. Students will edit their responses and submit final copies.

Partner presentations 15%: Students will work together to organize class discussion on an essay from the *Introduction to Great Books* series two and three. Students will focus on text meaning and rhetorical devices the authors use. Class discussion is essential for the students to clarify their ideas in this forum.

Course Organization

The course is organized into two separate semesters. First semester focuses on world literature and how writers achieve effect through various rhetorical choices. Second semester focuses on non-fiction and rhetorical devices and techniques a writer uses to achieve purpose. Both semesters, however, focus on the student as a writer and how to become more effective writers.

Each semester requires students to focus on vocabulary, to employ Standard English grammar, and to understand the devices used to achieve style. Students will also write and study a variety of genres including narrative, expository, and argumentative essays

about a variety of topics. During second semester, students will also evaluate visual images and their relation to text, meaning, and effect.

Fall Semester

Readings:

- *Edith Hamilton's Mythology* (Quarter 1)
- *1984* (summer reading--Quarter 1 test)
- *A Brave New World* (summer reading--Quarter 1 test)
- "The Last Judgment" Karel Capek (Quarter 2)
- "The Wall" Jean Paul Sartre(Quarter 2)
- "The Fox and the Woodcutter" Aesop(Quarter 2)
- "The Story of Midas" Ovid(Quarter 2)
- "The Devil" Guy de Maupassant(Quarter 2)
- "Barn Burning" William Faulkner(Quarter 2)
- "A Room of One's Own" Virginia Woolf(Quarter 2)
- *Hamlet*(Quarter 2)
- "Beating Up the Bard" Don Oldenburg(Quarter 2)
- "Shakespeare in the Bush" Laura Bohannon(Quarter 2)
- "Literary Cannon: Why Do We Read this Stuff?" (Quarter 2)
- "Young Goodman Brown" Nathaniel Hawthorne(Quarter 2)
- Outside reading of their choice (2) (Quarter 2)

Style: Students will begin to review the use of different grammatical constructions to help achieve style. Initially we will review basic grammar concepts as review and then move in to more sophisticated areas to help them improve the quality of their writing.

- Classification of words--verbals and words used as other parts of speech
- Parts of the sentence--phrases, parallel structure, and basic sentence patterns
- Sentence and clause-simple, complex, compound
- Verb usage--includes tense, voice, and mood
- Pronoun usage--agreement

Composition:

- Reader responses are due for each reading assignment. Reader responses are for students to write affectively to clarify a text. Students need to discuss how the author achieves purpose and tone to affect audience. Students will peer edit each other's responses, checking for specific skills that are the focus of the assignment. Students will provide feedback and then edit their papers.
- In-class timed essays
 - The first week of class students are given a former timed, in-class AP essay on Neil Postman's contrasts of *1984* and *A Brave New World*.

- In-class essays on *Edith Hamilton's Mythology*
 - In-class timed essay on short stories
 - In-class timed essay on *Hamlet*
 - In-class timed essay on outside reading
- Research papers for first semester focus on literary criticism styles and analysis. Students are given lectures on Traditional, Formalistic, Historical-biographical, Psychoanalytical, and Archetypal branches of criticism. Students are to research in-depth one of these families of criticism and then critique the story "Young Goodman Brown" using that method of criticism. Students turn in rough drafts for peer revision.
 - Students need to make appointments with the teacher to discuss the draft and final copy of their papers.
 - Students are instructed how to properly cite sources using MLA.
 - The teacher will provide feedback before and after the student revises his work either in written form on the paper itself or by conferencing with the student for the research paper.
 - Strategies will be used to help students focus and develop their skills with organization to increase coherence by means of repetition, transitions, and emphasis. Students will complete and discuss exercises from the AP Summer Institute (2005, DePaul University) given by David Joliffe and then examine their own writing to apply these techniques.
 - Strategies from the Summer AP Institute (2005, DePaul University) will be used to help students develop their skills in illustrative detail. Students will complete and discuss the exercises and then apply these techniques to their own writing.
 - The instructor will use students' writing for example and class discussion to help students develop their skills in organization and illustrative detail. Students will be asked to edit passages of student writing and place the passages on overhead transparencies for class discussion.

Strategies:

- Students receive instruction using information from David Joliffe's *Everyday Use* and *Inquiry and Genre: Writing to Learn in College* and supplemental resources from the AP Summer Institute 2005 at DePaul University taught by Joliffe. These strategies include identifying rhetorical frameworks in writing--exigency, audience, purpose, logos, ethos, pathos, and structure and form. Since first semester focuses on fiction, students will examine how authors achieve effect through rhetorical devices.

Spring Semester:

Readings:

- Textbooks: *50 Essays: A Portable Anthology & The Bedford Reader*, *Introduction to Great Books: Second Series*, *Introduction to Great Books: Third Series*.
- "Why War" Sigmund Freud
- "Politics" Aristotle
- "Of the Limits of Government" John Locke
- "Why Americans Are so Often Restless" Alexis de Tocqueville
- "Habits and Will" John Dewey
- "Conscience" Immanuel Kant
- "In Dreams Begin Responsibilities" Delmore Schwartz
- "Why I Want a Wife" Judy Brady
- "The Cat Bill" Adlai Stevenson
- "The Declaration of Independence" Thomas Jefferson
- "Declaration of Sentiments and Resolutions" Stanton
- "Graduation" Maya Angelou
- "Why Don't We Complain?" Buckley
- "On Dumpster Diving" Eighner
- "What's Wrong with Animal Rights?" Hearne
- "The Ways We Lie" Ericsson
- "Letter from the Birmingham Jail"
- "I Just Want to Be Average" Rose
- "The Chase" Annie Dillard
- "The Lottery" Shirley Jackson
- "Edward Hopper's Nighthawks, 1942" Joyce Carol Oates
- "Neat People vs. Sloppy People" Suzanne Britt
- "Everyday Use" Alice Walker
- "How to Poison the Earth" Linnea Saukko
- "Why I Stopped Being a Vegetarian" Laura Fraser
- "A Vegetarian Philosophy" Peter Singer
- "Can 35 Million Book Buyers Be Wrong? Yes." Harold Bloom
- "Under the Spell" Joan Acocella
- Outside reading of their choice

Video/Visual images:

- "An Inconvenient Truth" Al Gore
- Students will make observation charts and document how the visual images that Gore uses affect the audience's perception. The visual images include charts, graphs, and pictures that show climate change over time. The visuals directly affect the audience and enhance his pathos, ethos, and logos. Students will question the validity and intent for these visuals that are used in the presentation. Students will then write a short response on

how images are used in other media for the effect of persuasion and how a reader or audience should question the validity of such visual images.

- Students will analyze the documentary for its rhetorical value and write a letter to their state senator. (letters may or may not be sent--it depends)
- Students will choose and analyze print advertisements and identify the pathos, logos, and ethos of several advertisements. They will write a reflective paper on how these visual images relate to any written text and audience. The students will present their findings to the rest of the class where class discussion will lead us to how visual images serve as alternate forms of text themselves.
- Students will use the website <http://cagle.msnbc.com/politicalcartoons/> to find a political cartoon and present a short essay discussing the intent/meaning of the political cartoon as it relates to current events. Students will discuss how the cartoon becomes a form of text itself.

Style: Students move into more sophisticated concepts of style second semester. Our discussions and practice will help them to evaluate and recognize these important elements of schemes and tropes. Our study will include parallelism, zeugma, anastrophe, parenthesis, ellipsis, asyndeton, alliteration, anaphora, anadiplosis, antimetabole, synecdoche, metonymy, personification, irony, oxymoron, and paradox. Students will also write imitation exercises such as "Why I Want a Husband" and a mock of Stevenson's "Cat Bill" in which they invent their own bill and response. They will also write an imitation essay entitled "The Ways We Cheat" after reading Ericson's essay "The Ways We Lie." Students will also exchange each other's assignments and annotate the text for rhetorical devices.

Composition:

- Rhetorical analyses: Students will be required to submit a 1-2 page analysis for readings. Each reading assignment focuses on a certain rhetorical device and particular genre of writing (narrative, descriptive, expository, argumentative). Students will trade their analyses with each other and provide a written feedback for several but not all of the assignments.
- Imitation exercises: Imitation exercises will aid students to understand authors' rhetorical techniques. Students will write several of these including "The Ways We Cheat," "Why I Want a Husband," and "_____ Bill" to accompany "The Ways We Lie," "Why I Want a Wife" and "Cat Bill" texts.
- The teacher will provide feedback before and after the student revises his work either in written form on the paper itself or by conferencing with the student for **all** writing assignments.
 - ✓ Strategies will be used to help students focus and develop their skills with organization to increase coherence by means of repetition, transitions, and emphasis. Students will complete and discuss exercises from the AP Summer Institute (2005, DePaul University) given by David Joliffe and then examine their own writing to apply these techniques.

- ✓ Strategies from the Summer AP Institute (2005, DePaul University) will be used to help students develop their skills in illustrative detail. Students will complete and discuss the exercises and then apply these techniques to their own writing.
- ✓ The instructor will use students' writing for example and class discussion to help students develop their skills in organization and illustrative detail. Students will be asked to edit passages of student writing and place the passages on overhead transparencies for class discussion.

Research paper for second semester:

- The research paper for second semester is an argumentative paper based on *Inquiry and Genre: Writing to Learn in College* by David A. Jolliffe. Students will exam a problem within their community or society, research the problem, and offer solutions. Students will write rough drafts to be edited by their peers and also have mini-conferences with the teacher in the initial stages of the research process. Students will also present their papers and findings using other media (ex: power point) to their peers and are responsible for defending their argument.
- Students are instructed how to properly cite sources using MLA.
- The teacher will provide feedback before and after the student revises his work either in written form on the paper itself or by conferencing with the student for the research paper.
- Students need to make appointments with the teacher to discuss the draft and final copy of their papers.
 - Strategies will be used to help students focus and develop their skills with organization to increase coherence by means of repetition, transitions, and emphasis. Students will complete and discuss exercises from the AP Summer Institute (2005, DePaul University) given by David Joliffe and then examine their own writing to apply these techniques.
 - Strategies from the Summer AP Institute (2005, DePaul University) will be used to help students develop their skills in illustrative detail. Students will complete and discuss the exercises and then apply these techniques to their own writing.
 - The instructor will use students' writing for example and class discussion to help students develop their skills in organization and illustrative detail. Students will be asked to edit passages of student writing and place the passages on overhead transparencies for class discussion.

AP Exam practice:

- Students take practice tests using past AP exams.
- The AP grading scale is explained.
- Students will evaluate sample student written responses through annotation and discussion.

Textbooks used for the course of the year:

- Aaron, Jane E., X.J. Kennedy, and Dorothy M. Kennedy. *The Bedford Reader*. Boston: Bedford/St. Martin's, 2006.
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Science Fiction and Fantasy
Grades 11 – 12

Purpose: Students will explore a variety of science fiction and fantasy works and current events to interpret, critique, and differentiate context, purpose, structure, detail, and effect.

Focus: **Vocabulary**

Outcome: **SFF.1** Students will comprehend a variety of reading selections using vocabulary skills.

Components: **SFF.1.1** – Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings. 1.A.5a

Focus: **Word Analysis**

Outcome: **SFF.2** Students will use strategies and apply word analysis skills to comprehend selections.

Components: **SFF.2.1** – Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings. 1.A.5a

SFF.2.2 – Analyze the meaning of abstract concepts and the effects of a particular word and phrase choices. 1.A.5b

Focus: **Comprehension Skills and Strategies**

Outcomes: **SFF.3** Students will apply reading skills to improve comprehension.

Components: **SFF.3.1** – Use questions and predictions to guide reading across complex materials. 1.C.5a

SFF.3.2 – Analyze and defend an interpretation of text. 1.C.5b

SFF.3.3 – Critically evaluate information from multiple sources. 1.C.5c

SFF.3.4 – Summarize and make generalizations from content and relate them to the purpose of the materials. 1.C.5d

SFF.3.5 – Use tables, graphs and maps to challenge arguments, defend conclusions, and persuade others. 1C5f

Outcome: **SFF.4** Students will apply reading strategies to improve comprehension.

Components: **SFF.4.1** – Relate reading to prior knowledge and experiences and make connections to related information. 1.B.5a

SFF.4.2 – Analyze the defining characteristics and structure through the array of literature. 1.B.5b

SFF.4.3 – Evaluate a variety of compositions for purpose, structure, content, and details. 1.B.5c

SFF.4.4 – Read age-appropriate material with fluency and accuracy. 1.B.5d

Focus: Literary Elements

Outcome: **SFF.5** Students will analyze the development of the genres science fiction and fantasy, explain how they convey meaning and evoke effect, and relate them to historical events and culture of the time.

Components: **SFF.5.1** – Compare and evaluate written or viewed works from various eras and traditions and analyze complex literary devices (foreshadowing, flashbacks, forms). 2.A.5a

SFF.5.2 – Analyze the development of form (short stories, essays, speeches, novels, current events) and purpose in a variety of science fiction and fantasy literature. 2.A.5c.

SFF.5.3 – Evaluate the influence of historical context on form, style and point of view for a variety of literary works. 2.A.5d

SFF.5.4 – Apply knowledge gained from literature as a means of understanding contemporary and historical, scientific, social, and political issues and perspectives. 2.B.5b

High School Reading Strategies (formerly Reading 1)
Grades 10 – 12

Purpose: Students will demonstrate reading skills and strategies to evaluate and interpret a variety of texts.

Focus: Vocabulary

Outcome: **R1.1** The students will apply vocabulary skills to comprehend selections.

Components: **R1.1.1** – Expand knowledge of word derivations to extend vocabulary development. 1.A.4a

R1.1.2 – Analyze the meaning of words and phrases in their context. 1.A.3b

Focus: Word Analysis

Outcome: **R1.2** Students will apply word analysis skills to comprehend selections.

Components: **R1.2.1** – Apply knowledge of word origins and derivations to comprehend words used in a specific content area. 1.A.3a

Focus: Comprehension Skills and Strategies

Outcome: **R1.3** Using reading strategies and skills to construct meaning before, during, and after reading to comprehend a reading selection.

Components: **R1.3.1** – Preview reading materials, clarify meaning, and relate reading with information from other sources. 1.B.4a

R1.3.2 – Analyze, interpret and compare a variety of texts for purpose, structure, content, and detail and effect. 1.B.4b

R1.3.3 – Read ability level material with fluency and accuracy. 1.B.4c

Focus: Literary Elements

Outcome: **R1.4** Students will use literary elements to enhance comprehension.

Components: **R1.4.1** – Analyze and evaluate effective use of literary techniques. 2.A.4a

R1.4.2 – Explain relationships between and among literary elements and their influence on the effectiveness of text. 2.A.4b

Reading Strategies for College (Formerly Reading 2)
(Grades 11 – 12)

Purpose: The students will explore a variety of fiction and nonfiction works to interpret, critique, and differentiate context, purpose, structure, detail, and effect by employing vocabulary and reading strategies and skills.

Focus: Literary Elements

Outcome: **RSC.1** Using strategies to construct meaning before, during, and after reading to help students build a strong foundation for learning in college.

Components: **RSC.1.1** – Analyze the development of form (short stories, essays, speeches, novels) and purpose in a variety of literature. 2.A.5c.

RSC.1.2 – Analyze and express an interpretation of a literary form.
2.B.5a

RSC.1.3 – Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social, and political issues and perspectives. 2.B.5b

RSC.1.4 – Explain relationships between and among literary elements.
2.A.4b

Purpose: The students will explore a variety of fiction and nonfiction works to interpret, critique, and differentiate context, purpose, structure, detail, and effect by employing vocabulary and reading strategies and skills.

Focus: Word Analysis

Outcome: **RSC.2** Using reading strategies, students will apply word analysis skills to comprehend a variety of fiction and nonfiction selections.

Components: **RSC.2.1** – Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings. 1.A.5a

RSC.2.2 – Analyze the meaning of abstract concepts and the effect of particular word and phrase choices. 1.A.5b

Purpose: The students will explore a variety of fiction and nonfiction works to interpret, critique, and differentiate context, purpose, structure, detail, and effect by employing vocabulary and reading strategies and skills.

Focus: Vocabulary

Outcome: **RSC.3** Students will comprehend a variety of reading selections using vocabulary skills.

Components: **RSC.3.1** – Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings. 1.A.5a

RSC.3.2 – Compare meaning of words and phrase and use analogies to explain the relationships among them. 1.A.4b

Purpose: The students will explore a variety of fiction and nonfiction works to interpret, critique, and differentiate context, purpose, structure, detail, and effect by employing vocabulary and reading strategies and skills.

Focus: Strategies and Skills

Outcome: **RSC.4** Students will use strategies to connect to what they read and build a foundation for learning in college and all areas of life.

Components: **RSC.4.1** – Relate reading to prior knowledge and experience and make connections to related information. 1.B.5a

RSC.4.2 – Read age-appropriate material with fluency and accuracy. 1.B.5d

RSC.4.3 – Use questions and predictions to guide reading across complex materials. 1.C.5a

RSC.4.4 – Summarize and make generalizations from content and relate them to the purpose of the material. 1.C.5d

RSC.4.5 – Use tables, graphs, and maps to challenge arguments, defend conclusions, and persuade others. 1.C.5f

Women in Literature
Grades 11 – 12

Focus: Vocabulary

Purpose: Students will explore an array of literature authored by women, to interpret, critique, and differentiate context, purpose, structure, detail, and effect by employing vocabulary and reading comprehension strategies.

Outcome: **WIL.1** Students will apply vocabulary skills to comprehend selections.

Components: **WIL.1.1** – Analyze and interpret specialized vocabulary and terminology. 1.A.5a

WIL.1.2 – Interpret idioms to strengthen meaning of text. 1.A.5b

Focus: Word Analysis

Purpose: The students will explore an array of literature authored by women, to interpret, critique, and differentiate context, purpose, structure, detail, and effect by employing vocabulary and reading comprehension strategies.

Outcome: **WIL.2** Students will apply word analysis skills to comprehend selections.

Components: **WIL.2.1** – Analyze abstract concepts and the effects of particular word and phrase choices. 1.A.5b

Purpose: The students will explore an array of literature authored by women, including short stories, drama, non-fiction, poetry and novel to interpret, critique, and differentiate context, purpose, structure, detail, and effect by employing vocabulary and reading comprehension strategies.

Focus: Literary Elements

Outcome: **WIL.3** Students will analyze literary elements and techniques to enhance meaning in a variety of literary works.

Components: **WIL.3.1** – Evaluate the influence of historical context on author’s purpose. 2.A.5d

WIL.3.2 – Evaluate the influence of historical context on form, style, and point of view for a variety of literary works. 2.A.5d

WIL.3.3 – Analyze and express an interpretation of literary works. 2.B.5a

WIL.3.4 – Apply knowledge gained from a variety of genres as a means to understand historical, economic, social and political issues and perspectives. 2.B.5b

WIL.3.5 – Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, and flashbacks). 2.A.5a

Purpose: The students will explore an array of literature authored by women, including short stories, drama, non-fiction, poetry and novel to interpret, critique, and differentiate context, purpose, structure, detail, and effect by employing vocabulary and reading comprehension strategies.

Focus: Strategies and Skills

Outcome: WIL.4 Strategies

Components: WIL.4.1 – Relate reading to prior knowledge and experience and make connections to related information. 1.B.5a

WIL.4.2 – Analyze the defining characteristics and structure through the array of literature, including short stories, drama, non-fiction, poetry, and novels. 1.B.5b

WIL.4.3 – Evaluate a variety of compositions for purpose, structure, content, and details. 1.B.5c

WIL.4.4 – Read age-appropriate material with fluency and accuracy. 1.B.5d

Outcomes: WIL.5 Skills

Components: WIL.5.1 – Use questions and predictions to guide reading across complex materials. 1.C.5a

WIL.5.2 – Analyze and defend an interpretation of text. 1.C.5b

WIL.5.3 – Critically evaluate information from multiple courses. 1.C.5c

WIL.5.4 – Summarize and make generalizations from content and relate them to the purpose of the materials. 1.C.5d

Bible as Literature
Grades 11 – 12

Purpose: Students will explore an array of Biblical literature, other text and media to interpret, critique, and differentiate context, purpose, structure, detail, and effect by employing vocabulary and reading comprehension strategies.

Focus: Vocabulary

Outcome: **BL.1** Students will apply vocabulary skills to comprehend selections.

Components: **BL.1.1** – Analyze and interpret specialized vocabulary and terminology. 1.A.5a

BL.1.2 – Interpret idioms (i.e. raising Cain) to strengthen meaning of text. 1.A.5b

Focus: Word Analysis

Outcome: **BL.2** Students will apply word analysis skills to comprehend selections.

Components: **BL.2.1** – Analyze abstract concepts and the effects of particular word and phrase choices. 1.A.5b

Focus: Comprehension Skills and Strategies

Outcome: **BL.3** Students will employ reading skills and strategies to enhance comprehension.

Components: **BL.3.1** – Relate reading to prior knowledge and experience and make connections to related information. 1.B.5a

BL.3.2 – Analyze the defining characteristics and structure through the array of literature, including short stories, drama, non-fiction, poetry, and novels. 1.B.5b

BL.3.3 – Evaluate a variety of compositions for purpose, structure, content, and details. 1.B.5c

BL.3.4 – Read age-appropriate material with fluency and accuracy. 1.B.5d

BL.3.5 – Use questions and predictions to guide reading across complex materials. 1.C.5a

BL.3.6 – Analyze and defend an interpretation of text. 1.C.5b

BL.3.7 – Critically evaluate information from multiple courses. 1.C.5c

BL.3.8 – Summarize and make generalizations from content and relate them to the purpose of the materials. 1.C.5d

Focus: Literary Elements

Outcome: **BL.4** Students will analyze literary elements and techniques to enhance meaning in a variety of literary works.

Components: **BL.4.1** – Evaluate the influence of historical context on author’s purpose. 2.A.5d

BL.4.2 – Evaluate the influence of historical context on form, style, and point of view for a variety of literary works. 2.A.5d

BL.4.3 – Analyze and express an interpretation of literary works and media. 2.B.5a

BL.4.4 – Apply knowledge gained from a variety of genres as a means to understand historical, economic, social and political issues and perspectives. 2.B.5b

BL.4.5 – Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures images, forms, foreshadowing, and flashbacks). 2.A.5a

BL.4.6 – Identify illusion when analyzing and interpreting text and media. 2.B.5a

Purpose: The students will explore an array of Biblical literature, including short stories, drama, non-fiction, and poetry to interpret, critique, and differentiate context, purpose, structure, detail, and effect by employing vocabulary and reading comprehension strategies.

British Literature
Grades 11 – 12

Purpose: Students will explore the progression of British literature to interpret, critique, and differentiate context, purpose, structure, detail, and effect by employing vocabulary and reading comprehension strategies.

Focus: **Vocabulary**

Outcome: **BRL.1** Students will apply vocabulary skills to comprehend selections.

Components: **BRL.1.1** – Analyze and interpret specialized vocabulary and terminology.
1.A.5a

BRL.1.2 – Interpret idioms to strengthen meaning of text. 1.A.5b

Focus: **Word Analysis**

Outcome: **BRL.2** Students will apply word analysis skills to comprehend selections.

Components: **BRL.2.1** – Analyze abstract concepts and the effects of particular word and phrase choices both within a single work and among different works.
1.A.5b

Focus: **Comprehension Skills and Strategies**

Outcome: **BRL.3** Students will employ reading skills and strategies to enhance comprehension.

Components: **BRL.3.1** – Relate reading to prior knowledge and experience and make connections to related information. 1.B.5a

BRL.3.2 – Analyze the defining characteristics and structure through the progression of British Literature. 1.B.5b

BRL.3.3 – Evaluate a variety of compositions for purpose, structure, content and details. 1.B.5c

BRL.3.4 – Read age-appropriate material with fluency and accuracy.
1.B.5d

BRL.3.5 – Use questions and predictions to guide reading across complex material. 1.C.5a

BRL.3.6 – Analyze and defend an interpretation of text. 1.C.5b

BRL.3.7 – Critically evaluate information from multiple sources. 1.C.5c

BRL.3.8 – Summarize and make generalizations from content and relate them to the purpose of the material. 1.C.5d

Focus: Literary Elements

Outcome: BRL.4 Students will analyze literary elements and techniques to enhance meaning in a variety of literary works.

Components: BRL.4.1 – Compare and evaluate written works from various eras and traditions and analyze complex literary devices. 2.A.5a

BRL.4.2 – Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece. 2.A.5b

BRL.4.3 Analyze the development of form and purpose in British poetry. 2.A.5c

BRL.4.4 – Evaluate the influence of historical context on author's purpose. 2.A.5d

BRL.4.5 – Evaluate the influence of historical context on form, style, and point of view for a variety of literary works. 2.A.5d

BRL.4.6 – Analyze and express an interpretation of literary works. 2.B.5a

BRL.4.7 – Apply knowledge gained from a variety of genres as a means to understand historical, economic, social and political issues and perspectives. 2.B.5b

Reading Strategies
Grade 11

Focus: Reading Strategies

Outcome: **RS.1** Students will develop reading strategies.

Components: **RS.1.1** – Recognize and determine importance by identifying essential ideas and information.

RS.1.2 –Ask questions for a variety of purposes including: checking one’s understanding, questioning the author about the writing, and discerning relationships.

RS.1.3 –Make inferences by using prior knowledge to form links across sentences and paragraphs.

RS.1.4 –Make a variety of textual, world, and personal connections.

RS.1.5 – Synthesize ideas by putting together ideas from multiple sources.

RS.1.6 –Visualize by forming sensory and emotional images of textual contents.

RFS.1.7 – Identify and apply their knowledge of prefixes and suffixes.

Focus: Test Taking Strategies

Outcome: **RS.2** Students will apply test taking strategies while taking the PSAE.

Components: **RS.2.1** – Understand the types of questions on the exam.

RS.2.2 – Know the directions.

RS.2.3 – Learn the appropriate pace of the test.

RS.2.4 – Evaluate passages.

RS.2.5 –Practice passages.

RS.2.6 – Understand how to score the exam.

Focus: Vocabulary

Outcome: **RS.3** Students will apply vocabulary skills to construct meaning from words in test specific content areas.

Components: **RS.3.1** – Analyze the appropriate meaning of a word in context when the word has multiple meanings. 1.A.4b

RS.3.2 – Apply their knowledge of words to construct complete sentences. 3.A.1

RS.3.6 – Identify and use idioms and common expressions to extend vocabulary development. 1.A.4a

RS.3.7 – Define words in context. 1.A.3b

Focus: Grammar and Usage

Outcome: RS.4 Students will increase understanding of sentence parts and patterns to enhance PSAE score.

Components: RS.4.1 – Increase understanding the following grammatical forms: nouns, pronouns, verbs, adverbs, prepositions, adjectives, conjunctions, and participles. 3.A.1

RS.4.2 – Increase understanding of the following grammatical functions: subject, predicate, direct object, object of a preposition, verb tense, and subject/verb agreement. 3.A.1

RS.4.3 – Identify simple, compound and complex sentences. 3.A.1

RS.4.4--Identify clauses and appropriate comma, colon, and semi-colon use.

Contemporary Literature
Grades 11 – 12

Purpose: Students will explore contemporary literature to interpret, critique, and differentiate context, purpose, structure, detail, and effect by employing vocabulary skills and strategies.

Focus: **Vocabulary**

Outcome: **CL.1** Students will apply vocabulary skills to comprehend selections.

Components: **CL.1.1** – Analyze and interpret specialized vocabulary and terminology. 1.A.5a

CL.1.2 – Interpret idioms to strengthen meaning of text. 1.A.5b

Focus: **Word Analysis**

Outcome: **CL.2** Students will apply word analysis skills to comprehend selections.

Components: **CL.2.1** – Analyze the meaning of abstract concepts and the effects of particular word and phrase choices. 1.A.5b

Focus: **Comprehension Skills and Strategies**

Outcome: **CL.3** Students will apply reading skills and strategies to improve comprehension.

Components: **CL.3.1** – Use questions and predictions to guide reading across complex material. 1.C.5a

CL.3.2 – Analyze and defend an interpretation of text. 1.C.5b

CL.3.3 – Critically evaluate information from multiple courses. 1.C.5c

CL.3.4 – Summarize and make generalizations from content and relate them to the purpose of the material. 1.C.5d

CL.3.5 – Relate reading to prior knowledge and experience and make connections to related information. 1.B.5a

CL.3.6 – Analyze the defining characteristics and structure of a text. 1.B.5b

CL.3.7 – Evaluate a variety of compositions for purpose, structure, content and details. 1.B.5c

CL.3.8 – Read age-appropriate material with fluency and accuracy. 1.B.5d

Focus: Literary Elements

Outcome: CL.4 Students will analyze literary elements and techniques to enhance meaning in a variety of literary works.

Components: CL.4.1 – Evaluate the influence of societal context on author’s purpose. 2.A.5d

CL.4.2 – Evaluate the influence of societal context on form, style, and point of view for a variety of literary works. 2.A.5d

CL.4.3 – Analyze and express an interpretation of literary works. 2.B.5a

CL.4.4 – Apply knowledge gained from a variety of genres as a means to understand historical, economic, social and political issues and perspectives. 2.B.5b

CL.4.5 – Evaluate literature based on thematic presentations.

CL.4.6 – Compare and evaluate oral, written, or viewed works from various genres. 2.B.5a

CL.4.7 – Evaluate the interrelationships among reader, author, form, and text. 2.B.5b

CL.4.8 – Evaluate text and its cultural environment. 2.B.5b

Appendix A Kindergarten Scope and Sequence

Month	Rigby Unit	Reading Comprehension Strategies	Vowel/Letter Focus	Word Chunks
Aug/Sept	At School	<ul style="list-style-type: none"> • Determining Importance • Connecting 	Mm Tt Aa Ss Ii	at, an, ap, et, en, it, in, op, ot, ug
October	Can't Live Without It	<ul style="list-style-type: none"> • Determining Importance • Inferring • Questioning 	Bb Nn Oo Pp	
November	All About Me	<ul style="list-style-type: none"> • Fix Up Strategies • Questioning • Visualizing 	Rr Ee Cc/Kk	
December	Thinking Like a Scientist	<ul style="list-style-type: none"> • Synthesizing • Visualizing • Monitoring Understanding 	Hh Dd Uu	
January	Doing Our Part	<ul style="list-style-type: none"> • Purpose for Reading • Connecting • Background Knowledge • Monitoring Understanding 	Ll Gg Ff Ww	
February	Turn, Turn, Turn	<ul style="list-style-type: none"> • Inferring • Predicting • Reviewing Purpose for Reading • Questioning • Visualizing 	Jj Vv Zz Yy	
March	Celebrate Our Country	<ul style="list-style-type: none"> • Fix Up Strategy: Decoding • Visualizing • Imaging 	Xx Qq Sh-, Ch-, Th-	
April	Growing Gains	<ul style="list-style-type: none"> • Synthesize: Sequencing • Monitor Understanding • Self Monitoring 		
May		Review All Strategies		

Appendix B CVC, CVCC, CVCe, CVVC

Kindergarten

CVC Pattern

ap
an
at
en
et
in
it
op
ot
ug

First Grade

<u>CVC</u>	<u>CVCC</u>	<u>CVCe</u>	<u>CVVC</u>
ab	ack	ade	ail
ad	and	ame	ain
ag	ash	ale	ead
am	ell	ate	eap
ed	end	ave	eat
id	ent	ide	eed
ig	est	ife	eel
im	ing	ile	eep
ip	ink	ime	eet
is	ish	ite	oak
ob		ike	oat
og		oke	
um		one	
un		ose	
up		une	
ut		ute	

Second Grade

Regular Vowel Patterns

ai
ay
ea
ee
ei
ey
ie
oa
oe
ui

Irregular Vowel Patterns

ea (deaf)
ey (they)
ie (thief)
ui (build)

Special Vowel Patterns

au
aw
ew
oo
ow
ou
oi
oy
ar, er, ir, or, ur
air
are
ear
eer
ire
ore
oar

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Appendix C - Sight Words

Kindergarten

Set 1	I	a	
Set 2	can	go	
Set 3	like	see	
Set 4	to	me	
Set 5	we	my	
Set 6	play	look	
Set 7	for	am	
Set 8	and	the	
Set 9	is	it	
Set 10	big	little	at
Set 11	by	with	will
Set 12	get	said	have
Set 13	make	are	be
Set 14	in	had	on
Set 15	down	up	that
Set 16	from	this	one
Set 17	but	did	not
Set 18	do	good	no
Set 19	she	dog	he
Set 20	out	boy	girl
Set 21	come	you	they
Set 22	all	was	his
Set 23	when	what	here

TOTAL = 60 sight words

Grade 1

Bold print are review words from Kindergarten.

Set 1	I like	a see	can to	go me
Set 2	we for	my am	play and	look the
Set 3	is at	it by	big with	little will
Set 4	get are	said be	have in	make had
Set 5	on from	down this	up one	that but
Set 6	did no	not she	do dog	good he
Set 7	out you	boy they	girl all	come was
Set 8	his read	when of	what as	here or
Set 9	were her	an about	their if	so some
Set 10	them name	more then	into many	your these
Set 11	time him	saw how	who than	has two
Set 12	may made	only over	most first	its new
Set 13	very each	also yes	now just	way after
Set 14	us say	because does	back much	know our

Set 15	must any	before day	too use	long came
Set 16	thing great	well same	other work	around called
Set 17	there take	small still	old been	think find
Set 18	off away	school give	part three	found went
Set 19	those friend	own house	help right	every end
Set 20	never dear	home again	didn't while	put favorite
Set 21	family want	don't going	why children	large food
Set 22	under where	always asked	different both	which being
Set 23	even today	few began	without love	best tell
Set 24	next high	once until	need animal	I'm along
Set 25	took let	last mother	pretty got	such word
Set 26	almost upon	earth sun	live could	keep people
Set 27	since set	against kind	oh room	water doing
Set 28	number better	far white	person side	another between
Set 29	night ever	together soon	men told	place something

Set 30	life	world	eat	four
	body	really	book	black
Set 31	should	money	would	sometimes
	stop	young	special	father

TOTAL = *248 sight words*some words are review from previous grade level

Grade 2

Bold print are review words from Grade 1.

Set 1	high	until	animal	along	
	last	pretty	such	word	
Set 2	almost	earth	live	special	
	upon	could	people	since	
Set 3	against	oh	doing	number	
	person	better	white	between	
Set 4	night	together	ever	soon	
	something	life	mother	father	
Set 5	world	four	body	really	
	black	should	head	would	
Set 6	sometimes	today	young	money	
	place	I'll	maybe	above	
Set 7	turn	air	thought	during	
	city	gone	might	page	
Set 8	hard	knew	using	through	
	group	later	says	change	
Set 9	can't	early	though	face	became
	seen	himself	sure	light	second

Set 10	feet show	winter mean	couldn't door	eyes ready	state known
Set 11	move less	please among	near morning	done able	felt heard
Set 12	feel given	nothing cannot	order open	plant front	learn try
Set 13	north you're	inside anything	start idea	behind cold	whole wasn't
Set 14	seem gave	story brought	ago follow	paper grow	sentence point
Set 15	weather important	tree however	south five	fact although	probably study
Set 16	mind human	half held	within fire	kept river	area picture
Set 17	close table	problem possible	themselves space	sound everything	taken miles
Set 18	hear question	already talk	outside dark	either that's	strong short
Set 19	become common	remember women	quite voice	center careful	ground understand
Set 20	rather happy	walk someone	amount write	town buy	everyone true
Set 21	built age	matter real	quickly least	below toward	full longer
Set 22	finally figure	instead believe	whether main	usually law	free public
Set 23	answer information	case building	lost coming	bring middle	slowly hold
Set 24	stood pass	hour else	example island	west alone	east woman

Set 25	sea	class	heat	street	natural
	across	warm	happen	hair	floor
Set 26	course	poor	leave	stay	reason
	suddenly	parents	size	clear	several
Set 27	American	field	minute	third	carry
	country	low	language	watch	enough
Set 28	wind	moment	child	major	party
	itself	window	control	cell	deep
Set 29	grew	develop	decide	beautiful	blood
	reach	social	present	period	hundred
Set 30	cause	heart	road	teacher	huge
	cover	member	direction	type	beginning
Set 31	easy	ocean	therefore	interesting	except
	heavy	material	president	certain	result
Set 32	chapter	provide	shall	perhaps	subject
	history	summer	produce	simple	carefully

TOTAL = *300 sight words

*some words are review from previous grade level

Bibliography:

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Appendix D Blends and Digraphs

First Grade

Initial blends

bl	br	tw
cl	cr	sc
fl	dr	sk
gl	fr	sp
pl	gr	st
sl	pr	sm
	tr	sn
		sw

Initial Digraphs

ch
sh
th
wh

Final Digraphs

ch
sh
th

Final blends

ft	nk
lk	nt
lp	pt
mp	sk
nd	sp
ng	st

Second Grade

Initial Blends

spl
scr
spr
str
squ

Initial Digraphs

ph
thr
shr

Final Digraph

tch
dge

Irregular Consonant Combinations

kn
wr
gh
gn

Bibliography:

Fountas, I. C., & Pinnell, G. S. (2007). *The Continuum of Learning*. Portsmouth: Heinemann.

Heggerty, M. (2007). *Phonemic Awareness: The Skills That They Need to Help Them Succeed*.

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Woodridge: Woodridge School District 68.

Appendix E Contractions

Grade 1:

am

is

will

not

Grade 2:

am

is

will

not

Grade 3:

All mastered in 2nd grade

am

is

will

not

have

would

had

Grade 4:

would

have

Bibliography:

Pinnell, G. F. & Fountas, I. C. (2007). *The Continuum of Literacy Learning: Grades 3-8*. Portsmouth: Heinemann.

Pinnell, G. F. & Fountas, I.C. (2007). *The Continuum of Literacy Learning: Grades K-2*. Portsmouth: Heinemann.

Appendix F Suffixes and Prefixes

Grade 2 (Introduce to students):

-ed

re-

-ing

un-

-s

dis-

-es

-er

-est

-less

-ful

-ly

-y

Bibliography:

Pinnell, & Fountas (2007). *Continuum of Literacy*. Portsmouth: Heinemann.

Reading – Roots and Affixes

This list indicates what may be covered on the vocabulary items of the state assessment.

Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
Part	Example	Part	Example	Part	Example	Part	Example	Part	Example	Part	Example
-ed	(e.g., talked, helped)	-able, -ible	(e.g., dependable, edible)	-age	(e.g., package, usage)	ambi-	(e.g., ambidextrous, ambivalent)	anti-	(e.g., antagonist, antacid)	acid, acri	(e.g., acidic, acrimonious)
-ing	(e.g., walking, barking)	-al	(e.g., natural, rental)	-ate	(e.g., generate, dictate)	arch	(e.g., archenemy, archbishop)	astro	(e.g., astronomy, astrophysics)	ad-	(e.g., addict, advise)
-s, -es	(e.g., dogs, lunches)	-ance	(e.g., reluctance, tolerance)	auto	(e.g., automobile, automatic)	bene	(e.g., beneficial, benefactor)	calor	(e.g., caloric, scald)	anthrop	(e.g., anthropoid, anthropology)
-er	(e.g., bigger, brighter) [means “more,” not “one who”]	bi-	(e.g., bicycle, bivalve, triangle)	co- (con-, com-, coll-)	(e.g., coincidence, congregate, combine, collision)	bio	(e.g., biology, biography)	-cide	(e.g., fratricide, suicide)	-ary	(e.g., dictionary, dietary)
-est	(e.g., biggest, brightest)	ex-	(e.g., exclude, expel)	demo	(e.g., democratic, demographic)	cycle	(e.g., bicycle, cyclone)	corp	(e.g., corporal, corporation)	aud	(e.g., audible, auditory)
-less	(e.g., careless, helpless)	fact	(e.g., factory, manufacture)	dict	(e.g., predict, dictionary)	de-	(e.g., deform, depend)	cred	(e.g., credibility, incredible)	bin-	(e.g., binary, binomial)
-ar, -er, -or	(e.g., liar, fighter, inspector) [means “one who”]	geo	(e.g., geography, geology)	en-	(e.g., encourage, enslave, employ)	di-	(e.g., divide, divorce)	dorm	(e.g., dormitory, dormant)	cata-	(e.g., catacombs, catatonic)
dis-	(e.g., disobey, disappear)	-ic	(e.g., heroic, realistic)	graph	(e.g., graphic, photograph)	duct	(e.g., introduction, deduct)	epi	(e.g., epicenter, episode)	circ, circum-	(e.g., circumference, circumstance)
-en	(e.g., tighten, eaten)	il-, ir-	(e.g., illegal, irregular)	human	(e.g., humanity, inhuman)	ex-	(e.g., excel, excite)	eu-	(e.g., eulogy, eureka)	helio	(e.g., heliotherapy, heliotrope)
-ful	(e.g., thankful, beautiful)	in-, im-	(e.g., immigrate, immature, indigestion)	inter-	(e.g., interaction, interfere, interstate)	fore-	(e.g., foreword, forewarned)	flex	(e.g., flexible, reflex)	hydra, hydro	(e.g., hydrate, hydraulic)

Reading – Roots and Affixes (Continued)

This list indicates what may be covered on the vocabulary items of the state assessment.

Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
Part	Example	Part	Example	Part	Example	Part	Example	Part	Example	Part	Example
-ly	(e.g., happily, slowly)	-ish	(e.g., childish, babyish)	-ion, -ian	(e.g., location, celebration, guardian)	-ous	(e.g., famous, various)	macro-	(e.g., macroeconomics, macrocosm)	-ive	(e.g., definitive, derivative)
re-	(e.g., redo, rebuild, rewrite)	non-	(e.g., nonsense, nonstop)	-ity	(e.g., clarity, enmity)	para-	(e.g., paranormal, parameter)	mar, mari	(e.g., marine, mariner)	mal-	(e.g., malady, malaria)
un-	(e.g., unable, unfinished)	over	(e.g., overdone)	-ize	(e.g., economize, homogenize)	-ship	(e.g., friendship, relationship)	micro-	(e.g., microcosm, microphone)	mid-	(e.g., midnight, midwife)
-y	(e.g., sleepy, dirty, faulty)	port	(e.g., transport, portable)	-ment	(e.g., contentment, nourishment)	super-	(e.g., superman, superintendent)	mono-	(e.g., monomania, mononucleosis)	-ness	(e.g., kindness, lightness)
		pre-	(e.g., preview, precooked)	meter	(e.g., thermometer, barometer)	sym-, syn-, sys	(e.g., symmetry, synonym, system)	peri-	(e.g., periscope, periodic)	ob-	(e.g., obituary, obese)
		struct	(e.g., construct, destruct)	mis-	(e.g., misguide, misinterpret)	tempo	(e.g., temporal, contemporary)	pseudo-	(e.g., pseudonym)	omni	(e.g., omnipotent, omnipresent)
		tri	(e.g., tricycle, triangle)	multi-	(e.g., multimillionaire, multitude)	ultra-	(e.g., ultraviolet, ultrasonic)	semi-	(e.g., semimonthly, semicircle)	pater, part	(e.g., paternal, patrimony)
				-ous	(e.g., humorous, mysterious)	vale, vali	(e.g., validity, valor)	-ure	(e.g., puncture, lecture)	spect	(e.g., spectacular, inspect)
				pro-	(e.g., production, proceed)					theo	(e.g., theocracy, theology)
				sphere	(e.g., spherical, hemisphere,)					under-	(e.g., underdone, undermine)
				sub	(e.g., subnormal, submarine)						
				trans-	(e.g., transportation, transcontinental)						
				-ual	(e.g., usual, gradual)						

Appendix G Genres

Grade 2:

Poetry
Fairy tale
Tall tale
Fable
Non-fiction
Folk tale
Fiction
Biography
Prose
Realistic fiction

*ISAT Assessed Grades
3-8

Grade 5:

Science fiction*
Historical fiction*
Myth*
Legend*
Drama*
Biography*
Autobiography*
Short story*
Poetry*
Fairy tale*
Folk tale*
Fable*
Non-fiction*
Essay*
Fantasy
Mystery
Realistic Fiction

*ISAT Assessed Grades
3-8

Grade 3:

Short story*
Poetry*
Fairy tale*
Tall tale*
Fable*
Non-fiction*
Essay*
Historical fiction
Realistic fiction
Biography
Fantasy
Autobiography
Mystery

*ISAT Assessed Grades
3-8

Grade 6:

Science fiction*
Historical fiction*
Myth*
Legend*
Drama*
Biography*
Autobiography*
Short story*
Poetry*
Fairy tale*
Folk tale*
Fable*
Non-fiction*
Essay*
Mystery
Realistic Fiction

*ISAT Assessed Grades
3-8

Grade 4:

Myth*
Legend*
Short story*
Folk tale*
Non-fiction*
Poetry*
Autobiography
Biography
Fable
Fairy tale
Fantasy
Realistic fiction
Historical Fiction
Mystery

*ISAT Assessed Grades
3-8

Grade 7:

Science fiction*
Historical fiction*
Myth*
Legend*
Drama*
Biography*
Autobiography*
Short story*
Poetry*
Fairy tale*
Folk tale*
Fable*
Non-fiction*
Essay*
Mystery
Realistic Fiction

*ISAT Assessed Grades
3-8

Grade 8:

Science fiction*

Historical fiction*

Myth*

Legend*

Drama (comedy and tragedy)*

Biography*

Autobiography*

Short story*

Poetry*

Fairy tale*

Folk tale*

Fable*

Non-fiction*

Essay*

Mystery

Realistic Fiction

*ISAT Assessed Grades 3-8