

LANGUAGE ARTS  
COURSE OF STUDY

~ 1999 ~

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# LANGUAGE ARTS COURSE OF STUDY

Adopted by

Jefferson County Educational Service Center

Governing Board

## Jefferson County Governing Board

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## Superintendent

Craig A. Closser

## **FOREWORD**

**This Language Arts Course of Study meets the statutory requirement of O.R.C. 3313.60 and is in compliance with Standard 3301-35-02 of the Minimum Standards - Elementary and Secondary Schools. The document represents an intensive cooperative effort on the part of supervisors and language arts specialists from the Jefferson County Educational Service Center, Buckeye Local, Edison Local, Harrison Hills City, Indian Creek Local, and Toronto City School Districts. In order to keep the Language Arts curriculum relative and current, it is reviewed and revised on a five-year cycle as are textbooks and materials.**

**A course of study is primarily a working document that gives structure, directions, and continuity to an educational program and also serves as a form of communication. The contents herein become a blueprint for each Language Arts education teacher to use in planning meaningful and productive learning experiences for students in the area of Language Arts. The philosophy is consistent with the stated philosophy of the school district(s), and the goals and objectives permit accurate assessment of the extent to which objectives are met. As a form of communication, this course of study conveys to all interested persons an accurate description of what is currently being taught in the Language Arts education curriculum.**

**The committee members directly responsible for the completion of this course of study are to be commended for their sincere interests and efforts. Their names are listed on the preceding pages of this manual.**

**Craig A. Closser  
Superintendent  
Jefferson County Educational Service Center**

## TABLE OF CONTENTS

	<u>Page</u>
Committee Members.....	ii
Statement of Approval.....	v
Foreword.....	vi
Table of Contents.....	vii
Introduction.....	x
District Philosophy.....	xi
District Goals.....	xii
Program Philosophy.....	xiv
Program Goals.....	xv
<u><i>Scope and Sequence</i></u>	
Preschool.....	1
Kindergarten.....	3
Grade One.....	8
Grade Two.....	14
Grade Three.....	23
Grade Four.....	32
Grade Five.....	39
Grade Six.....	48
Grade Seven.....	56
Grade Eight.....	65
Grade Nine.....	74
Grade Ten.....	81
Grade Eleven.....	86
Grade Twelve.....	92

	<u>Page</u>
American Literature.....	101
Advanced Placement Reading.....	105
Advanced Placement English.....	109
British Novel.....	117
Career Choices.....	120
Composition.....	122
Drama.....	124
English Literature.....	127
Journalism I.....	131
Journalism II.....	134
Mythology.....	136
Reading Enrichment.....	137
Reading Intervention.....	140
The Research Paper.....	144
Speech.....	148
Study Skills.....	151
Writing Intervention.....	154
Yearbook.....	156
<b>Appendix A</b>	
Assessment/Evaluation.....	157
<b>Appendix B</b>	
Intervention Services.....	158
<b>Appendix C</b>	
Scoring Rubrics.....	166
<b>Appendix D</b>	
Portfolio Assessment.....	173
<b>Appendix E</b>	
Recommendations from the English Coalition Report.....	174
<b>Appendix F</b>	

<b>Glossary of Terms from the Ohio Language Arts Model.....</b>	<b>175</b>
---	------------

**Appendix G**

**Alignment of Learning Outcomes for Ohio Proficiency Tests**

<b>Grade 4.....</b>	<b>185</b>
<b>Grade 6.....</b>	<b>188</b>
<b>Grade 9.....</b>	<b>190</b>
<b>High School.....</b>	<b>192-a</b>
<b>Grade 12.....</b>	<b>193</b>

**Appendix H**

<b>Guidelines for Selecting Reading Materials..</b>	<b>197</b>
---	------------

**Appendix I**

<b>Suggestions for a Reading List.....</b>	<b>198</b>
--	------------

**Appendix J**

<b>Websites for Reading Lists.....</b>	<b>219</b>
--	------------

**Appendix K**

<b>The Accelerated Reader.....</b>	<b>220</b>
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## **INTRODUCTION**

**The Competency Based Language Arts program contains the essential elements to develop, maintain, and expand communication skills throughout preschool - grades 12. The role of the instructional staff is the key component in the development of these skills. Teachers must translate grade level instructional and performance objectives into language learning experiences that enable learners to achieve and be challenged to the limits of their abilities.**

**Subject objectives are listed by grade level. Instructional objectives are organized sequentially by Reading, Writing, Listening/Visual Literacy, and Oral Communications. Although elements of the program are organized in a discrete format, instructional strategies that reflect multidisciplines and encourage learners to integrate all aspects of the language process are strongly recommended.**

**County supervisors, administrators, and teachers representing four school districts and all grade levels worked cooperatively in developing this course of study. Committee members had responsibility for developing the program and subject objectives for their respective grade levels and for writing the goals, philosophy, and introduction. Final approval was made by the Jefferson County Governing Board.**

**The Language Arts Course of Study will provide teachers a basis for planning units and daily lesson plans and for tailoring programs to meet student needs along an instructional continuum. Supplemental materials for enrichment and in depth study should be used to accommodate individual needs.**

## **DISTRICT PHILOSOPHY**

**Schools exist to help all children realize optimum personal development, an understanding of the American heritage, and respect for democratic principles.**

**The program of education must be comprehensive in scope and specific in its objectives. A comprehensive program emphasizes the dignity and worth of each individual as well as the importance of the basic academic skills and the creative arts. The mental, physical, social, spiritual, emotional, and aesthetic development of children is a goal. An effective program also challenges children to develop responsible judgment, awareness of societal responsibilities, and wholesome respect for the world of work. Individual differences and needs of the learner must be constantly recognized.**

**Children not adjusting to regular classroom procedures because of emotional, mental, or physical handicaps should be carefully evaluated and placed in an appropriate educational program conducive to their special needs and growth.**

**Good public relations are important for an effective educational program. Parents and other members of the community should be informed and asked for support. Mutual respect for the services each has to offer should be encouraged and coordinated to further the overall educational program.**

**A quality educational service organization dedicated to providing administrative, curricular, instructional, pupil personnel, and professional development services to the schools by the most efficient and economical means possible is the responsibility of the Jefferson County Governing Board. These services are designed to assist boards of education, administrators, teachers, and other staff members in helping children realize optimum personal development and become productive members of society.**

## **DISTRICT GOALS**

### **Educational Outcome Goals**

As a base against which to assess school needs and set objectives for the educational program, the Governing Board adopts the following educational outcome goals:

- A. to acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively**
- B. to acquire basic information concerning the principles of the physical, biological, and social achievements and failures, and current social issues**
- C. to become an effective and responsible contributor to the decision making process of the political and other institutions of the community, state, country, and world**
- D. to acquire knowledge, skills, and understanding for assuming a responsible role as both producer and consumer**
- E. to acquire the knowledge, habits, and attitudes that promote personal and public health**
- F. to acquire job entry level skills and to acquire knowledge necessary for further education**
- G. to acquire an understanding of ethical principles and the ability to apply them to life**
- H. to develop an understanding of ethical principles and the ability to apply them to life**

## **Educational Process Goals**

**In order to achieve the educational goals adopted by this Governing Board for children, the Board will strive to implement the following educational goals:**

- A. instruction organized and defined by an adopted course of study**
- B. instruction bearing a meaningful relationship to the present and future needs and/or interests of pupils**
- C. specialized individual educational experiences to meet individual needs**
- D. an environment with positive competition among pupils**
- E. resources for education, used with maximum efficiency**
- F. teacher and administrative staff members of high quality**
- G. diverse forms of constructive cooperation with parents and community groups**

## **PROGRAM PHILOSOPHY**

**The mission of the language arts program is to teach effective communication through reading, writing, listening, speaking, viewing, and thinking skills that provide for varying capabilities, learning rates, and interests of pupils. Language learning occurs in a literate environment where students use the above skills for practical as well as for traditional academic purposes. Students are surrounded by language in all forms in an interactive classroom. If students are to become competent in all the language processes, then the processes must be addressed in an integrated fashion.**

**Moreover, a successful language arts program should fulfill the needs of students living in a world where communicating and understanding are increasingly important. In order to participate fully in society and to realize their potential, students must encounter a language arts program that challenges them. Students should realize the importance of the writing process including planning, composing, revising, and editing. Both instruction and assessment should be process-oriented. Teachers implementing language arts instruction in the classroom should examine this document to ascertain that they are providing appropriate emphases and coverage for their students to perform successfully in state mandated programs.**

**Parents and professional staff must share responsibility for providing motivation and an appropriate learning environment. Success in reaching the goals of the language arts curriculum may best be realized by limited class sizes and adequate time in educators' schedules for effective instruction, conferencing, and evaluation. School board members and administrators must provide necessary resources and equipment to support instruction and make necessary policy decisions to maintain instruction for this program.**

## **PROGRAM GOALS**

- I. The program will enable students to develop and use effective communication through reading, writing, listening, viewing, and speaking.**
  
- II. The program will enable students to construct meaning and apply critical and analytical thinking strategies.**
  
- III. The program will enable students to become proficient in language arts skills.**
  
- IV. The program will enable students to participate in an environment that supports the use of technology and media.**
  
- V. The program will enable students to examine various related career options.**
  
- VI. The program will enable students to collaborate with their peers and teachers as a learning experience.**

## **COURSE    PRESCHOOL**

The preschool language arts program will provide experiences that foster written and oral language through a developmentally appropriate curriculum. Students will be creatively active and physically involved in pre-reading, pre-writing, speaking, and listening activities. Curriculum will generate an awareness of the many aspects involved with the written and oral presentation of language, as well as the visual representation of language through technology. This program will enable young children to form a solid foundation for love of books and literature, as well as motivation to express their own ideas and thoughts receptively and expressively.

### **Unit:** Pre-reading

Actively participate to successfully develop readiness for language experiences.

**Objective:** Differentiate the front and back of a book.

**Objective:** Develop left to right progression.

**Objective:** Distinguish between author and illustrator.

**Objective:** Classify real from make believe.

**Objective:** Identify beginning and end of story.

**Objective:** Predict an outcome of a story.

**Objective:** Tell a story by using picture cues.

**Objective:** Recognize own name in print.

### **Unit:** Pre-writing

Physically engage in fine motor activities to develop pre-writing skills.

**Objective:** Grasp a writing utensil in a developmentally appropriate manner.

**Objective:** Develop fine motor skills through various means.

**Objective:** Enhance fine motor control -- ordered scribbling and top to bottom.

**Objective:** Record ideas through pictures and or words.

**Objective:** Recognize own name in print.

**Unit:** Listening

Listen for a variety of purposes including, but not limited to, story enjoyment, information, field trip, drama, directions, and resource speakers.

**Objective:** Attend to and follow oral directions.

**Objective:** Listen for turn taking cues in conversation.

**Objective:** Listen/view a variety of materials.

**Objective:** Demonstrate respect of speakers' rights.

**Unit:** Speaking

Develop oral language skills through social experiences and adult interactions.

**Objective:** Use vocabulary that has been used in themes or topics of the classroom.

**Objective:** Engage in dramatic play, i.e., housekeeping, fingerplays, dress-up, puppets, show and tell, block, sand table, movement, and music.

**Objective:** Express thoughts, i.e., how you feel, what you need, what you want.

**Objective:** Participate and cooperate in small group conversation.

**Objective:** Make appropriate word choices.

## **COURSE      KINDERGARTEN**

Most students in grades K-2 are in the emergent literacy stage. At the beginning of the K-2 cluster, children require much direct teacher support. Media which are read, written, heard, viewed, or spoken will be short with simplistic plots and concepts. Children approximate language (text, written, spoken) based on experience as they learn to construct meaning. Their knowledge and use of conventions are personal and egocentric. As children progress toward the end of this cluster, they will become less dependent on the teacher although frequent teacher support will still be needed. Media they experience will steadily increase in length and complexity, and they will begin to be aware of standard conventions.

This language arts program will prepare students to read, write, listen, speak and communicate in all phases of life, giving specific attention to oral communication, composition, and life study skills. Computer skills will be encouraged where equipment is available.

### **Unit:** Reading

Participate in a variety of language experiences to develop readiness for basic reading skills and develop a lifelong appreciation for literature.

**Objective:** (C-1) Identify randomly uppercase and lowercase letters.

**Objective:** (C-2) Identify initial consonant sounds.

**Objective:** (C-3) Approximate the reading of patterned or familiar text.

**Objective:** Use picture cues and labels in meaningful context.

**Objective:** Listen attentively to stories read aloud.

**Objective:** P4-10 Predict events of a story using picture cues.

**Objective:** Identify sequence of first and last in picture form.

**Objective:** P4-3 Retell a story in logical order.

**Objective:** P4-5, 7 Identify and discuss story characters.

**Objective:** P4-10 Create an ending for a story read aloud.

**Objective:** P4-8 Communicate thoughts, feelings, judgments, understandings, and attitudes about reading material.

**Objective:** Look at books and pictures related to a central class theme.

**Objective:** (C-4) Demonstrate book handling skills.

**Objective:** Use audio-visual materials related to books which have been read.

**Unit:** Writing

Participate in a variety of language experiences to develop and practice the writing process.

**Objective:** Write, draw and/or dictate for a variety of purposes.

**Objective:** P4-8 Use some conventions of print by demonstrating left to right progression and increasing the use of correct letter formations.

**Objective:** P4-9 (C-1) Write name beginning with uppercase letter followed by lowercase letters.

**Objective:** Demonstrate some letter-sound correspondence in invented spelling.

**Objective:** Listen and contribute in group pre-writing activities.

**Objective:** Dictate and/or write labels, sentences, and stories.

**Objective:** Discuss and share personal drawings and/or writing.

**Objective:** (C-2) Write a story in response to self-selected topics or a prompt.

**Objective:** Become familiar with a computer or typewriter keyboard.

**Unit:** Listening/Visual Literacy

Participate in a variety of language experiences to develop listening skills.

**Objective:** Listen and discuss a variety of materials.

**Objective:** P4-3 Retell stories in logical order, expressing main idea and providing story details.

**Objective:** P4-9 Determine if stories are fiction or nonfiction.

**Objective:** Listen to and view materials for a variety of purposes.

**Objective:** Respond appropriately to oral directions and questions.

**Objective:** (C-1) Identify eight basic colors.

**Objective:** Demonstrate respect for the rights of speakers.

**Unit:** Oral Communication

Participate in a variety of language experiences to develop speaking and communication skills.

**Objective:** Express complete thoughts, making appropriate word choices.

**Objective:** Share experiences.

**Objective:** Ask questions for clarification.

**Objective:** Give simple directions.

**Objective:** Participate in dramatization.

**Objective:** Experiment in verbal language.

**Objective:** Record ideas, voices, and stories using technology.

**Objective:** (C-1) Verbally recite phone number and address.

CRITICAL SKILLS  
PUPIL PERFORMANCE OBJECTIVES

**Kindergarten**

Reading

- C-1 Identify randomly uppercase and lowercase letters.
- PPO Given uppercase and lowercase letters of the alphabet, one at a time in mixed order, the learner will name the uppercase with 100% accuracy and the lowercase with at least 75% accuracy (20 out of 26).
- C-2 Identify initial consonant sounds.
- PPO Given pictures of familiar objects, the learner will demonstrate knowledge of sound-letter correspondence by selecting correct picture for given consonant with 75% accuracy.
- C-3 Approximate the reading of patterned or familiar text.
- PPO While listening to a story, the learner will approximate the reading of a patterned or familiar text such as fairy tales, nursery rhymes, and refrains, stressing rhyming words, and achieve satisfactorily on a given checklist.
- C-4 Demonstrate book handling skills.
- PPO While handling a book, the learner will demonstrate skills such as directionality, pointing while reading, and turning pages in sequence, and achieve satisfactorily on a given checklist.

## Writing

- C-1 Write name, beginning with uppercase letter followed by lowercase letters.
- PPO Given the prompt "Write your first name," using lined paper and pencil, the learner will print his/her first name, beginning with an uppercase letter followed by lowercase letters demonstrating left-to-right progression, as observed by the teacher.
- C-2 Write a story in response to self-selected topics or a prompt.
- PPO Given a prompt, the learner will write a response within 45 minutes, using grade level skills listed on the trait scoring scale and receive a score of at least 3.5 on the holistic scoring scale.

## Listening/Visual Literacy

- C-1 Identify eight basic colors.
- PPO Given a set of objects representing the eight basic colors (red, orange, yellow, green, blue, purple, black, brown), the learner will identify colors with 100% accuracy.

## Oral Communication

- C-1 Verbally recite phone number and address.
- PPO Given the prompt "What is your phone number," or "What is your address," the learner will verbally recite phone number or address

## **COURSE     GRADE ONE**

The grade one language arts program will prepare students to speak, listen, write, and communicate in all phases of life, giving specific attention to reading, oral communication, composition, and listening. Thus, the course will build upon skills learned in earlier grades as well as introduce new skills. Technology will be encouraged.

### **Unit:** Reading

Read, identify, determine, interpret, demonstrate, and engage in a variety of oral, written, and silent reading activities.

**Objective:** P4-4, 14 Read orally, with fluency and expression, a familiar story with basic grade level vocabulary words.

**Objective:** (C-1) Integrate and self correct using semantic cues, structural cues, and grapho-phonetic relationships when reading texts.

**Objective:** Identify rhyming, contractions, compounds, antonyms, synonyms, and suffixes.

**Objective:** (C-2) Determine a sequence of events.

**Objective:** P4-8, 18 Read, discuss, select, and construct poetry, stories, and informational texts to develop appreciation of genres.

**Objective:** P4-7 (C-3) Identify and discuss characters, setting, main idea, and recall details using pictures, titles, and text.

**Objective:** P4-5, 15 Express thoughts and feelings toward the story or text.

**Objective:** P4-1, 3, 11, 13 (C-4) Read assigned and self selected materials silently for at least 15 minutes and retell information in own words.

**Objective:** (C-5) Demonstrate ability to use study skills by classifying pictures and words.

**Objective:** (C-6) Alphabetize to the first letter.

**Objective:** P4-2, 12 (C-7) Interpret graphs, charts, and maps.

**Objective:** (C-8) Demonstrate and apply knowledge of table of contents and title page.

**Objective:** Read, discuss, and listen to books related to a theme.

**Objective:** Engage in multimedia activities related to books and themes.

**Objective:** (C-9) Demonstrate ability to use study skills by following one-step directions.

**Objective:** P4-6, 10, 16, 17, 20 Use literal and inferential clues to develop comprehension such as cause/effect, reality/fantasy, and predicting outcomes.

**Unit:** Writing

Use, write, spell, compose, and participate in written communication on a daily basis.

**Objective:** P4-8 (C-1) Use conventions of print to demonstrate correct manuscript letter formation, spacing, and directionality.

**Objective:** P4-9 (C-2) Write complete sentences using proper capitalization and punctuation techniques.

**Objective:** P4-7 (C-3) Spell high-frequency words in writing activities.

**Objective:** Demonstrate expanding knowledge of a grapho-phonetic relationship through inventive spelling.

**Objective:** (C-4) Write a story in response to self selected topics or a prompt.

**Objective:** Maintain a writing portfolio.

**Objective:** Participate in self/group editing.

**Objective:** (C-5) Compose and share labels, captions, and stories in response to a theme.

**Objective:** Use a keyboard.

**Objective:** P4-1, 2 Apply the writing process (pre-write, write, edit, publish).

**Objective:** P4-4 Employ grammar techniques using noun/verb agreement, descriptive words/phrases, and inflectional and plural endings.

**Unit:** Listening

Identify, discuss, compare, contrast, and respond to orally presented materials.

**Objective:** (C-1) Identify and discuss a poem/rhyme, story, or informational piece.

**Objective:** (C-2) Compare, contrast, and respond to stories and events.

**Objective:** (C-3) Follow directions presented orally.

**Objective:** (C-4) Demonstrate respect for the rights of speakers.

**Unit:** Oral Communication

Express, relate, explain, and demonstrate correct forms of oral communication, using correct grammar and clear enunciation.

**Objective:** Communicate orally through discussions and sharing of experiences and information.

**Objective:** (C-1) Explain the process of problem solving through retelling, dramatization, and discussion.

**Objective:** Relate details of an event in sequential order.

**Objective:** Record ideas, voices, stories, etc., using various technologies.

CRITICAL SKILLS  
PUPIL PERFORMANCE OBJECTIVES

**Grade One**

Reading

- C-1 Integrate and self correct using semantic cues, structural cues, and grapho-phonetic relationships when reading texts.
- PPO Given a grade appropriate passage, the learner will apply the three cuing systems with at least 75% accuracy.
- C-2 Determine a sequence of events.
- C-3 Identify and discuss characters, setting, main idea, and recall details using pictures, titles, and text.
- PPO Given grade level reading passages, the learner will identify the main idea, sequence of events, recall story details, and select the best title with 75% accuracy.
- C-4 Read assigned and self selected materials silently for at least 15 minutes.
- PPO Presented with a text to read silently, the learner will demonstrate comprehension by retelling or captioning with at least 75% accuracy.
- C-5 Demonstrate ability to use study skills by classifying pictures and words.
- PPO Given grade level materials, the learner will classify pictures and words with 85% accuracy.
- C-6 Alphabetize to the first letter.
- PPO Given a group of five words, the learner will alphabetize to the first letter with 100% accuracy.
- C-7 Interpret graphs, charts, and maps.

- C-8 Demonstrate and apply knowledge of table of contents and title page.
- PPO Given graphs, charts, maps, and tables of contents and title pages, the learner will be able to interpret information with 75% accuracy.
- C-9 Demonstrate ability to use study skills by following one-step directions.
- PPO Given one-step written directions, the learner will follow the directions with 100% accuracy.

### Writing

- C-1 Use conventions of print to demonstrate correct manuscript letter formation, spacing, and directionality with 100% accuracy.
- PPO Given a model, the learner will demonstrate correct manuscript, letter formation, spacing, and directionality with 100% accuracy.
- C-2 Write complete sentences using proper capitalization and punctuation techniques.
- C-3 Spell high frequency words in writing activities.
- C-4 Write a story in response to self selected topics or a prompt.
- C-5 Compose and share labels, captions, and stories in response to a theme.
- PPO Given a prompt, the learner will write a response within 45 minutes, using grade level skills listed on the trait scoring scale and receive a score of at least 3.5 on the holistic scoring scale.

### Listening

- C-1 Identify and discuss an poem/rhyme, story, or informational piece.
- PPO Given a variety of listening opportunities, the learner will show evidence of effective listening by discussing the poem/rhyme, story, or informational piece as observed by the teacher.

- C-2 Compare, contrast, and respond to stories and events.
- PPO Given a variety of listening opportunities, the learner will show evidence of effective listening by summarizing what has been heard and asking questions for clarification as observed by the teacher.
- C-3 Follow directions presented orally.
- PPO Given a variety of listening opportunities, the learner will show evidence of effective listening by following a simple direction involving a series of two or three steps as observed by the teacher.
- C-4 Demonstrate respect for the rights of speakers.
- PPO Given a variety of listening opportunities, the learner will exhibit behavior that demonstrates effective listening observed and evidenced in part by remaining quiet and attentive and establishing eye contact frequently as observed by the teacher.

#### Oral Communication

- C-1 Explain the process of problem solving through retelling, dramatization, and discussion.
- PPO Given a variety of oral communication opportunities, the learner will demonstrate the ability to participate in various forms of oral communication as observed by the teacher and including a) dramatization, b) storytelling, c) group discussions, and d) oral problem solving.

## **COURSE     GRADE TWO**

Grade two language arts will provide experiences which will enable students to become independently literate. Media which are read, written, heard, viewed, or spoken will steadily increase in length and complexity as children progress through the year.

This language arts program will prepare students to speak, listen, write, and communicate in all phases of life, giving specific attention to oral communication, composition, and life study skills. Thus, the course will build upon skills learned in earlier grades as well as introduce new skills. Computer skills will be encouraged where equipment is available.

### **Unit: Reading**

Demonstrate knowledge and understanding of vocabulary, decoding, comprehension, and study skills while developing an appreciation of literature and language.

**Objective:** P4-4, 14 Demonstrate knowledge and understanding of vocabulary words in a given text using the three cuing systems.

**Objective:** (C-1) Use semantic cues including picture/visual and meaning.

**Objective:** (C-2) Use structural cues including appropriate syntax or language patterns such as "does it sound right," phrases, clauses, verb/noun agreement, verb tense, and syllabication.

**Objective:** (C-3) Use decoding cues including consonants, long and short vowels, irregular vowel combinations, prefixes, suffixes, compounds, and contractions.

**Objective:** Read orally, with fluency and expression.

**Objective:** Read and identify a variety of genres and their characteristics.

**Objective:** P4-1, 11 Listen to stories read aloud and retell information in own words.

**Objective:** P4-1, 11 Engage in daily silent reading and retell information in own words.

- Objective:** Use prior knowledge during pre-reading activities.
- Objective:** P4-6 Use literal and inferential clues to develop comprehension skills.
- Objective:** P4-15 (C-4) Identify main idea of a story or text.
- Objective:** P4-15 (C-5) Identify supporting details within a story or text.
- Objective:** P4-7 Identify character traits of individuals within a story.
- Objective:** (C-6) Restate sequential order of events in a story.
- Objective:** (C-7) Differentiate reality/fantasy of a given story or text.
- Objective:** P4-10, 17, 20 (C-8) Predict outcomes and actions before and during reading.
- Objective:** P4-5, 9 Choose appropriate materials for problem solving.
- Objective:** Compare and contrast personal experiences/knowledge with events or characteristics within a story or text through the use of brainstorming, webbing, clustering, and mapping.
- Objective:** P4-16 Compare and contrast reading selections and analyze for cause/effect and fact/opinion.
- Objective:** P4-3, 8, 13, 18 Express and support thoughts, feelings, judgment, interpretations, and attitudes toward the story or text through literature logs, journals, discussions, letters, illustrations, drama, focused writing, and murals.
- Objective:** P4-9 Read a variety of genres.
- Objective:** Self correct when miscues interfere with meaning.
- Objective:** P4-9 Choose appropriate material for a variety of reading purposes.

**Objective:** P4-2, 12 (C-9) (C-10) (C-11) (C-12) Use study skills effectively such as following directions; alphabetizing; classifying; using illustrations such as maps, graphs, charts, or diagrams; using dictionary skills; and identifying parts of a book including title, page, and table of contents.

**Objective:** P4-19 Locate specific information on a given topic.

**Objective:** Contribute to the literary environment of the classroom by examining books, materials, and samples of peer writing.

**Objective:** Read to and with others.

**Objective:** Read books related to a central class theme.

**Objective:** Read and discuss books in large/small groups to enhance thinking.

**Objective:** Develop projects related to books and themes.

**Unit:** Writing

Develop effective written communication skills through use of the writing process and gain competencies in writing by integrating computer and composition skills.

**Objective:** Write/draw for a variety of assigned and self selected purposes such as labels, journals, stories, letters, and reports.

**Objective:** P4-8, 9 (C-1) Demonstrate the ability to use legible manuscript, cursive handwriting, and proper mechanics in meaningful writing activities such as letter formation, capitalization, and punctuation.

**Objective:** P4-7 Demonstrate the ability to integrate spelling strategies in written context such as sound-letter relationships, visual memory, and word knowledge.

**Objective:** P4-5 (C-2) Write a variety of complete sentences in meaningful context.

**Objective:** P4-4 Demonstrate the ability to use descriptive language in writing.

- Objective:** P4-6 Identify relationships among and between words using this knowledge in meaningful writing experiences.
- Objective:** Participate in various forms of pre-writing activities such as brainstorming, jot lists, webbing, and discussion.
- Objective:** Participate in post-writing activities such as orally share the writing, interclass and school publications, and print writing in school publications.
- Objective:** P4-4 (C-3) Use an expanding repertoire of descriptive words and phrases.
- Objective:** P4-3 (C-4) Write a sequence of events.
- Objective:** P4-1, 2 (C-5) Write in response to a self selected topic or a prompt using four or more sentences related to the theme.
- Objective:** Write on a daily basis using journal writing and the writing process (includes pre-writing, drafting, responding, revising, and editing).
- Objective:** P4-3 Compose a complete series of ideas in an organized, sequential manner.
- Objective:** Maintain a writing portfolio in which writing samples are kept for a variety of purposes.
- Objective:** Share compositions with a variety of audiences.
- Objective:** P4-1 Compose individual and in small and large groups in response to content area themes and stories.
- Objective:** Use a computer keyboard with increased competency in writing activities.

**Unit:** Listening

Develop and practice effective listening skills using various media activities by collecting and classifying relevant information and relating it to a given topic or task.

**Objective:** (C-1) Identify and discuss various forms of literature.

**Objective:** Discuss the significant events within the beginning, middle, and end of a story.

**Objective:** Use vocabulary gained through listening/viewing experience.

**Objective:** Identify and use sources of relevant information such as personal experiences and multimedia activities (films, VCR, TV, records, newspapers, computers, encyclopedias, print, discussion, artworks, models) for enjoyment/entertainment, appreciation, enrichment, and practice.

**Objective:** Evaluate media presentations.

**Objective:** Collect and classify information relevant to a task or topic.

**Objective:** Use computers to support language development.

**Objective:** Evaluate a media presentation related to a classroom theme.

**Objective:** Organize and categorize information from media sources.

**Objective:** (C-2) Follow orally presented directions involving multiple steps.

**Objective:** Demonstrate respect for the rights of speakers and listeners.

**Objective:** Identify customs and languages of various cultures.

**Objective:** Examine a current social issue following a listening/viewing experience.

**Unit:** Speaking

Develop and practice effective oral communication skills with a focus on expressing ideas and experiences clearly and concisely.

**Objective:** (C-1) Express complete thoughts using correct grammar.

**Objective:** Speak effectively and clearly.

**Objective:** (C-2) Use appropriate vocabulary which has been introduced in the classroom.

**Objective:** (C-3) Focus on the topic being discussed.

**Objective:** Express ideas and experiences clearly and concisely.

**Objective:** (C-4) Give an oral presentation.

**Objective:** Actively engage in question/answer discussions.

**Objective:** Participate in dramatizations.

**Objective:** Retell a story/experience in sequential order.

**Objective:** Experiment with verbal language such as jokes, rhyming words, riddles, nonsense words, and inventive language.

**Objective:** Participate in peer group discussions.

**Objective:** Develop a rich speaking vocabulary.

**Objective:** Give an oral report related to a class topic or theme.

CRITICAL SKILLS  
PUPIL PERFORMANCE OBJECTIVES

**Grade Two**

Reading

- C-1-3 Demonstrate knowledge and understanding of vocabulary words by using semantic, structural, and decoding cues.
- PPO Given a familiar text, the learner will orally read as evidenced in part by the capacity to integrate the three cuing systems (semantic, syntactic, grapho-phonetic) to maintain meaning with at least 75% accuracy.
- C4-8 Use literal and inferential clues to identify main idea, supporting details, sequential order, reality/fantasy, and to predict outcome.
- PPO Given a text to read silently, the learner will demonstrate comprehension of the material, in part, by the capacity to identify main idea, support details, list sequential order, identify reality/fantasy, and predict outcomes with at least 75% accuracy.
- C9-12 Follow directions; alphabetize; use maps, chart, graphs, or diagrams; and use parts of a book, including title page and table of contents.
- PPO Given the appropriate reading material, the learner will follow directions; alphabetize; use maps, charts, graphs, or diagrams; and use parts of a book, including title page and table of contents with at least 75% accuracy.

## Writing

- C-1 Demonstrate the ability to use legible manuscript, cursive handwriting, and proper mechanics in meaningful writing activities such as letter formation, capitalization, and punctuation.
- PPO Given a number of sentences or a prompt, the learner will produce written material that demonstrates knowledge of grammar, mechanics, and usage appropriate to the learner's level of instruction, as evidenced in part by the capacity to use proper letter formation, capitalization, and punctuation and receive a score of at least 3.5 on a trait or holistic scoring scale or receive at least 75% accuracy on an objective test.
- C-2 Write a variety of complete sentences in meaningful context.
- PPO Given a prompt, the learner will produce a variety of complete sentences in meaningful context with at least 75% accuracy.
- C-3 Use an expanding repertoire of descriptive words and phrases.
- PPO Given a prompt, the learner will produce sentences using an expanding repertoire of descriptive words and phrases with at least 75% accuracy.
- C-4 Write a sequence of events.
- PPO Given a prompt, the learner will produce various forms of writing on a daily basis, appropriate for a given purpose, as evidenced in part by the capacity to compose a complete series of ideas in an organized, sequential manner, as observed by the teacher and/or with 75% accuracy and/or with a score of at least 3.5 on a trait or holistic scoring rubric.
- C-5 Write in response to a self selected topic or a prompt.
- PPO Given a prompt, the learner will produce various forms of writing on a daily basis, appropriate for a given purpose, as evidenced by the teacher.

## Listening

- C-1 Identify and discuss various forms of literature.
- PPO Given a variety of materials, the learner will listen and show evidence of listening, as demonstrated in part by the capacity to identify and discuss different forms of literature, as observed by the teacher.
- C-2 Follow orally presented directions involving multiple steps.
- PPO Given a variety of materials, the learner will listen and show evidence of listening, as demonstrated in part by the capacity to follow directions involving multiple steps, with at least 75% accuracy.

## Speaking

- C-1-2 Express complete thoughts using correct grammar and appropriate vocabulary.
- PPO Given speaking activities, the learner will exhibit signs of an increased awareness of acceptable oral communication, as evidenced in part by the capacity to express thoughts using increasingly correct grammar, and the capacity to use appropriate vocabulary which has been introduced in the classroom, as observed by the teacher.
- C-3 Focus on the topic being discussed.
- PPO Given an opportunity to participate in a small group/class discussion, the learner will exhibit signs of an increased awareness of acceptable oral communication, as evidenced in part by the capacity to focus on the topic being discussed, as observed by the teacher.
- C-4 Give an oral presentation.
- PPO Given a topic or using a self-selected topic, the learner will exhibit signs of an increased awareness of acceptable oral communication, as evidenced in part by the capacity to give an oral presentation, as observed by the teacher.

## **COURSE     GRADE THREE**

Most students in grade three are still reinforcing skills learned in earlier grades, as well as developing new skills. This language arts program will prepare students to read, speak, listen, write, and communicate in all phases of life, and gives specific attention to oral communication, composition, and study skills. Thus, the course will build upon skills learned in earlier grades as well as introduce new skills. Computer skills will also be encouraged where equipment is available.

### **Unit:** Reading

Use various reading strategies to be able to use reading as a tool for learning and thinking.

**Objective:** P4-5, 7 (C-1) Identify elements of fiction and nonfiction such as characters, plot, and setting.

**Objective:** (C-2) Integrate cuing systems when reading texts, e.g., semantic cues including meaning, multiple meanings, multiple pronunciation, homonyms, antonyms, and synonyms, affixes, and root words.

**Objective:** P4-4, 14 (C-3) Identify and use vocabulary critical to the meaning of a text.

**Objective:** (C-4) Demonstrate appropriate grade level dictionary skills.

**Objective:** P4-2, 12 Identify signs and symbols used across the curriculum such as maps, bar graphs, diagrams, and charts.

**Objective:** (C-5) Demonstrate understanding of letter sound relationships.

**Objective:** P4-1, 6, 11, 16, 17, 18 Respond to comprehension questions.

**Objective:** P4-15 (C-6) Locate main idea in passages across the curriculum.

**Objective:** P4-16 (C-7) Distinguish cause and effect.

**Objective:** P4-15 Recall details.

- Objective:** Sequence events.
- Objective:** Draw conclusions.
- Objective:** P4-16 Distinguish between fact and opinion.
- Objective:** Distinguish between fantasy and reality.
- Objective:** P4-3, 10, 13, 20 (C-8) Use predicting and confirming strategies to achieve meaning while reading.
- Objective:** P4-20 (C-9) Demonstrate the ability to relate new concepts to prior knowledge.
- Objective:** Locate information through interviews, observations, clustering, and brainstorming to gain knowledge about a topic or theme.
- Objective:** P4-9, 19 (C-10) Locate information through reference sources.
- Objective:** Engage daily in teacher-monitored oral and/or silent reading.
- Objective:** P4-8, 18 Respond to reading through oral discussions, writing, and drawing.
- Objective:** Read to solve problems and make decisions across the curriculum.
- Objective:** P4-9, 19 Use library and technology resources.
- Objective:** Maintain a list of books read.
- Objective:** Explain the basis for individual rights and freedom such as courtesy, honesty, self-discipline, and responsibility.
- Objective:** Participate in group discussions such as peer conferences, response groups, shared writings, joint creative efforts, after shared readings.
- Objective:** Experiment with electronic media.
- Objective:** Participate in the selection of topics/themes as well as resources related to class theme, when appropriate.

**Objective:** Use reading as a tool for understanding the uniqueness of human experiences through multi-cultural literature.

**Unit:** Writing

Use various writing techniques and appropriate grade level grammar to effectively convey learning and thinking across the curriculum.

**Objective:** (C-1) Develop techniques for initiating the writing process.

**Objective:** (C-2) Use revising strategies.

**Objective:** P4-4 Use a variety of words and experiment with synonym substitution in writing.

**Objective:** P4-6 (C-3) Exhibit an awareness of word meaning and usage.

**Objective:** P4-7 (C-4) Show an awareness of spelling patterns and spell correctly grade level words in final draft.

**Objective:** P4-8 (C-5) Use appropriate letter formation and write legibly in final draft.

**Objective:** P4-9 (C-6) Use punctuation and capitalization appropriately in final draft.

**Objective:** P4-2 Use details to support a topic in informational and narrative writing.

**Objective:** P4-5 (C-7) Demonstrate a knowledge of grammar and mechanics in subjects, predicates, verbs, nouns/pronouns, adjectives/adverbs, and sentence patterns.

**Objective:** P4-1 Exhibit the ability to select and prepare pre-writing information in meaningful ways to support the writing process.

**Objective:** Demonstrate the ability to seek information, ask questions, and evaluate in order to make sense of what is being learned.

**Objective:** Experiment with word processing programs.

**Objective:** (C-8) Write daily for a variety of purposes and audiences including poems, short stories, letters and postcards, book reports, opinion writings, and content writings.

**Objective:** P4-3 Develop pieces of writing which include a beginning, middle, and end.

**Objective:** Engage in peer conferences to clarify meaning in preparation for revision such as whole class, small group, and writing partner, and then use revising strategies.

**Objective:** Choose appropriate fiction or nonfiction pieces to bring to publication or to place in a portfolio.

**Objective:** Use computers in writing activities.

**Objective:** Use writing as a tool for learning, thinking, and creatively responding across the curriculum.

**Unit:** Listening

Develop effective grade level listening/visual skills.

**Objective:** Identify fantasy, science fiction, and other genres when listening and viewing.

**Objective:** Explain elements of propaganda in advertising when listening and viewing.

**Objective:** Ask appropriate questions related to vocabulary usage during listening and viewing.

**Objective:** Identify elements of effective communication styles.

**Objective:** Recognize elements of acceptable oral language delivery systems.

**Objective:** Select and evaluate important information from viewing and listening related to a central theme.

**Objective:** Retell a story after viewing and/or listening to taping, drawing, dramatizing.

- Objective:** Use predicting strategies to confirm or reject.
- Objective:** Listen attentively to presentations.
- Objective:** Engage in active listening during story time and discussions.
- Objective:** Use a variety of media such as drawings, writings, dramatization, and multi-media for communicating ideas after listening to a story.
- Objective:** Listen and respond to various selections to explore language differences.
- Objective:** Examine, listen, and respond to various selections such as films, tapes, and illustrations to explore cultural diversities.
- Objective:** Identify the contributions of self and others within the group.
- Objective:** Exhibit appropriate interpersonal skills such as being a good listener, taking turns talking, looking at the speaker.

**Unit:** Oral Communication

Develop effective oral communication skills through a variety of experiences and strategies.

- Objective:** Deliver an appropriate formal/informal presentation for a younger class.
- Objective:** Speak to a group of peers with/without written notes.
- Objective:** Take turns when participating in a group discussion.
- Objective:** Choose appropriate language for situation and type of audience.
- Objective:** Use new vocabulary in informal and formal discussions.

**Objective:** Share personal experiences and present information to peers in formal (whole class), semiformal (small group), and information (one on one) situations.

**Objective:** Gather and organize information in preparing for oral communication.

**Objective:** Interact with the audience after an oral presentation to determine if intended meaning has been conveyed.

**Objective:** Engage in oral language experiences daily.

**Objective:** Develop strategies to share ideas and published pieces.

**Objective:** Use language effectively when sharing writing and reading projects with other students.

**Objective:** Demonstrate a sense of community through creative projects and oral presentations.

CRITICAL SKILLS  
PUPIL PERFORMANCE OBJECTIVES

**Grade Three**

Reading

- C-1 Identify elements of fiction and nonfiction such as characters, plot, and setting.
- PPO Given a variety of fiction and nonfiction to read silently, the learner will identify literary elements such as characters and plot setting, with at least 75% accuracy.
- C-2-3 Integrate cuing systems when reading texts e.g., semantic cues including meaning, multiple meanings, multiple pronunciation, homonyms, antonyms, and synonyms, affixes, and root words.
- PPO Given appropriate grade level selections, the learner will use cueing systems to demonstrate a knowledge and understanding of new words with at least 75% accuracy.
- C-3 Identify and use vocabulary critical to the meaning of a text.
- PPO Given appropriate grade level selections, the learner will demonstrate knowledge and understanding of grade level vocabulary across the curriculum with at least 75% accuracy.
- C-4 Demonstrate appropriate grade level dictionary skills.
- PPO Given appropriate grade level materials, the learner will use combined dictionary skills such as guide words and alphabetical order to verify spelling and multiple meaning of words with at least 75% accuracy.
- C-5 Identify signs and symbols used across the curriculum such as maps, bar graphs, diagrams, and charts.
- PPO Given grade level materials, the learner will interpret and use data from maps, diagrams, and charts across the curriculum with at least 75% accuracy.

- C-6 Locate main idea in passages across the curriculum.
- PPO Given a variety of fiction and nonfiction selections, the learner will identify main idea and compose main idea from a selected paragraph.
- C-7 Distinguish cause and effect.
- PPO Given a variety of fiction and nonfiction selections, the learner will distinguish cause and effect with at least 75% accuracy.
- C-8 Use predicting and confirming strategies to achieve meaning while reading
- PPO Given a variety of selected readings across the curriculum, the learner will web, map, and retell with at least 75% accuracy.
- C-9 Demonstrate the ability to relate new concepts to prior knowledge.
- PPO Given a topic and appropriate grade level reading selections, the learner will write about what they know on a given topic before and after reading across the curriculum as evaluated by the teacher.
- C-10 Locate information.
- PPO Given a variety of grade level materials, the learner will interview, observe, cluster, brainstorm, categorize, and use technology to gain knowledge about a topic or theme as observed by the teacher.

### Writing

- C-1 Develop techniques for initiating the writing process.
- PPO Given a prompt, the learner will web, cluster, categorize, and list ideas or thoughts before writing at a level deemed appropriate by the teacher.
- C-2 Use revising strategies.
- PPO Given an early draft of a paper, the learner will use sentence combining strategies and declarative and interrogative sentences to revise writing and score at least 3.5 on a trait scoring scale.

- C-3 Exhibit an awareness of word meaning and usage.
- PPO Given a set of sentences or an early draft of a paper, the learner will develop generalizations for spelling at a level deemed appropriate by the teacher.
- C-4 Show an awareness of spelling patterns and spell correctly grade level words in final draft.
- PPO Given a list of grade level words, the learner will spell them correctly in a final draft with 80% accuracy.
- C-5 Use appropriate letter formation and write legibly in final draft.
- PPO Given a draft copy of a paper, the learner will use appropriate letter formation and write legibly when writing in cursive across the curriculum at a level deemed appropriate by the teacher.
- C-6 Use punctuation and capitalization appropriately.
- PPO Given an early draft copy of a paper, the learner will edit for punctuation and capitalization with 80% accuracy.
- C-7 Demonstrate knowledge of grammar and mechanics.
- PPO Given a list of sentences or a draft copy of a paper, the learner will demonstrate a knowledge of subjects, predicates, verbs, nouns, pronouns, adjectives, and adverbs with at least 75% accuracy.
- C-8 Write daily for a variety of purposes and audiences.
- PPO Given a prompt from across the curriculum, the learner will compose pieces of writing which include letters and postcards, book reports, opinion writings, and content writings, and score at least 3.5 on a holistic scoring scale.

**COURSE      GRADE FOUR**

The language arts program for grade four will expand students' knowledge and ability in the strands of reading, speaking, writing, and listening, while incorporating technology to enhance these outcomes.

**Unit:** Reading

Extend, apply, and analyze reading skills.

**Objective:** P4-1, 11 P6-2, 11 (C-1) Summarize the text.

**Objective:** P4-2, 12 (C-2) Use graphic aids (for example, a table or graph) or illustrations to locate or interpret information.

**Objective:** P4-3, 8, 13, 18 P6-6 Demonstrate an understanding of the text by responding orally or in written form.

**Objective:** P4-4, 14 (C-3) Identify and interpret vocabulary (words, phrases, or expressions) critical to the meaning of the text.

**Objective:** P4-5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16  
P6-5, 10, 14 (C-4) Analyze the text, examining, for example, sequence of events, comparison and contrast, cause and effect, fact and opinion, reality and fantasy, actions of characters, problem/solution, plot, or point of view.

**Objective:** P4-17 P6-3, 12 (C-5) Infer from the text.

**Objective:** P4-9, 19 P6-4, 7, 13, 16 (C-6) Choose materials related to purposes, as evidenced in part by the capacity to choose or identify library resources to locate specific information, select fiction and non-fiction materials in response to a topic or theme, and choose appropriate resources and materials to solve problems and make decisions.

**Objective:** P4-20 (C-7) Demonstrate an understanding of text by predicting outcomes and/or actions and drawing conclusions.

**Objective:** P4-15 (C-8) Discern major ideas and supporting ideas.

**Objective:** P4-7 P6-1 (C-9) Compare and contrast elements such as characters, settings, or events.

**Unit:** Writing

Construct a sensible written response by using grade level skills in grammar, spelling, etc.

**Objective:** P4-1 (C-1) Write a response that stays on topic.

**Objective:** P4-2 (C-2) Use details to support the topic.

**Objective:** P4-3 (C-3) Organize a logical response that flows naturally and has a beginning, middle, and end.

**Objective:** P4-4, 5 (C-4) Use a variety of words and sentence patterns.

**Objective:** P4-6 (C-5) Show an awareness of word usage (vocabulary, homophones, and words in context).

**Objective:** P4-7 (C-6) Show an awareness of spelling patterns for commonly used words.

**Objective:** P4-8 Write legibly.

**Objective:** P4-9 (C-7) Use capitalization, punctuation, and grade level grammar and mechanics.

**Unit:** Listening

Demonstrate and participate in appropriate grade level listening/viewing skills.

**Objective:** (C-1) Identify various genres of writing when listening/viewing.

**Objective:** (C-2) Identify literary elements of style when listening/viewing.

**Objective:** (C-3) Collect information by using a notetaking skill while listening/viewing.

**Objective:** (C-4) Evaluate material presented while listening/viewing.

**Objective:** (C-5) Identify main ideas and supporting details while listening/viewing.

**Objective:** (C-6) Make and alter predictions about material to be viewed.

**Objective:** (C-7) Engage in active and appropriate listening.

**Objective:** (C-8) Examine and discuss cultural and gender-related material listening/viewing.

**Objective:** (C-9) Distinguish between complete and incomplete messages.

**Objective:** Identify dialect differences in various listening experiences.

**Unit:** Oral Communication

Engage in verbal language experiences that promote fluency.

**Objective:** (C-1) Engage in appropriate formal/informal language experiences daily for various audiences and purposes.

**Objective:** (C-2) Deliver oral presentations using appropriate grammar, usage, syntax, and vocabulary.

**Objective:** (C-3) Use a variety of resources to gather and organize information in preparing for oral communication.

**Objective:** (C-4) Demonstrate strategies to clarify meaning to audience.

**Objective:** (C-5) Emphasize meaning in conversations, discussions, and oral presentations through the use of pauses, gestures, and facial expressions.

**Objective:** (C-6) Recognize the rights of others in a discussion.

**Objective:** (C-7) Avoid the use of "put-downs" and inappropriate slang.

**Objective:** (C-8) Organize personal thoughts so that oral communication is meaningful and concise.

**Objective:** (C-9) Provide supportive verbal and nonverbal cues to participants in a discussion to encourage an exchange of ideas.

CRITICAL SKILLS  
PUPIL PERFORMANCE OBJECTIVES

**Grade Four**

Reading

Given a fictional or nonfictional text to read silently, the learner will respond with 75% accuracy, as evidenced in part by the capacity to

- ◆ compare and contrast elements such as characters, plot, and setting (C-9)
- ◆ analyze, infer, critique, summarize, and evaluate texts independently or with teacher assistance (C-1) (C-4) (C-5)
- ◆ locate main ideas and supporting details (C-8)
- ◆ predict outcomes (C-7)
- ◆ draw conclusions (C-7)
- ◆ identify sequences of events, cause and effect, fact and opinion (C-4)
- ◆ distinguish between reality and fantasy (C-4)

Given a written test the learner will, with 75% accuracy

- ◆ locate root (family/basic) words and affixes (C-3)
- ◆ identify synonyms, homonyms, antonyms (C-3)
- ◆ use context clues to determine meaning of unfamiliar words (C-3)
- ◆ use unfamiliar and multiple meaning words (C-3)

Given graphic aids, the learner will, with 75% accuracy

- ◆ use a dictionary, reference sources, and parts of a book
- ◆ interpret charts and diagrams (C-2) (C-6)

## Writing

Given an assigned or self-selected prompt/topic, the learner will write a response using grade level skills listed on the trait scoring guide and receive a score of at least 3 on the holistic scoring scale.

Given an assigned or self-selected prompt/topic, the learner will use all phases of the writing process including peer conferencing and publishing to make the intended message clear, as evidenced in part by the capacity to

- ◆ stay on topic and reflect a logical order with beginning, middle, and end (C-1) (C-4)
- ◆ develop details to enhance the piece of writing (C-2)
- ◆ use a variety of words and sentence patterns (C-4)
- ◆ use conventional mechanics and spelling in final copy (C-5) (C-6) (C-7)

## Listening/Visual Literacy

Given opportunities throughout the year to participate in various listening/visual literacy activities, the learner will demonstrate appropriate grade level listening/viewing skills, as observed by the teacher and as evidenced in part by the ability to

- ◆ identify various genres of writing when listening/viewing (C-1)
- ◆ identify literary elements of style when listening/viewing (C-2)
- ◆ collect information by using notetaking skills while listening/viewing (C-3)
- ◆ evaluate material presented while listening/viewing (C-4)
- ◆ identify main ideas and supporting details while listening/viewing (C-5)
- ◆ make and alter predictions about materials to be viewed (C-6)
- ◆ engage in active and appropriate listening (C-7)

- ♦ examine and discuss cultural and gender-related material by listening/viewing (C-8)
- ♦ distinguish between complete and incomplete messages (C-9)

### Oral Communication

Given opportunities throughout the year to participate in various oral communication activities, the learner will demonstrate appropriate grade level oral communication skills as observed by the teacher and evidenced in part by the ability to

- ♦ view similar messages and indicate how they differ when conveyed by different media
- ♦ engage in appropriate formal/informal language experiences daily for various audiences and purposes (C-1)
- ♦ deliver oral presentations using appropriate grammar, usage, syntax, and vocabulary (C-2)
- ♦ use a variety of resources to gather and organize information in preparing for oral communication (C-3)
- ♦ demonstrate strategies to clarify meaning to audience (C-4)
- ♦ emphasize meaning in conversations, discussions, and oral presentations through the use of pauses, gestures, and facial expressions (C-5)
- ♦ recognize the rights of others in a discussion (C-6)
- ♦ avoid the use of "put-downs" and inappropriate slang (C-7)
- ♦ organize personal thoughts so that oral communication is meaningful and concise (C-8)
- ♦ provide supportive verbal and nonverbal cues to participants in a discussion to encourage an exchange of ideas (C-9)

## **COURSE     GRADE FIVE**

As students move through the intermediate grades, the language arts program will emphasize the development, understanding, and application of the spoken and written language.

Most students in the intermediate grades have language processes in place and are able to use them to learn about the interrelationships between the world and learning itself. Students will spend more time using language independently although teacher support must be readily available. Teachers must continue to demonstrate and provide opportunities for students to pursue areas of personal interest. Independent and small-group work becomes more important instructionally.

Texts become increasingly longer and more complex. Writing tasks become more transactional as students move from strictly personal writing for their own enjoyment into writing that informs and affects broader audiences. The conventions of written and spoken English are attended to in writing, editing, and formal speaking.

### **Unit:** Reading

Use reading of fiction, nonfiction, and poetry as a tool for learning, thinking, and enjoyment; focus on structure (decoding), meaning construction (comprehension) application, and multidisciplinary activities.

**Objective:** P9-1, 2 (C-1) Identify and use vocabulary critical to the meaning of a text.

**Objective:** Apply appropriate decoding skills, using synonyms and antonyms, base words, number of syllables, and affixed words.

**Objective:** Use appropriate signs to interpret content areas: order words, punctuation clues, italics, etc.

**Objective:** Exhibit knowledge of book structure, such as table of contents, key words, headings, index, etc.

**Objective:** P6-1, 5, 10, 14 (C-2) Identify components and compare and contrast aspects of a story, such as plot, setting, and mood.

- Objective:** P6-2, 3, 4 P6-11, 12, 13 P9-3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 (C-3) Use literal and inferential clues to develop comprehension skills, such as main idea and supporting details, sequence of events, cause and effect relationships, fact and opinion, predicting outcomes, drawing conclusions, and summarizing texts.
- Objective:** P6-9, 18, P9-18 (C-4) Identify how an author's purpose for writing influences the contents of the selection.
- Objective:** P6-6, 15 (C-5) Construct and broaden ideas and concepts through reading, including analyzing, inferring, critiquing, summarizing, evaluating, synthesizing, comparing, contrasting, etc.
- Objective:** Interpret figurative language such as simile, metaphor, and personification.
- Objective:** P9-22 (C-6) Use appropriate reference sources such as dictionary, encyclopedia, atlas, and almanac.
- Objective:** P9-22 (C-7) Interpret graphic aids such as maps, graphs, and charts.
- Objective:** Utilize correct library procedures and skills, including card catalogs.
- Objective:** P9-21 Follow written and oral directions.
- Objective:** Exhibit skills and techniques necessary for sustained Periods of silent reading.
- Objective:** Make connections between prior knowledge and new information.
- Objective:** Apply self-correcting strategies while reading.
- Objective:** Select and use an appropriate mode of response to extend a reading experience.
- Objective:** Choose appropriate materials to solve problems and make decisions.
- Objective:** Explore cultural diversity and uniqueness.

**Objective:** Enrich reading experience through technology/multimedia activities.

**Objective:** P6-7, 8, 16, 17 (C-8) Integrate the reading process across the curriculum by selecting information for a variety of purposes including enjoyment.

**Unit:** Writing

Use the writing process for various audiences and purposes, for enjoyment, and for disseminating information.

**Objective:** P6-1 (C-1) Develop a variety of writing styles, adapting to audience and purpose.

**Objective:** (C-2) Engage in pre-writing activities such as brainstorming, outlining, clustering, interviewing, etc.

**Objective:** P6-3, 7 P9-8, 9, 10, 11 (C-3) Revise and edit writing in relation to syntax, semantics, and mechanics.

**Objective:** P6-5 (C-4) Use vocabulary appropriate to audience, purpose, and subject.

**Objective:** P6-7 P9-12 (C-5) Extend knowledge of spelling through writing.

**Objective:** P6-6 P9-13 (C-6) Write legibly in final draft.

**Objective:** Select appropriate materials in preparation for personal and informational writing.

**Objective:** P6-2 Evaluate, analyze, and synthesize information in preparation for writing.

**Objective:** P6-4 P9-6 (C-7) Self-monitor throughout the writing process to determine whether meaning is clear and purpose is achieved.

**Objective:** Make connections between new information and prior knowledge while writing.

**Objective:** P6-5, 8 P9-2 (C-8) Compose, build, and combine varied sentences, and construct paragraphs with supporting details.

- Objective:** Write daily for a variety of purposes and audiences.
- Objective:** Take on different perspectives or roles while engaged in writing.
- Objective:** Use a variety of evaluating techniques, such as self, peer, group, and teacher.
- Objective:** Take an active role by sharing information and writing in class.
- Objective:** Integrate the writing process across the curriculum.
- Objective:** Enrich writing experiences through technology/multimedia activities.

**Unit:** Listening/Visual

Use effective listening/visual skills to facilitate learning across the curriculum.

- Objective:** Identify genres such as mystery, drama, poetry, folk tales, myth, etc.
- Objective:** Critically evaluate language usage.
- Objective:** Evaluate use of literary styles when listening and viewing.
- Objective:** (C-1) Gather information from listening and viewing resources, e.g., recordings, videos, movies, illustrations, graphics, models, and maps.
- Objective:** (C-2) Analyze and evaluate information for relevancy.
- Objective:** Seek clarification (by reviewing or questioning) when meaning is not clear.
- Objective:** Construct and broaden ideas and concepts through listening and viewing.
- Objective:** Represent in another form (story, poem, essay, pictures) information gained through listening or viewing.

**Objective:** View and listen for a variety of purposes, including enjoyment.

**Objective:** Use technology and media for publishing and presenting graphically.

**Objective:** Facilitate and integrate listening and viewing across the curriculum.

**Objective:** Explore cultures through listening and visual experiences.

**Objective:** Exhibit appropriate interpersonal skills, including courtesy, courage, and integrity.

**Objective:** Analyze contributions made by group members.

**Unit:** Oral Communication

Use effective speaking styles and demonstrate appropriate speaking techniques.

**Objective:** Develop a variety of speaking styles and select appropriate word choices according to audience and purpose.

**Objective:** Demonstrate knowledge of good speaking techniques such as volume, tone, body language, etc.

**Objective:** Participate in various forms of oral presentations such as debates, speeches, and formal and informal talks.

**Objective:** Use knowledge of effective styles to prepare for presentations.

**Objective:** Adjust style to meet needs of audiences.

**Objective:** Evaluate the effectiveness of oral communication through self, peer, and teacher responses and use of technologies.

**Objective:** (C-1) Communicate orally for a variety of purposes and audiences.

**Objective:** Choose appropriate speaking situations to clarify meaning and to share ideas and information.

**Objective:** Participate in group oral language activities that focus on common interests or themes.

**Objective:** Enrich speaking experiences through technology/multimedia activities.

**Objective:** Integrate speaking with writing, listening, viewing, and reading experiences.

**Objective:** Discuss literature related to other disciplines.

CRITICAL SKILLS  
PUPIL PERFORMANCE OBJECTIVES

**Grade Five**

Reading

PPO Given fictional, non-fictional, or functional selections to read silently, the learner will respond with at least 75% accuracy, as evidenced in part by the capacity to

- ◆ identify and use vocabulary critical to the meaning of a text (C-1)
- ◆ identify components of a story such as plot, setting, and mood; compare and contrast aspects of text (C-2)
- ◆ use literal and inferential clues to develop comprehension skills such as main idea and supporting details, sequence of events, cause and effect relationships, fact and opinion, predict outcomes, and draw conclusions (C-3)
- ◆ identify how an author's purpose for writing influences the contents of the selection (C-4)
- ◆ respond with increasing independence to fiction and non-fiction in a variety of ways: analyze, infer, critique, summarize, evaluate, synthesize, compare and contrast, etc. (C-5)
- ◆ use appropriate reference sources such as dictionary, encyclopedia, atlas, and almanac (C-6)
- ◆ interpret graphic aids such as maps, graphs, and charts (C-7)
- ◆ select information for a particular purpose (C-8)

## Writing

- PPO Using the writing process, the learner will respond to specified curriculum themes through a variety of writing experiences both individually and in a group as observed and evaluated by the teacher and evidenced in part by the capacity to
- ◆ use a variety of writing styles, adapting to audience and purpose (C-1)
  - ◆ engage in pre-writing activities such as brainstorming, outlining, clustering, interviewing, etc. (C-2)
  - ◆ revise and edit writing in relation to syntax, semantics, and mechanics (C-3)
  - ◆ use vocabulary appropriate to audience, purpose, and subject (C-4)
  - ◆ extend knowledge of spelling through writing (C-5)
  - ◆ write legibly in final draft (C-6)
  - ◆ self-monitor throughout the writing process to determine whether meaning is clear and purpose is achieved (C-7)
  - ◆ compose, build, and combine varied sentences (C-8)
- PPO Given a prompt, without the aid of reference materials, the learner will write a response reflecting grade level skills listed on the trait scoring guide and attaining a score of at least 3 on the holistic scoring scale.

## Listening

PPO Given opportunities to engage in active listening during oral reading, discussions, peer presentations, and other activities, the learner will demonstrate appropriate grade level listening/viewing skills, as observed and determined by the teacher and as evidenced in part by the ability to

- ◆ gather relevant information related to a particular topic from listening to and/or viewing available resources, e.g., recordings, videos, movies, illustrations, graphics, models, and maps (C-1)
- ◆ distinguish between relevant and irrelevant information (C-2)

## Oral Communication

PPO Given opportunities throughout the year to participate in oral communication activities, the learner will communicate orally for a variety of purposes and audiences as observed by the teacher, as deemed effective by the teacher (C-1)

## **COURSE      GRADE SIX**

Through the integration of reading, writing, speaking, and listening, the sixth grade language arts program will enable students to develop and expand their knowledge base, utilizing essential processes for effective communication. As learners write and speak, their language will reflect the foundations of grammatical skills. Remediation will be implemented when necessary. Through various communication opportunities, sixth graders will become independently motivated, develop multi-cultural awareness, and make use of available technological resources.

### **Unit:** Reading

Engage in reading for sustained periods of time; integrate reading with writing, speaking, listening, viewing, and all content areas; use a variety of study strategies such as story maps, graphing, SQ3R, etc.; respond to texts on an individual or group basis, connecting new concepts to prior knowledge.

- Objective:** Distinguish among various structures, styles, and genres in literature.
- Objective:** P9-2 (C-1) Understand and expand the use of vocabulary, multi-meaning, and unfamiliar words in context.
- Objective:** P6-1, 15 P9-10 (C-2) Restate basic literary elements such as setting, plot, main idea, mood, characterization, theme, problem/solution, or point of view.
- Objective:** P6-3, 4, 6, 10, 11, 12, 13, 15 P9-4, 7, 13 (C-3) Identify how text organization affects meaning (sequence, spacial order, order of importance, use of flashbacks, cause and effect).
- Objective:** P6-5, 10, 13, 14 P9-3, 10, 11, 17 (C-4) Confirm important details of a text (who, what, why, where, when, problem/solution).
- Objective:** P6-3, 4, 12, 13 P9-5, 6, 12 Interpret and respond to the text using background knowledge, literary elements, and inferences to make connections between prior knowledge and new information.

**Objective:** P6-10 P9-8, 14, 15 (C-5) Identify within non-fictional text the difference between fact and opinion and predict probable outcome.

**Objective:** P6-3, 4, 12, 13 P9-6, 9, 16 (C-6) Use various strategies to confirm or alter predictions to clarify meaning of texts, such as re-reading, pausing and reflecting, or forming mental images.

**Objective:** P6-7, 16 P9-22 (C-7) Select and use appropriate reference sources with related skills and processes to gather information.

**Objective:** P6-8, 17 (C-8) Express reasons for recommending/not recommending the text for a specific audience or purpose.

**Objective:** P6-9, 18 P9-18, 20 (C-9) Explain how an author uses content of text to support purpose and/or attitude toward writing.

**Objective:** P6-2, 11 P9-19 (C-10) Summarize text in all subject areas.

**Objective:** P9-21 (C-11) Identify, locate, and use information in items requiring multi-step directions.

**Objective:** Use literature to broaden awareness of world cultures and historical perspectives, and identify stereotypes.

**Objective:** Extend the use of study skills, reading strategies, and processes to all subject areas.

**Objective:** Extend and enrich reading experiences through technology and multimedia activities.

**Unit:** Writing

Write regularly and legibly, on self-selected or assigned topics for a sustained period of time, using the writing process to develop one of the following types of writings: summary, personal narrative, fictional narrative, persuasive piece, informational piece, letter, invitation, thank you, letter to the editor, directions, or a journal entry.

**Objective:** P6-3, 4, 8 P9-5, 6 (C-1) Vary writing styles and vocabulary according to purpose with clarity and sentence variety, when using narrative, persuasive, expository, transactional, poetic, or expressive writing.

**Objective:** P6-5, 6, 7 P9-7, 8, 9, 10, 11, 12, 13 (C-2) Use proper conventions of complete sentences, capitalization, punctuation, legible writing, correct spelling of frequently used words, and proper syntax.

**Objective:** P6-2 P9-3, 4 (C-3) Show logical organization, comfortable flow of ideas, and a sense of completeness in a piece of writing.

**Objective:** P6-1 P9-1, 2 (C-4) Focus on the selected or assigned topic in a piece of writing with adequate supporting ideas.

**Objective:** (C-5) Expand knowledge in all content areas through writing such as reports, portfolios, social studies projects, environmental projects, and responses to global issues.

**Objective:** Write to broaden awareness of cultural perspectives (points of view).

**Objective:** (C-6) Use the writing process individually or with a group to generate ideas and arrive at a final product, extending that product through multi-media experiences.

**Unit:** Listening

Listen to a variety of genres, technology, and media for vocabulary and grammar development, enjoyment, and the gathering of information; integrate listening/viewing with reading, writing, and speaking; and broaden ideas through small group discussions and experiences with language differences.

**Objective:** Compare two or more authors' styles through listening (ex.: journal responses, discussions, book talks).

**Objective:** Critically view and demonstrate the ability to use higher level thinking skills through listening to a variety of media (ex.: distinguish important from unimportant information).

**Objective:** Determine the importance of listening behaviors through various interviewing techniques (good listening etiquette).

**Objective:** Reconstruct meaning gained from listening/viewing into another form of communication for clarification (rephrase, retell, paraphrase, summarize, critique).

**Objective:** Broaden concepts by reconstructing meaning gained from listening/viewing into another form of communication (ex.: compare book to movie).

**Unit:** Oral Communication

Recognize and use standard syntax, correct grammar, and appropriate vocabulary; construct ideas and clarify understanding with teacher, small groups, and classroom, and adapt strategies of speech when conditions change; integrate speaking with reading, writing, listening/viewing experiences.

**Objective:** Demonstrate different speaking styles used for different purpose, i.e., information, entertainment, explanation.

**Objective:** Assess effective models of speaking techniques such as tone, articulation, gestures, and volume.

**Objective:** Integrate information and develop strategies to prepare for oral communication.

**Objective:** Use media to enhance oral presentations and engage audience (slides, computer, video tapes, overhead, audio tape, graphics).

**Objective:** Analyze speaking effectiveness through technology (audio tape, video tapes, computer).

CRITICAL SKILLS  
PUPIL PERFORMANCE OBJECTIVES

**Grade Six**

Reading

Formal Assessment

Presented with a reading selection at an appropriate level of instruction, the learner will demonstrate understanding and mastery with at least 75% accuracy as evidenced in part by the ability to

- ◆ use context to identify the meaning of specified unfamiliar words and select the appropriate (contextual) meaning of specified multiple-meaning words (C-1)
- ◆ select the main idea, which may be directly stated or implied (C-2)
- ◆ predict the most probable outcome in a particular circumstance (C-5)
- ◆ identify cause and effect relationships (C-3)
- ◆ distinguish between statements that are facts and opinions (C-5)
- ◆ compare/contrast important story parts such as mood, setting, plot, theme, and point of view (C-2)
- ◆ use reference materials (C-7)
- ◆ summarize the text (C-10)

Informal Assessment

Presented with a variety of reading selections at an appropriate level of instruction, the learner will demonstrate understanding and mastery of the following skills and concepts as observed by the teacher

- ◆ reading strategies such as reading for clarification, changing reading rate, self-questioning, forming mental images, rereading, and confirming important details (C-4) (C-6)

- ♦ a repertoire of study strategies to analyze, synthesize, and evaluate in all areas of reading
- ♦ silent or guarded reading for a sustained period of time
- ♦ express reasons for recommending/not recommending text given a specific audience or purpose (C-9)

## Writing

### Formal Assessment

Given a prompt, the learner will respond as requested using grade level skills listed on the trait scoring scale and receive a score of at least 3 on the holistic scoring scale. The piece of writing may be a summary, fictional narrative, personal narrative, persuasive piece, informational piece, business or friendly letter, invitation, and/or thank you.

### Informal Assessment

Given daily opportunities for writing, the learner will use one or more parts of the writing process to develop and evaluate self-initiated writing, as observed by the teacher and evidenced in part by the capacity to

- ♦ select and use pre-writing techniques to support ideas
- ♦ draft independently
- ♦ revise draft by adding, changing, or deleting material
- ♦ edit with teacher/peers or self
- ♦ publish writing for an intended audience

## Listening

### Informal Assessment

Given listening opportunities in class, the learner will demonstrate appropriate, grade level listening/viewing skills as observed by the teacher and as evidenced in part by the capacity to

- ♦ expand vocabulary through listening/viewing

- ◆ gather relevant information from a variety of sources
- ◆ integrate listening/viewing with reading, writing, and speaking
- ◆ recognize the purpose of the presentation
- ◆ detect transitional words/phrases
- ◆ detect the main idea and supporting details
- ◆ identify barriers to effective listening

### Oral Communication

#### Informal Assessment

Given speaking opportunities in class, the learner will demonstrate appropriate grade level oral communication skills as observed by the teacher and indicated in part by the capacity to

- ◆ recognize and use different speaking styles, techniques, and strategies for different purposes.
- ◆ participate daily in some type of oral communication, e.g., small group discussions, prepared presentations, learning projects, thematic units.
- ◆ use technology to enhance and analyze oral communication, e.g., videotape, audio tape, slides, music, computer.
- ◆ use effective interviewing techniques.
- ◆ speak with and without note before a class audience.

**COURSE      GRADE SEVEN**

Seventh grade language arts shall provide experiences to enable students to become proficient communicators and enhance necessary life skills by utilizing varying concepts in reading, writing, listening/visual literacy, and oral communication. There will be a continuous focus to provide students with practice in maintaining skills acquired in the previous years, as well as opportunities to gain a greater understanding of and appreciation for the specific areas incorporated in language arts.

**Unit:** Reading

Demonstrate an integrated understanding of the major concepts for fictional and non-fictional reading.

**Objective:** P9-1, 2 (C-1) Understand the meaning of unfamiliar/ multiple meaning (i.e., uncommon or low frequency) words through context and identify word structure and roots, affixes, spelling patterns, and word origins.

**Objective:** P9-3, 10, 11, 12 (C-2) Identify details through questioning of who, what, when, where, how, and problem/solution.

**Objective:** P9-5, 10, 17 (C-3) Distinguish and demonstrate comprehension of main ideas and details that either support or do not support the main idea.

**Objective:** P9-4 (C-4) Differentiate the sequence of time, place, events, and ideas.

**Objective:** P9-6, 9, 16 (C-5) Predict the most probable outcomes and determine whether certain information is likely to be included in material.

**Objective:** P9-7, 13 (C-6) Discriminate cause and effect relationships.

**Objective:** P9-8, 14, 15, 24 (C-7) Acknowledge the difference between statements based on fact, inference and opinion, and recognize the uses and purposes of propaganda and stereotypes.

**Objective:** P9-18, 20 (C-8) Recognize and identify the author's structure, style, purpose, attitude (bias/slant), and genre of a topic.

- Objective:** P9-22; (C-9) Select, and use appropriate reference sources, illustrative materials, and technology.
- Objective:** P9-19 (C-10) Select information to include in a summary and generalization.
- Objective:** P9-21, 23 (C-11) Use directions of two or more steps when related to life skill activities.
- Objective:** (C-12) Identify and discuss basic literary elements such as setting, mood, plot (story mapping), narrative point of view, theme, and characterization.
- Objective:** (C-13) Make use of pre-reading and study skills.
- Objective:** (C-14) Demonstrate an understanding of word relationships through analogies.
- Objective:** (C-15) Evaluate, extend, and enrich reading experiences through appropriate self-selected materials.
- Objective:** (C-16) Demonstrate a knowledge of figurative language and and synonyms, antonyms, and homonyms.

**Unit:** Writing

Demonstrate an integrated understanding of the writing process through directed and self-initiated writings.

- Objective:** P9-1, 2, 4; (C-1) Compose a direct response to a prompt that includes supporting ideas and examples that conveys a sense of completeness with appropriateness to the audience, purpose, and topic.
- Objective:** P9-5, 6, 7; (C-2) Use clear language containing complete sentences or phrases of varied lengths and patterns that exhibit word choice appropriate to the audience, the purpose, and the subject.
- Objective:** P9-3; (C-3) Develop a variety of purposeful organizational strategies that follow a logical order.

**Objective:** P9-8, 9, 10, 11, 12 (C-4) Demonstrate a knowledge of grammar and usage through writing to include capitalization, punctuation, and spelling according to grade level; subject-verb agreement; preposition and verb phrases; complements; transition words and phrases; and paragraph form.

**Objective:** P9-13 (C-5) Produce a legible piece of writing.

**Objective:** (C-6) Identify and use a variety of writing styles, such as narrative, persuasive, expository, descriptive, poetic, letter writing, and across the curriculum.

**Objective:** (C-7) Employ each step of the writing process to include pre-writing, sustained writing, editing pieces of writing independently and with teacher/peer assistance, using revising techniques in preparing a final draft, producing legible pieces of writing, and publishing writing.

**Objective:** (C-8) Extend and enrich writing experiences through technology and reference materials.

**Unit:** Listening/Visual Literacy

Integrate and demonstrate listening/visual literacy with reading, writing, and speaking through a variety of role modeling, media, and technology.

**Objective:** Expand vocabulary, grammar, and syntax through listening and viewing experiences as modeled by the teacher and various types of media.

**Objective:** Compare two or more authors' styles through listening and viewing, and develop an individual sense of style.

**Objective:** (C-1) Model good listening and practice gathering information from a variety of listening/viewing sources with increasing independence.

**Objective:** Analyze, synthesize, evaluate, and select relevant information from a variety of listening and viewing sources.

**Objective:** Construct and refine individual ideas and concepts through listening and viewing, while demonstrating an awareness of the meaning(s) of a speaker's nonverbal communication.

**Objective:** (C-2) Recognize the effect of persuasive techniques and propaganda on the meaning of what is being heard and/or viewed.

**Objective:** Use effective interviewing techniques with higher level questioning strategies.

**Objective:** Broaden concepts/ideas and develop interpersonal skills through participation in cooperative activities.

**Unit:** Oral Communication

Integrate speaking with reading, writing, listening, and viewing experiences by participating cooperatively in small or large group oral activities that focus on common interests or themes to develop a sense of community through oral communication.

**Objective:** Develop good speaking techniques such as voice inflection and emotion, articulation, and use of gestures and nonverbal communication techniques such as body language and volume.

**Objective:** Select appropriate vocabulary according to purpose and audience.

**Objective:** Develop a variety of speaking styles and organizational strategies according to audience and purpose such as argument, persuasion, information, entertainment, and explanation.

**Objective:** Recognize standard syntax, grammar, and usage in oral presentations.

**Objective:** Clarify personal thinking/understanding through conferencing and peer discussion.

**Objective:** Gather and organize information.

CRITICAL SKILLS  
PUPIL PERFORMANCE OBJECTIVES

**Grade Seven**

Reading

Formal Assessment

Presented with a fictional or nonfictional selection with topical and structural integrity and an appropriate level of instruction, the learner will demonstrate with 75% accuracy an integrated understanding of the language, elements of plot, possible themes, likely motives, and traits of characters and the effect of setting, as evidenced in part by the capacity to

- ◆ identify figurative language (simile, metaphor, idiom personification, hyperbole, pun) (C-16)
- ◆ use the context to identify the meaning of specified unfamiliar words (C-1)
- ◆ select the appropriate (contextual) meanings of multiple-meaning words (C-1)
- ◆ answer questions about important details, including who, what, when, where, and how (C-2)
- ◆ select the correct order (sequence) for at least four sentences and/or details related to the content of the passage (C-4)
- ◆ select the main idea which may be directly stated or implied (C-3)
- ◆ predict the most probable outcome, or what is likely to happen in a particular circumstance (C-5)
- ◆ identify stated and inferred cause and effect relationships (C-6)
- ◆ distinguish between what is directly stated and what a reader might infer from the passage (C-7)

- ◆ demonstrate an understanding of word relationships through analogies (C-14)
- ◆ identify word structure - roots, affixes, spelling patterns, and word origins (C-1)

Presented with a fictional or nonfictional selection with topical and structural integrity and an appropriate level of instruction, the learner will demonstrate with 75% accuracy an integrated understanding of the major concepts evidence that supports those concepts, the possible application for the concepts, and the possible purposes the selection might serve, as evidenced in part by the capacity to

- ◆ answer questions about important details (C-3)
- ◆ select the main idea which may be directly stated or implied (C-3)
- ◆ identify an inferred cause and effect relationship (C-6)
- ◆ distinguish between what is directly stated and what a reader might infer from the passage (C-7)
- ◆ identify at least two statements of fact and two statements of opinion (C-4)
- ◆ predict whether certain specified information is likely to be included in particular material (C-5)
- ◆ identify at least one of the author's possible stated or inferred purposes for writing the selection (C-8)
- ◆ specify any author's attitude toward the topic of the passage (C-8)
- ◆ use pre-reading skills and ongoing strategies such as skimming, predicting, and self-questioning (C-13)

Presented with a variety of common/functional reading materials appropriate to the level of instruction, the learner will identify, locate, and use information from the library and other sources with 75% accuracy, as evidenced in part by the capacity to

- ◆ follow directions of at least five steps (C-11)
- ◆ select and use appropriate reference sources and illustrative materials including dictionaries, encyclopedias, almanacs, atlases, phone books, schedules, tables of contents, and indices (C-10)
- ◆ interpret vocabulary commonly found in functional reading material (C-1)
- ◆ determine whether propaganda techniques are present (C-7)

#### Informal Assessment

Presented with a variety of sources of information to broaden understanding of a topic, theme, or subject, the learner will demonstrate, as observed by the teacher, the ability to

- ◆ analyze and synthesize information
- ◆ interpret text
- ◆ develop inferences
- ◆ use background knowledge and literary elements
- ◆ engage in sustained silent reading with a variety of teacher and student selected texts

#### Writing

##### Formal Assessment

Given a prompt, the student will write a respond using grade level skills listed on the trait scoring scale and receive a score of 3 or higher on the holistic scoring scale, or obtain 75% accuracy.

### Informal Assessment

Given regular opportunities to write, the student will use the writing process to develop and evaluate self-initiated writing, as observed by the classroom teacher and as evidenced in part by the capacity to

- ◆ select and use pre-writing techniques to support ideas
- ◆ draft independently
- ◆ revise draft by adding, changing, or deleting material
- ◆ edit with peers
- ◆ publish a legible piece of writing for an intended audience

### Listening/Visual Literacy

#### Informal Assessment

Given regular opportunities to write, the student will use the writing process to develop and evaluate self-initiated writing, as observed by the classroom teacher and as evidenced in part by the capacity to

- ◆ model good listening and practice getting information
- ◆ evaluate the content of a speaker's message
- ◆ recognize the meaning(s) of a speaker's nonverbal communication
- ◆ recognize the effects of persuasive techniques and propaganda on the meaning of what is being heard and/or viewed
- ◆ model appropriate grade level listening/viewing skills
- ◆ compare two or more authors' styles through listening and viewing
- ◆ gather and critically evaluate information
- ◆ integrate listening/viewing with reading, writing, and speaking

## Oral Communication

### Informal Assessment

Given a variety of speaking opportunities, the learner will demonstrate the following appropriate grade level skills as observed by the classroom teacher and evidenced in part by the capacity to

- ◆ construct and deliver a persuasive speech
- ◆ monitor and use personal nonverbal communication techniques effectively when speaking both formally and informally
- ◆ use syntactical cues, speed, voice inflection, and emotion when reading orally
- ◆ speak to a variety of groups for a variety of purposes
- ◆ integrate speaking with reading, writing, and listening/viewing activities
- ◆ use technology and media to enhance oral presentations
- ◆ adjust the speech to the needs of the listeners
- ◆ identify different organizational patterns of speakers
- ◆ organize, with increasing independence, information to prepare for oral communication

## **COURSE      GRADE EIGHT**

Eighth grade language arts shall provide students with practice in all areas of grammar, composition, literature, speaking, and listening. Because all areas of language arts are a vital part of life, it is necessary that program objectives be integrated. These objectives include the practice of sustained silent reading in addition to various reading strategies. Exposure to a wide variety of reading selections encourages students to develop critical thinking skills as well as an appreciation for reading. Emphasis will be given to the utilization of the writing process which provides experiences in many types of writing. Standard grammar is necessary for clarity in the writing process and thus should be taught as the need arises.

### **Unit:** Reading

Develop individual criteria for reading and responding to a wide variety of literature.

**Objective:** P9-1, 2, 23; P12-1, 7, 12 (C-1) Recognize, comprehend, and use basic vocabulary words.

**Objective:** P12-8 (C-2) Identify and discuss relationships among basic literary elements (plot, theme, setting, mood, character, point of view).

**Objective:** Develop appreciation for and understanding of literature by using a variety of literary forms.

**Objective:** P9-24; P12-22 (C-3) Detect and analyze propaganda techniques.

**Objective:** P9-18, 20; P12-17, 19 (C-4) Identify and understand author's bias and purpose for writing.

**Objective:** (C-5) Exhibit knowledge of book structures, such as appendix, glossary, bibliography, and footnotes.

**Objective:** P9-4, 6, 7, 8, 9, 13, 14, 15, 16; P12-3, 9, 11, 14, 15, 20, 21 (C-6) Examine various reading materials and apply higher level critical thinking skills such as cause and effect, fact and opinion, analogies, conclusions, outcomes, sequencing, comparison, and contrast.

**Objective:** P9-3, 5, 10, 11, 12, 17; P12-2, 4, 6, 13, 16 (C-7)  
Identify main idea and supporting details.

**Objective:** P9-21 Follow directions of two to five steps.

**Objective:** P9-22; P12-23 (C-8) Apply concept of webs, timelines, graphs, diagrams, maps, and symbols.

**Objective:** P9-22 Select appropriate reading rate according to purpose for reading text such as skimming, scanning, reading closely, reading recreationally, reviewing, questioning, testing, and retaining.

**Objective:** Express creativity through poetry, tall tales, folk tales, fiction and nonfiction, short story, mythology, plays, biography and autobiography.

**Objective:** Extend and integrate the reading process across the curriculum, including study skills and reading strategies.

**Objective:** Discover multicultural diversity through reading and technology.

**Objective:** Demonstrate the ability to use an expanded repertoire of study strategies to aid in content reading (SQ3R, time management, etc.).

**Objective:** P9-19; P12-5, 18 (C-10) Select the best summary for a specific audience.

**Unit:** Writing

Refine skills in the writing process by writing for a variety of purposes and audiences.

**Objective:** P9-5; P12-8, 9 (C-1) Vary writing style and extend vocabulary according to audience and purpose.

- Objective:** Refine the use of a variety of organizational structures involving narrative, persuasive, expository, descriptive, letter writing, poetic, and expressive writing (journals, diaries).
- Objective:** P9-2 P12-2, 3 (C-2) Include elements of effective paragraphs such as main idea, topic sentence, supporting sentences, clincher sentence.
- Objective:** P9-3, 4 P12-4, 5, 6, 7 (C-3) Develop coherence and unity of paragraphs through order of ideas and transitional expressions.
- Objective:** P9-10, 11, 12 P12-12, 13, 14, 15, 16, 17 (C-4) Extend knowledge of spelling, grammar, syntax, and mechanics through the writing of a final draft.
- Objective:** P9-7, 8, 9 P12-13, 14 (C-5) Demonstrate proficiency in sentence structure, transition use, subject/verb agreement, and standard forms of nouns and verbs.
- Objective:** P9-13 P12-18 (C-6) Practice legible handwriting across the curriculum.
- Objective:** Demonstrate proficiency in using the pre-writing processes such as listing, webbing, brainstorming, jotting, free writing, and outlining.
- Objective:** P9-1; P9-6; P12-1 (C-7) Write on prompted and self-selected topics to demonstrate organization, flow, and clarity.
- Objective:** Produce a piece of writing using a variety of sources/experiences that demonstrate an expansion of a topic.
- Objective:** Revise and edit writing to refine meaning (rough draft to final copy).

**Objective:** P12-11 Write, evaluate, and publish cooperatively and individually.

**Objective:** Write interpretive responses to both fiction and nonfiction.

**Objective:** Make use of a variety of reference sources for writing (dictionary, thesaurus, computer library).

**Objective:** P9-7 P12-10, 12 (C-8) Produce a variety of sentence structures.

**Objective:** Extend the use of the writing process, writing strategies, and study skills to all content areas (notetaking, outlining, research projects, thematic units).

**Objective:** Enrich writing experiences through technology and multimedia activities.

**Objective:** P9-5, 6 P12-8, 9 (C-9) Exhibit word choice appropriate to the audience, purpose, and subject.

**Unit:** Listening/Visual Literacy

Acquire and utilize/apply information gathered through listening and viewing of speakers and multimedia.

**Objective:** Distinguish among levels of listening (casual, attentive, and critical).

**Objective:** Recognize and demonstrate the different purposes of listening (informative, entertaining, communicative).

**Objective:** Model good listening and be actively engaged in listening.

**Objective:** (C-1) Expand vocabulary through listening and viewing.

**Objective:** Listen to and view a variety of genres.

**Objective:** (C-2) Identify a particular author's style.

- Objective:** Explain differences in grammar and syntax according to author's purpose.
- Objective:** (C-3) Gather information from a variety of listening and viewing sources (lecture, notetaking, maps, graphs, charts).
- Objective:** Analyze and evaluate listening and viewing sources to determine necessary and unnecessary information, fiction or nonfiction, fact or opinion, and propaganda.
- Objective:** Paraphrase, summarize, critique, and compare and contrast various media (movie, book, speakers, television, etc.).
- Objective:** (C-4) Listen and view media for a variety of purposes, including enjoyment.
- Objective:** Integrate higher levels of questioning/thinking skills.
- Objective:** (C-5) Broaden knowledge of dialects, language differences, and cultures through visual and listening experiences.
- Objective:** Develop language arts projects collaboratively (conferencing, group sharing, small group and large group work).

**Unit:** Oral Communication

Create and communicate ideas by practicing effective methods of oral communication.

- Objective:** (C-1) Reflect knowledge of good speaking techniques.
- Objective:** Distinguish various levels of usage (standard, non-standard, formal, informal).
- Objective:** (C-2) Deliver various forms of oral communication (speeches, discussions, oral interpretation/drama, reports).

- Objective:** Recognize different purposes for speaking (informative, entertaining, persuasive).
- Objective:** Prepare presentations using the following steps: select and narrow topic, determine purpose, consider audience, gather information, organize content, choose language, and summarize.
- Objective:** Evaluate presentations through self-evaluation, peer evaluation, teacher evaluation.
- Objective:** (C-3) Use audience reaction to determine if meaning is clear and understood when speaking.
- Objective:** (C-4) Change or revise strategies during a presentation when conditions have changed (running out of time, technical difficulties, and needs of the listener).
- Objective:** (C-5) Use technology and media to enrich speaking experiences and activities.
- Objective:** (C-6) Speak to small or large group audiences for a variety of teacher-prompted and self-selected purposes, including enjoyment.

CRITICAL SKILLS  
PUPIL PERFORMANCE OBJECTIVES

**Grade Eight**

Reading

Formal Assessment

Given a variety of fictional and nonfictional reading selections, the student will demonstrate grade level skills with 75% accuracy as evidenced in part by the capacity to

- ◆ explore vocabulary development, using word analysis and context clues to determine the meaning of new words and the appropriate meaning of words with multiple meanings (C-1)
- ◆ identify basic literary elements such as narrative techniques and figurative language (C-2)
- ◆ detect and analyze propaganda (C-3)
- ◆ analyze author's bias and purpose for writing to persuade, entertain, inform, or instruct (C-4)
- ◆ select the best summary for a specified audience (C-10)
- ◆ exhibit knowledge of book structures, such as appendix, glossary, bibliography, and footnotes (C-5)
- ◆ select and use appropriate reference sources/illustrative materials (C-9)
- ◆ apply an understanding of the interrelationship of concepts including webs, graphs, timelines, diagrams, maps, labels, signs, and printed directions of at least five steps (C-8)
- ◆ apply higher level literal and/or inferential critical thinking skills, such as predicting outcomes, drawing conclusions, identifying cause/effect, recognizing fact/opinion, analyzing analogies, and selecting sequential order (C-6)

- ♦ construct and broaden ideas and concepts by recognizing and inferring main idea and supporting details (C-7)
- ♦ interpret vocabulary found in common functional materials, including application forms and job-related preparations (C-1)

## Writing

### Formal Assessment

Given a prompt, the student will respond with a five paragraph essay as requested, using grade level skills listed on the trait scoring scale and receive a score of at least three on the holistic scoring scale.

### Listening/Visual Literacy

#### Informal Assessment

Given a variety of listening/visual opportunities, the learner will demonstrate the following appropriate grade level skills as observed by the classroom teacher.

- ♦ expand vocabulary through listening and viewing experiences (C-1)
- ♦ identify a particular author's style (C-2)
- ♦ with increasing independence, gather information from a variety of listening and viewing experiences (C-3)
- ♦ listen/view media for a variety of purposes, including enjoyment (C-4)
- ♦ broaden knowledge of different cultures through visual and listening experiences (C-5)
- ♦ demonstrate the ability to retain information heard by using notetaking techniques (C-3)

## Oral Communication

### Informal Assessment

Given a variety of speaking opportunities, the learner will demonstrate the following appropriate grade level skills as observed by the classroom teacher.

- ◆ Reflect knowledge of good speaking techniques (C-1)
- ◆ validate an understanding of a message through an objective synopsis of the information (C-2)
- ◆ communicate orally for a variety of purposes and audiences (C-6)
- ◆ speak to small and large groups for a variety of teacher-prompted and self-selected purposes (C-6)
- ◆ verbalize a set of complex directions in an organized and clearly stated manner (C-2)
- ◆ change or revise strategies during a speech when conditions have changed (C-4)
- ◆ participate in small or large group oral language activities that focus on common interests and/or themes (C-6)
- ◆ use technology and media to enrich speaking experiences and activities and engage the audience (C-5)
- ◆ adjust speech to the needs of the listener (C-3)

**COURSE     GRADE NINE**

Ninth grade students will demonstrate proficiency by becoming critical, independent users of the language processes of reading, writing, speaking, and listening.

**Unit:** Reading

Identify literary forms and elements in fiction, non-fiction, and everyday fictional reading materials by reading and comprehending.

**Objective:** P9-5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 19, 24  
P12-3, 5, 11, 14, 15, 17, 18, 19, 21, 22 (C-1) Interpret reading selections in more than one way by incorporating personal experiences and prior knowledge; fact and inference; cause and effect; problem solving; summary; probable outcomes; predictions; sequencing of times, events and ideas; propaganda; author's purpose and bias.

**Objective:** P9-3, 4, 10, 11, 12, 17, 18, 20 P12-2, 4, 6, 8, 9, 10, 13, 16, 20 (C-2) Identify and analyze elements of reading selections such as theme, stated or implied main ideas or details, setting, plot, character, mood, tone, point of view, climax, conflict, and foreshadowing and recognize the effect of common literary devices.

**Objective:** P9-1, 2 P12-1, 7, 12 (C-3) Develop and apply an increasingly sophisticated vocabulary through the use of prefixes, suffixes, roots, multiple-meaning words, words used in career education and application forms, and words of everyday functional use such as recipes, maps, etc.

**Objective:** P9-21, 22, 23 P12-23 (C-4) Interpret various reading strategies such as scanning, skimming, reviewing, questioning, following multi-step directions as well as the interpretation of webs, graphs, timelines, and other illustrative/reference materials.

**Unit:** Writing

**Objective:** Employ elements of the writing process to gain proficiency in composition by thinking and writing creatively and critically.

**Objective:** P9-7, 8, 9, 10, 11, 12 P12-10, 12, 13, 14, 15, 16, 17  
Extend knowledge of grammar, syntax, and usage through writing such as the four phrases, clauses, sentence structure, subject-verb agreement, standard forms of verbs and nouns, pronoun references, and recognizing of errors in spelling and mechanics.

**Objective:** P9-1, 4, 5, 13 P12-1, 18 Demonstrate an understanding of the writing process by applying it appropriately to prompted and self-selected topics to convey a message in the narrative, descriptive, expository, persuasive domains, and developing a legible, published piece of writing.

**Objective:** P9-2, 3 P12-2, 3, 4, 5, 6, 7 Use paragraphing and apply in a logical order a variety of organizational strategies such as establishing a main idea, including supporting ideas or examples, establishing a smooth flow of ideas, and conveying a sense of completeness, while adhering to the thesis statement.

**Objective:** P9-6 P12-8, 9, 11 Apply an expanding vocabulary gained through writing and use language as an expression of self.

**Objective:** Begin or expand Career Passport writing requirements.

**Unit:** Listening/Viewing

Demonstrate appropriate grade level listening/viewing skills.

**Objective:** (C-1) Use listening/viewing skills for a variety of purposes.

**Objective:** (C-2) Develop critical thinking skills necessary for effective interpretation and evaluation.

**Objective:** (C-3) Develop knowledge of grammar, syntax, and vocabulary through listening/viewing experiences.

**Objective:** Integrate listening/viewing with reading, writing, and speaking.

**Unit:** Speaking

Demonstrate effective oral communication.

**Objective:** (C-1) Plan and present a variety of speeches.

**Objective:** (C-2) Organize notes and ideas for a variety of speaking situations.

**Objective:** Integrate speaking with reading, writing, listening, and viewing experiences.

CRITICAL SKILLS  
PUPIL PERFORMANCE OBJECTIVES

**Grade Nine**

Reading

Formal Assessment

Given the ninth grade proficiency test for reading, the learner will demonstrate a reading ability which is designated as proficient by State Standards.

Informal Assessment

After reading a literary selection, the learner will demonstrate grade level skills as evaluated by the teacher and evidenced in part by the capacity to

- ◆ identify the elements of a narrative such as theme, stated or implied main ideas, setting, plot, and characters (C-2)
- ◆ interpret reading selections in more than one way such as incorporating personal experiences, prior knowledge, fact and inference, cause and effect, problem/solution, summary, and sequence of time, places, events, and ideas (C-1)
- ◆ recognize semantic elements in texts such as multiple-meaning words, figurative language, denotation, connotation, and dialect to clarify meaning when reading (C-3)
- ◆ predict the most probable outcomes (C-1)
- ◆ predict whether certain information is likely to be included in material, e.g., table of content, chapter titles, picture captions, and illustrations (C-1)
- ◆ employ various reading strategies according to purpose such as scanning, skimming, reviewing, questioning, testing, and retaining (C-4)

## Writing

### Formal Assessment

Given the ninth grade proficiency test for writing, the learner will demonstrate a composition ability which is designated as proficient by State Standards.

### Informal Assessment

Given a prompt, the learner will write a descriptive, narrative, or expository response using the grade level skills listed on the trait scoring scale and receive a score of at least 3 on the holistic scoring scale.

## Listening/Visual Literacy

### Informal Assessment

Given a variety of listening/visual opportunities, the learner will demonstrate the following appropriate grade level skills as observed by the classroom teacher and evidenced in part by the capacity to

- ◆ listen, imagine, and extend ideas in a presentation for enjoyment and emotional response (including appreciation for aesthetic, artistic, and dialectic richness) (C-1)
- ◆ listen to and evaluate a message without being swayed by the appearance or delivery of the speaker (C-2)
- ◆ gather information from listening and viewing material which is to be used for reports, projects, oral presentations, etc. (C-2)
- ◆ use technology and other media as a means of expressing ideas (C-1)
- ◆ identify a particular author's style through listening/viewing a variety of works (C-2)
- ◆ expand vocabulary through listening to/viewing varied media (C-3)
- ◆ identify nonverbal modes of communication which promote or impede effective listening (C-1)

## Oral Communication

### Informal Assessment

Given a variety of oral communication opportunities, the learner will demonstrate the following appropriate grade level skills as observed by the classroom teacher and evidenced in part by the capacity to

- ◆ define style and explain the importance of style in oral language
- ◆ use organizational devices and provide continuity when speaking to make ideas easy for listeners to remember and understand
- ◆ plan and present an informative speech (C-1)
- ◆ select topics and vocabulary suitable to the audience (C-1)
- ◆ organize notes and ideas for a variety of speaking situations (C-2)
- ◆ communicate orally to entertain and inform (C-1)
- ◆ use interviewing techniques to gather information (C-2)
- ◆ participate in group communication activities (C-2)
- ◆ give an oral interpretation for a specific audience (C-1)

**SUGGESTED AUTHORS  
GRADES NINE AND TEN**

Angelou, Maya	Knowles, John
Austen, Jane	Koontz, Dean
Benet, Stephen V.	Lee, Harper
Bradbury, Ray	London, Jack
Bronte, Charlotte	Longfellow, Henry Wadsworth
Bronte, Emily	Lowry, Lois
Browning, Elizabeth Barrett	Masters, Edgar Lee
Browning, Robert	Maupassant, Guy de
Buck, Pearl S.	Melville Herman
Camus, Albert	Michaels, Barbara
Capote, Truman	Michner, James
Carroll, Lewis	Miller, Arthur
Clark, Martha Haskins	Mitchell, Margaret
Clark, Mary Higgins	Orwell, George
Clifton, Lucille	Patterson, James
Conroy, Pat	Porter, William Sidney (O, Henry)
Cook, Robin	Salinger, J. D. Saki
Cooper, James Fenimore	Sandburg, Carl
Cornwall, Patricia	Shakespeare, William
Crane, Stephen	Steele, Danielle
Crichton, Michael	Steinbeck, John
DeFoe, Daniel	Stowe, Harriet Beecher
Dickens, Charles	Swift, Jonathon
Dickinson, Emily	Thoreau, Henry David
Eliot, T. S.	Thurber, James
Emerson, Ralph Waldo	Tolkien, J. R. R.
Faulkner, William	Twain, Mark
Fitzgerald, F. Scott	Verne, Jules
Frank, Ann	Walker, Alice
Gibson, William	Wharton, Edith
Golding, William	White, Theodore H.
Grisham, John	Whitman, Walt
Hemingway, Ernest	Wilde, Oscar
Holt, Victoria	Wilder, Thornton
Hughes, Langston	Williams, Tennessee
Jacobs, W. W.	
Keats, John	

Kipling, Rudyard

## **COURSE      GRADE TEN**

Grade ten English/Language Arts will prepare students to read, write, speak, and listen in all phases of life, giving specific attention to development of critical thinking skills and to preparation for the twelfth grade proficiency test.

### **Unit:** Reading

Read and comprehend to interpret and identify literary forms and elements in fiction, non-fiction, and everyday functional reading.

**Objective:** P12-1, 2, 7, 8, 10, 12, 13, 17 (C-1) Recognize and analyze the effect that author's style and purpose, literary elements, literary devices, and semantic elements (denotation, dialect, etc.) have on literary works and interpretations.

**Objective:** P12-4, 6, 16 Evaluate the effectiveness of reading a selection by reflecting upon and responding to details.

**Objective:** P12-3, 5, 15, 18, 23 (C-2) Apply appropriate strategies such as predicting, summarizing, restating, outlining, etc., to a variety of literary works.

**Objective:** P-12-9, 11, 12, 19, 20, 21 Compare and contrast literary genres and the thinking of others to broaden ideas and concepts

**Objective:** P12-14, 22 Distinguish the effect between fact and opinion as well as propaganda.

### **Unit:** Writing

Gain competency in composition based on teacher-directed prompts and literary selections in preparation for the twelfth grade proficiency test.

**Objective:** P12-1, 13, 14 Use a variety of sentence structures and/or phrases, lengths, and patterns for the purpose of narrative, descriptive, expository, and persuasive writing

**Objective:** P12-1, 2, 4, 5, 6, 8, 10 Develop introductory, body and concluding paragraphs in a variety of styles and in a logical order to the prompt.

**Objective:** P12-9, 12, 15, 16, 17 Review and refine grammar, usage, mechanics, sentence patterns, vocabulary, and spelling through a variety of writing assignments.

**Objective:** P12-11, 18 Illustrate a sense of personal style in a legible, finished piece of writing.

**Objective:** P12-7 Evaluate writing based on purpose, audience, etc.

**Objective:** Begin or expand Career Passport writing requirements.

**Unit:** Listening/Viewing

Demonstrate appropriate grade level listening and viewing skills.

**Objective:** (C-1) Use listening and viewing skills for a variety of purposes.

**Objective:** (C-2) Develop critical thinking skills necessary for effective interpretation and evaluation.

**Objective:** (C-3) Develop knowledge of grammar, syntax, and vocabulary through listening and viewing experiences.

**Objective:** Integrate listening and viewing with reading, writing, and speaking.

**Unit:** Speaking

Demonstrate effective oral communication.

**Objective:** (C-1) Plan and present a variety of speeches.

**Objective:** Organize notes and ideas for a variety of speaking situations.

**Objective:** (C-2) Integrate speaking with reading, writing, and listening and viewing experiences.

CRITICAL SKILLS  
PUPIL PERFORMANCE OBJECTIVES

**Grade Ten**

Reading

Formal Assessment

Given the ninth grade proficiency test for reading, the learner will demonstrate a reading ability which is designated as proficient by the state.

Informal Assessment

Given a variety of fictional and nonfictional texts, including complete works, the learner will demonstrate grade level skills by generating interpretations using background knowledge and literary elements as observed by the teacher, as evidenced by the capacity to

- ◆ determine structures of literature including plot, theme, setting, characterization, and dialogue (C-1)
- ◆ recognize literary devices such as metaphor, simile, and personification (C-1)
- ◆ summarize or re-state materials to demonstrate an understanding (C-2)

Writing

Formal Assessment

Given the ninth grade proficiency test for writing, the learner will demonstrate a composition ability which is designated as proficient by the state.

Informal Assessment

Given a prompt, the learner will write a narrative, expository, descriptive, or persuasive response using grade level skills listed on the trait scoring scale and receiving a score of at least 3 on the holistic scoring scale.

## Listening/Visual Literacy

### Informal Assessment

Given a variety of listening/viewing experiences, the learner will demonstrate appropriate comprehension, behaviors, and responses as observed by the classroom teacher and evidenced in part by the capacity to

- ◆ develop vocabulary through listening/viewing experiences (C-3)
- ◆ identify and analyze themes and/or plots when listening and viewing (C-2)
- ◆ use listening/viewing techniques, such as eye contact and body language (C-1)
- ◆ listen for different purposes such as information and communication (C-1)

## Oral Communication

### Informal Assessment

Given a variety of speaking opportunities, the learner will convey meaning using the conventions of Standard English and will use appropriate oral techniques as observed by the classroom teacher and evidenced in part by the capacity to

- ◆ select topics and vocabulary suitable to the audience (C-1)
- ◆ select appropriate word choices according to audience and purpose (C-1)
- ◆ prepare a formal presentation (C-1)
- ◆ present an informative speech (C-1)
- ◆ pronounce words correctly and enunciate words clearly (C-1)
- ◆ participate in individual, small, or whole group oral language activities (C-2)

**SUGGESTED AUTHORS  
GRADES NINE AND TEN**

Angelou, Maya	Kipling, Rudyard
Austen, Jane	Knowles, John
Benet, Stephen V.	Koontz, Dean
Bradbury, Ray	Lee, Harper
Bronte, Charlotte	London, Jack
Bronte, Emily	Longfellow, Henry Wadsworth
Browning, Elizabeth Barrett	Lowry, Lois
Browning, Robert	Masters, Edgar Lee
Buck, Pearl S.	Maupassant, Guyde
Camus, Albert	Melville Herman
Capote, Truman	Michaels, Barbara
Carroll, Lewis	Michner, James
Clark, Martha Haskins	Miller, Arthur
Clark, Mary Higgins	Mitchell, Margaret
Clifton, Lucille	Orwell, George
Conroy, Pat	Patterson, James
Cook, Robin	Porter, William Sidney (O, Henry)
Cooper, James Fenimore	Salinger, J. D. Saki
Cornwall, Patricia	Sandburg, Carl
Crane, Stephen	Shakespeare, William
Crichton, Michael	Steele, Danielle
DeFoe, Daniel	Steinbeck, John
Dickens, Charles	Stowe, Harriet Beecher
Dickinson, Emily	Swift, Jonathon
Eliot, T. S.	Thoreau, Henry David
Emerson, Ralph Waldo	Thurber, James
Faulkner, William	Tolkien, J. R. R.
Fitzgerald, F. Scott	Twain, Mark
Frank, Ann	Verne, Jules
Gibson, William	Walker, Alice
Golding, William	Wharton, Edith
Grisham, John	White, Theodore H.
Hemingway, Ernest	Whitman, Walt
Holt, Victoria	Wilde, Oscar
Hughes, Langston	Wilder, Thornton
Jacobs, W. W.	Williams, Tennessee
Keats, John	

## **COURSE      GRADE ELEVEN**

The language arts program in grade eleven will prepare students to read, speak, write, and communicate proficiently. Students will develop independent critical thinking across the curriculum through oral communication, grammar, composition, and life study skills such as reading, listening, viewing, and speaking. Thus, the course will reinforce skills learned in earlier grades, as well as introduce new skills. American literature will be emphasized in developing competency in reading. Emphasis will be given to using technology to express ideas and to developing competency in the elements of writing leading to the twelfth grade proficiency test. Students will continue work on the Career Passport.

### **Unit:** Reading

Read, analyze, and interpret a variety of American literature works.

**Objective:** Recognize the differences in styles of American authors.

**Objective:** P12-5, 6, 8, 9, 13, 17, 18, 19, 20, 22 (C-1) Interpret, discuss, and analyze various reading selections.

**Objective:** P12-10, 11, 14, 21 (C-2) Identify and extend an understanding of the author's use of literary techniques and figurative language.

**Objective:** P12-1, 7, 12 (C-3) Expand vocabulary through reading and discussion.

**Objective:** P12-3 (C-4) Predict outcomes from previously selected reading materials.

**Objective:** P12-15 (C-5) Evaluate predictions while reading to determine if meaning is clear.

**Objective:** P12-23 (C-6) Demonstrate comprehension of nonfiction selections.

**Objective:** Review basic reading and test taking strategies for proficiency intervention purposes.

**Objective:** (C-7) Relate literature to its historical period.

**Objective:** P12-2, 3, 4, 16 (C-8) Identify main and supporting ideas.

**Unit:** Writing

Refine the writing process and practice use of effective grammar in writing.

**Objective:** P12-8, 9, 13, 14, 15, 16, 17, 18 Improve grammar, usage, mechanics, vocabulary, and spelling through writing.

**Objective:** P12-10, 12 Utilize a variety of sentence structures.

**Objective:** P12-11 Evaluate, refine, and revise personal writing.

**Objective:** Use resource and reference materials.

**Objective:** P12-1, 2, 3, 4, 5, 6, 7 Utilize the writing process to convey a clear message, with a main idea and supporting details, following a logical order with a smooth flow of ideas and a sense of completeness.

**Objective:** (C-1) Compose narrative, descriptive, expository, persuasive, and analytical essays.

**Objective:** Write in response to reading, viewing, and listening.

**Objective:** (C-2) Continue work on Career Passports.

**Unit:** Listening/Visual Literacy

Demonstrate effective listening and viewing skills.

**Objective:** (C-1) Listen to and view a variety of works.

**Objective:** Evaluate oral and visual presentations.

**Objective:** Identify and analyze themes when listening and viewing.

**Objective:** Compare/contrast media interpretations of literature with written interpretations.

**Objective:** Use technology and other media as a means of expressing ideas.

**Unit:** Oral Communication

Practice effective oral communication.

**Objective:** Use knowledge of good speaking techniques, proper grammar, usage, and vocabulary.

**Objective:** Discuss effectiveness of literary selections.

**Objective:** (C-1) Prepare and present at least one formal speech/presentation and/or a dramatic reading.

**Objective:** (C-2) Participate in discussions based on reading assignments.

**Objective:** Integrate speaking with writing, listening, viewing, and reading skills.

**Objective:** Participate in small or whole group oral language activities that focus on common interests or themes.

CRITICAL SKILLS  
PUPIL PERFORMANCE OBJECTIVES

**Grade Eleven**

Reading

- PPO            Given a complete work of literature to read, the student will demonstrate, with at least 75% accuracy, an acceptable level of understanding, as evidenced in part by
- ♦            interpreting and discussing the work (C-1)
  - ♦            identifying and understanding the author's use of literary techniques and figurative language (C-2)
  - ♦            expanding vocabulary (C-3)
  - ♦            predicting outcomes (C-4)
  - ♦            evaluating predictions (C-5)
  - ♦            comprehending nonfiction (C-6)
  - ♦            relating literature to historical period (C-7)
  - ♦            identifying main and supporting ideas (C-8)

Writing

- PPO            Given the appropriate prompt, the student will utilize the writing process to convey a message by composing a narrative, expository, persuasive, and analytical essay and score at least 3 on the trait or holistic scoring scale (C-1)
- PPO            Given appropriate instruction, the student will generate a required Career Passport that includes compiling a resume, writing a career narrative, and assessing competencies (SCANS) with 100% accuracy (C-2)

## Listening

PPO Given the opportunity to view a film or performance based on a literary work, the student will evaluate it, as observed by the teacher, by comparing or contrasting media interpretations of literature, identifying and analyzing themes, and using technology as a means of expressing ideas (C-1)

## Oral

Given a variety of opportunities for speaking, the learner will demonstrate appropriate speaking techniques, as observed by the teacher, by preparing and presenting a formal speech, giving a dramatic reading, and participating in discussions based on reading assignments (C-1) (C-2)

**SUGGESTED AUTHORS**  
**GRADE ELEVEN**

Angelou, Maya	Lincoln, Abraham
Baldwin, James	Lindsay, Vachel
Benet, Stephen Vincent	Longfellow, Henry Wadsworth
Bierce, Ambrose	London, Jack
Black, E.	Lowell, Amy
Bradbury, Ray	Lowell, James Russell
Bradford, William	Malamud, Bernard
Bradstreet, Anne	Masters, Edgar Lee
Bryant, William Cullen	McCullers, Carson
Buck, Pearl	McKay, Herman
Byrd, William	Melville, Herman
Carson, Rachel	Miller, Arthur
Cather, Willa	Momaday, N. Scott
Chief, Joseph	Nash, Ogden
Chopin, Kate	O'Connor Flannery
Cooper, James Fenimore	O. Henry
Crane, Stephen	O'Neill, Eugene
Cullen, C.	Paine, Thomas
Cummings, E. E.	Plaith, Sylvia
Dickinson, Emily	Poe, Edgar Allan
Douglas, Frederick	Porter, William Sydney
DuBois, W.	Riley, James W.
Edwards, Jonathan	Robinson, Edwin Arlington
Eliot, T. S.	Sandburg, Carl
Ellison, Ralph	Sexton, Anne
Emerson, Ralph Waldo	Smith, John
Field, Eugene	Steinbeck, John
Franklin, Benjamin	Taylor, Edward
Frost, Robert	Thoreau, Henry David
Garland, Ham lamb	(? Can't read the name listed)
Haineberry, Lorraine	Twain, Mark
Harte, Bret	Vonnegut, Kurt
Hawthorne, William	Walker, Alice
Hemingway, Ernest	Washington, Booker T.
Henry, Patrick	Welty, Eudora
Hughes, Langston	Wharton, Edith
Irving, Washington	Whitman, Walt
Jackson, Shirley	Wilde, Oscar
Jefferson, Thomas	Wilder, Thornton
King, Stephen	Williams, Tennessee
Knowles, John	Wolfe, Thomas
Lanier, Sidney	Wright, James
Lee, Robert E.	Wright, Richard
Lewis, Sinclair	

## **COURSE     GRADE TWELVE**

The language arts program in grade twelve will prepare students to speak, write, and communicate proficiently. Students will develop critical thinking through reading, listening and visual literacy, and oral communication. Emphasis will be given to developing proficiency in the elements of writing and reading. Students will finalize Career Passports. Students will develop self-directed, critical thinking skills by responding both independently and collaboratively to a wide range of literary selections. The literary focus and choice of selections may vary with the abilities of the students. Attention will be given to development of the historical, political, and cultural aspects of the times in relation to the style and content of British and world literature, including multi-cultural texts.

### **Unit:** Reading

Relate the historical, political, and cultural background of the period to the literature discussed, continue to develop critical thinking skills by reading and analyzing literary selections, and gain proficiency in reading.

**Objective:** P12-2 (C-1) Recognize the relationship of structure to meaning by using primarily British and world literature selections.

**Objective:** P12-8, 10 (C-2) Explain various interpretations (literal and figurative meanings), and analyze the use of literary techniques and devices.

**Objective:** P12-1, 7 (C-3) Apply an expanding vocabulary gained through context.

**Objective:** P12-2, 8 (C-4) Interpret and analyze themes.

**Objective:** P12-4 (C-5) Support an interpretation of text by locating specific information.

**Objective:** P12-23 (C-6) Use reference books to find, evaluate, and synthesize information.

**Objective:** Integrate reading with speaking, listening, viewing, and writing experiences.

**Objective:** P12-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 (C-7) Review test-taking strategies and other basic reading skills for intervention purposes.

**Objective:** P12-12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23 (C-8) Review comprehension of nonfiction selections.

**Objective:** (C-9) Relate literature to its historical and cultural period.

**Objective:** (C-10) Analyze a variety of cultural elements of all ages by reading diverse literary works written by men and women of various racial, ethnic, and cultural groups.

**Unit:** Writing

Use writing as a tool to respond to various literary selections, gain proficiency in the area of composition, and use technology to express ideas.

**Objective:** (C-1) Select a pattern of organizational strategies appropriate to a topic, e.g., narration/description, comparison/contrast, persuasion, literary analysis, explanatory, and analytical.

**Objective:** Respond to suggested revisions made by others to a piece of writing.

**Objective:** (C-2) Use a variety of resources including technology to locate and correct errors in usage, spelling, mechanics, and vocabulary.

**Objective:** (C-3) Use style manuals or software to cite information and documentation.

**Objective:** P12-8, 9, 10, 11, 12, 13, 14, 15, 16, 17 (C-4) Review grammar, usage, mechanics, vocabulary, and spelling through writing for intervention purposes.

**Objective:** P12-1, 2, 3, 4, 5, 6, 7, 11 (C-5) Evaluate, refine, and revise personal writing to convey a clear message, with a main idea and supporting details, following a logical order with a smooth flow of ideas and a sense of completeness.

**Objective:** (C-6) Write a research paper following a prescribed style sheet and using technologies.

**Objective:** Write in response to reading, speaking, viewing, and listening.

**Objective:** Use the communication process to develop a project through cooperative learning.

**Objective:** (C-7) Finalize Career Passports.

**Unit:** Listening/Visual Literacy

Practice effective visual and listening skills.

**Objective:** (C-1) Listen to and view a variety of works.

**Objective:** (C-2) Evaluate media and oral presentations analytically and critically.

**Objective:** (C-3) Identify and analyze themes when listening and viewing.

**Objective:** (C-4) Organize and use viewing and listening materials to support written text.

**Objective:** (C-5) Use technologies and other media as a means of expressing ideas.

**Objective:** Integrate listening and viewing with reading, writing, and speaking.

**Unit:** Oral Communication

Practice effective oral and written communication.

**Objective:** (C-1) Select topics, appropriate strategies, and vocabulary suitable to the audience, situation, and purpose, including delivering a persuasive speech.

**Objective:** (C-2) Demonstrate a knowledge of grammar, usage, good speaking techniques, and syntax while speaking.

**Objective:** (C-3) Interpret orally a variety of literature.

**Objective:** Integrate speaking with writing, listening, viewing, and reading experiences.

**Objective:** Participate in small or whole group oral language activities that focus on common interests or themes.

CRITICAL SKILLS  
PUPIL PERFORMANCE OBJECTIVES

**Grade Twelve**

Reading

Given the Ohio Twelfth Grade Proficiency Test for reading, the learner will demonstrate a reading ability designated as proficient by the State (C-4) (C-5)

After reading a complete work of literature, the learner will respond in writing, demonstrating an acceptable level of understanding of the material and evidenced in part by the capacity to

- ◆ analyze the use of literary techniques and devices and elements (C-2)
- ◆ apply an expanding vocabulary (C-3)
- ◆ interpret and analyze a variety of styles, formats, themes, and genres and integrate personal reaction to a literary selection (C-4) (C-5)
- ◆ compare and contrast diverse literary works (C-1, 10)
- ◆ apply an expanding vocabulary (C-3)

Presented with appropriate nonfictional selections, the learner will demonstrate comprehension as evidenced in part by the capacity to comprehend everyday/functional reading materials (C-6) (C-7) (C-8)

Given a variety of texts, including complete works, the learner will respond by generating interpretations using

- ◆ literary elements (C-2)
- ◆ background knowledge (C-9)

## Writing

Given the Ohio Twelfth Grade Proficiency Test for writing, the learner will write a response to the given prompts and receive a score designated as proficient by the State

Given a prompt, the learner will write a response of narration/description, comparison and contrast, persuasion, exploratory, or literary analysis and receive a score of at least 3 on the trait or holistic scoring scale (C-1, 2, 4, 5)

Given the necessary instruction and use of technology, the learner will be able to write a research paper incorporating selecting and narrowing a topic, library skills, notetaking, thesis statement, outlining, rough draft, documentation and bibliography, evaluation, editing and preparation of the final draft, and typing/word processing skills and receive a score of at least 75% (C-2, 3, 4, 5, 6)

Given the appropriate instruction, the learner will complete the Career Passport, including a resume, career narrative, and SCANS

## Listening/Visual Literacy

Given a variety of listening/visual opportunities, the learner will demonstrate the following appropriate grade level skills as evidenced in part by the capacity to

- ◆ compare author's styles through listening to/viewing their works; listen to and view a variety of works (C-1)
- ◆ evaluate media and oral presentations analytically and critically (C-2)
- ◆ identify and analyze themes when listening and viewing (C-3)
- ◆ listen attentively during oral reading (C-4)
- ◆ use technology and other media as a means of expressing ideas (C-5)

## Oral Communications

Given a variety of opportunities for speaking, the learner will demonstrate appropriate speaking techniques as evidenced in part by the capacity to

- ◆ select topics suitable to the audience and purpose (C-1)
- ◆ select appropriate strategies for organizing notes and idea (C-1)
- ◆ prepare a formal speech/ presentation (C-1)
- ◆ analyze and synthesize information for speaking (C-2)
- ◆ interpret orally a variety of literature (C-3)

**SUGGESTED AUTHORS**  
**ENGLISH WRITERS**  
**GRADE TWELVE**

Beckett, Samuel	Keats, William Butler
Beowulf	Kipling, Rudyard
Everyman and Beowulf	Lawrence, D. H.
Blake	Malory, Sir Thomas
Browning, Elizabeth Barrett	Mansfield, Katherine
Browning, Robert	Maugham, W. Somerset
Bronte, Charlotte	Marlowe, Christopher
Bronte, Emily	Milton, John
Bunyan, John	O'Connor, Frank
Burgess, Anthony	Orwell, George
Burns, Robert	Pepp, Samuel
Byron, Lord	Pope, Alexander
Carrole, Lewis	Raleigh, Sir Walter
Chaucer, Geoffrey	Scott, Sir Walter
Conrad, Joseph	Shaw, George Bernard
Dickens, Charles	Shelley, Mary
DeFoe, Daniel	Shelley, Percy
Donne, John	Sidney, Sir Philip
Eliot, T. S.	Spencer, Steven
Forrester, E. M.	Spenser, Edmund
Goldsmith, Oliver	Swift, Jonathan
Hardy, Thomas	Tennyson, Lord Alfred
Herrick, Robert	Thackery, William Makepeace
Hugo, Robert Victor	Thomas, Dylan
Ibsen, Henrik	Verne, Jules
James, Henry	Wells, H. G.
Johnson, Ben	Wilde, Oscar
Joyce, James	Wordsworth, William
Keats, John	Yeats, William Butler

**SUGGESTED AUTHORS  
WORLD WRITERS  
GRADE TWELVE**

Aeschylus  
Beckett, Samuel  
Camus, Albert  
Cervantes, M.  
Chekhov, Anton  
Dante  
Dostoevsky, Fyor  
Dreiser, Theodore  
Dumas, Alexander  
Flaubert, Gustave  
Messe, Herman  
Heller, Joseph  
Homer  
Innesco, Eugene  
Kafka, Franz  
Machiavelli

Malamud, Bernard  
McCullers, Carson  
Miller, Arthur  
Moliere O'Neil, Eugene  
Paccaccio  
Pasternak, Boris  
Pinter, Harold  
Poe, Edgar Allan  
Salinger, J. D.  
Sartre, Paul  
Sophocles  
Tolkien, J. R.  
Tolstoy, Leo  
Vonegutt, Kurt  
Williams, Tennessee

## **COURSE    AMERICAN LITERATURE**

The American literature course will emphasize critical thinking skills as gained through reading American literature as well as incorporating composition, listening, and oral communication skills needed for the twelfth grade proficiency test.

### **Unit:** Reading

Read, analyze, and interpret a variety of American literature works.

**Objective:** Recognize the differences in stylistic structures of American authors.

**Objective:** Interpret, discuss, and analyze various reading selections.

**Objective:** P12-10 Identify and extend an understanding of the author's use of literary techniques and figurative language.

**Objective:** P12-1 Expand vocabulary through reading and discussion.

**Objective:** P12-15 Predict outcomes from previously selected reading materials.

**Objective:** P12-15 Evaluate predictions while reading to determine if meaning is clear.

**Objective:** Demonstrate comprehension of nonfiction selections.

**Objective:** Review basic reading and test-taking strategies for intervention purposes.

**Objective:** Relate literature to the historical period.

**Objective:** Read a variety of works by men and women of various ethnic, racial, cultural, and age groups.

**Objective:** P12-2, 4, 13, 16 Identify both stated and implied main and supporting ideas.

**Unit:** Writing

Refine the writing process and emphasize effective grammar.

**Objective:** P12-8, 12, 13, 14, 15, 16, 17 Improve grammar, usage, mechanics, vocabulary, and spelling through writing.

**Objective:** P12-10 Utilize a variety of sentence structures.

**Objective:** Evaluate, refine, and revise personal writing.

**Objective:** Use resource and reference materials as available.

**Objective:** Utilize the writing process to convey a message.

**Objective:** Develop character sketch, group literacy, analysis, paraphrase, and exposition.

**Objective:** Write in response to reading, speaking, viewing, and listening.

**Unit:** Listening/Visual Literacy

Listen to and view a variety of media as well as use technologies to express ideas.

**Objective:** Listen to and view a variety of genres.

**Objective:** Evaluate oral and visual presentations.

**Objective:** Identify and analyze themes when listening and viewing.

**Objective:** Compare/contrast media interpretations of literature with written interpretations.

**Objective:** Use technologies and other media as a means of expressing ideas.

**Unit:** Oral Communication

Practice effective oral communication and emphasize effective grammar.

**Objective:** Use knowledge of good speaking techniques, proper grammar, usage, and vocabulary.

**Objective:** Discuss effectiveness of literary selections.

**Objective:** Participate in discussions based on reading assignments.

**Objective:** Integrate speaking with writing, listening, viewing, and reading skills.

**Objective:** Participate in small or whole group oral language activities that focus on common interests or themes.

**SUGGESTED AUTHORS**  
**AMERICAN LITERATURE**

Angelou, Maya	Lincoln, Abraham
Baldwin, James	Lindsay, Vachel
Benet, Stephen Vincent	Longfellow, Henry Wadsworth
Bierce, Ambrose	London, Jack
Black, E.	Lowell, Amy
Bradbury, Ray	Lowell, James Russell
Bradford, William	Malamud, Bernard
Bradstreet, Anne	Masters, Edgar Lee
Bryant, William Cullen	McCullers, Carson
Buck, Pearl	McKay, Herman
Byrd, William	Melville, Herman
Carson, Rachel	Miller, Arthur
Cather, Willa	Momaday, N. Scott
Chief, Joseph	Nash, Ogden
Chopin, Kate	O'Connor Flannery
Cooper, James Fenimore	O. Henry
Crane, Stephen	O'Neill, Eugene
Cullen, C.	Paine, Thomas
Cummings, E. E.	Plaith, Sylvia
Dickinson, Emily	Poe, Edgar Allan
Douglas, Frederick	Porter, William Sydney
DuBois, W.	Riley, James W.
Edwards, Jonathan	Robinson, Edwin Arlington
Eliot, T. S.	Sandburg, Carl
Ellison, Ralph	Sexton, Anne
Emerson, Ralph Waldo	Smith, John
Field, Eugene	Steinbeck, John
Franklin, Benjamin	Taylor, Edward
Frost, Robert	Thoreau, Henry David
Garland, Ham lamb	Thurber, James
Haineberry, Lorraine	Twain, Mark
Harte, Bret	Vonnegut, Kurt
Hawthorne, William	Walker, Alice
Hemingway, Ernest	Washington, Booker T.
Henry, Patrick	Welty, Eudora
Hughes, Langston	Wharton, Edith
Irving, Washington	Whitman, Walt
Jackson, Shirley	Wilde, Oscar
Jefferson, Thomas	Wilder, Thornton
King, Stephen	Williams, Tennessee
Knowles, John	Wolfe, Thomas
Lanier, Sidney	Wright, James
Lee, Robert E.	Wright, Richard
Lewis, Sinclair	

## **COURSE    ADVANCED PLACEMENT READING**

“Literary study offers students insights into human values expressed in times and places far removed from their own and helps them interpret experience within their immediate worlds. They should be invited to read deeply in our diverse literary traditions, including writing by men and women of many racial, ethnic, and cultural groups.    ---The English Coalition, 1989, p.20.

Advanced reading, therefore, is designed for eleventh or twelfth grade student who plan to attend college or another post-high school education program. The course will provide an emphasis on comprehension and critical/analytical reading skills as well as increasing vocabulary and reading speed.

### **Unit: Structure**

Develop critical/analytical-reading skills.

**Objective:**    P12-1, 7, 12 (C-1) Recognize the relationship of structure of meaning, such as structural analysis, syntactic elements.

**Objective:**    Explain various interpretations and levels of meaning in reading selections, e.g., symbolism, and nuance.

**Objective:**    P12-10 Analyze the use of literary devices, e.g., extended metaphor, simile, personification, hyperbole, pun, alliteration, irony, satire, allegory, onomatopoeia.

**Objective:**    P12-8 Analyze and synthesize pieces of literature with regard to plot, dialogue, theme, setting and characterization.

**Objective:**    P12-1, 7, 12 (C-2) Develop and use an increasingly sophisticated vocabulary gained through reading.

### **Unit: Meaning Construction**

Improve individual level of comprehension, vocabulary, and reading speed.

- Objective:** P12-8 Interpret and analyze structural elements such as plot, character, and theme.
- Objective:** P12-2, 5, 9, 11, 14, 15, 18, 20, 21 (C-3) Assess the validity and quality of a selection read.
- Objective:** P12-2, 5, 9, 11, 14, 15, 18, 20, 21 (C-4) Read to clarify personal thinking and understanding by summarizing, making predictions, interpreting, organizational patterns such as cause and effect, comparison and contrast, or fact and inference.
- Objective:** P12-2, 3, 4, 6, 13, 16, 22 (C-5) Support an interpretation of a selection by locating stated/implied main idea and specific information relating to supporting details, probable outcome, propaganda.
- Objective:** P12-10 Use knowledge of literary devices, stylistic diction, and other semantic elements to clarify meaning when reading.
- Objective:** P12-23 (C-6) Use reference books to find, evaluate, and synthesize information.
- Objective:** P12-19 Identify the tone of a literary work and thereby, the attitude and biases of authors.
- Objective:** Critique the validity of diverse literary interpretations.
- Objective:** Integrate personal reaction, with critical assessments of literary selections.

**Unit:** Application

Use reading strategies to become proficient in the selection, comprehension, and appreciation of good literature.

- Objective:** Select and read material for personal enjoyment and information.
- Objective:** Read a variety of complete, unabridged works.

**Objective:** Use learned techniques to increase reading speed.

**Objective:** Participate in the selection of books, materials, and topics for discussion and study groups.

**Objective:** P12-17 (C-7) Read extensively from the works of a particular author and then identify and analyze author's purpose and style.

**Unit:** Multidisciplinary

Understand, accept, and appreciate cultural diversity through a variety of reading experiences.

**Objective:** Relate literature to the historical period about or in which it was written.

**Objective:** (C-8) Recognize the interaction between literature and other cultural factors, e.g., social, technological, political, and economic.

**Objective:** Read to develop an awareness of human rights and freedom.

**Objective:** (C-9) Explore and analyze a variety of cultural elements, attitudes, beliefs, and value structures by reading and experiencing diverse literary works, including works by men and women of many racial, ethnic, and cultural groups.

**Objective:** Value the thinking and language of others.

CRITICAL SKILLS  
PUPIL PERFORMANCE OBJECTIVES

**Advanced Placement Reading**

After reading a complete work of literature, the student will, in writing or by use of sophisticated vocabulary, demonstrate an acceptable level of understanding of the materials, as evidenced in part by the capacity to use sophisticated vocabulary appropriately; compare what is being read to personal experiences or the experiences of another; compare and contrast a literary work; and apply analytical critical judgment to what has been read. (C-1, 2)

Presented with appropriate nonfiction selections, the student will demonstrate comprehension, as evidenced in part by the capacity to make predictions about whether certain information is likely to be included in the material; compare and contrast information in order to identify major concepts; and analyze and synthesize information from multiple sources. (C-4, 5, 7)

Presented with reading materials, the student will identify, locate and use information from libraries and other sources, as evidenced in part by the capacity to select and use appropriate reference sources and illustrative materials; and respond to requests for specified information. (C-6)

Presented with a variety of texts, including complete works, the student will generate acceptable interpretations using background knowledge and literary elements. (C-3, 8, 9)

## **COURSE    ADVANCED PLACEMENT ENGLISH**

Advanced Placement English Language and Composition and Advanced Placement English Literature and Composition are courses designed to offer freshman college level English (and college credit contingent upon performance on the College Board Advanced Placement Exam). Both of these accelerated courses stress critical thinking, self-directed learning, analytical reading and writing, as well as higher level oral communication, listening, and visual literacy. British, world, and multi-cultural texts form the basis of the literary selections.

### **Unit:** Reading

Read a variety of genre and enhance reading skills through class discussion, viewing, and listening.

**Objective:**    P12-8 Read, analyze, and synthesize literature with regard to plot, dialogue, theme, setting, characterization, conflict, climax, and denouement.

**Objective:**    P12-10 Use knowledge of literary devices, diction, syntax, tone, imagery, and other semantic elements to clarify meaning when reading.

**Objective:**    P12-4, 16 Support an interpretation of text by locating specific details.

**Objective:**    Develop test-taking strategies for the AP test.

### **Unit:** Writing

Write critical analyses based on teacher-directed prompts and literary selections in preparation for the AP test.

**Objective:**    Develop and organize ideas in clear, coherent, and persuasive language with precision and correctness.

**Objective:**    Develop stylistic maturity

**Objective:**    P12-8 Use a wide-ranging vocabulary with denotative accuracy and connotative resourcefulness.

- Objective:** P12-10 Use a variety of sentence structures, including appropriate use of subordinate and coordinate constructions.
- Objective:** P12-4, 5 Use a logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis.
- Objective:** P12-2, 3 Use a balance of generalization with specific illustrative detail.
- Objective:** Use rhetoric effectively, including controlling tone, maintaining a consistent voice and achieving emphasis through parallelism and antithesis.
- Objective:** Respond to suggested revisions made by others to a piece of writing.
- Objective:** Cite appropriately information gained from primary and secondary sources.
- Objective:** Write a literary research paper.

**Unit:** Listening/Viewing

Enhance reading and writing skills through viewing and listening.

- Objective:** Construct and broaden ideas and concepts through listening and viewing.
- Objective:** Integrate listening and viewing with reading, writing, and speaking.
- Objective:** Participate in individual, small group, and whole group listening and viewing activities.

**Unit:** Speaking

Develop and apply speaking skills for cooperative/collaborative learning.

- Objective:** Integrate speaking with writing, listening, viewing, and reading experiences.

**Objective:** Discuss reading and writing in groups.

**Objective:** Participate in small or whole group oral language activities that focus on common interests of themes.

**Objective:** Discuss the validity and/or quality of a literary selection and justify selection.

CRITICAL SKILLS  
PUPIL PERFORMANCE OBJECTIVES

**Advanced Placement English**

Formal Assessment

Given the Advanced Placement test, the learner will respond at a passing rate set by the College Board.

Informal Assessment

After reading a complete work of literature, the learner will respond in writing, demonstrating an acceptable level of understanding of the material, as evidenced in part by the capacity to analyze the use of literary techniques and devices and elements; interpret and analyze a variety of styles, formats, themes, and genres; integrate personal reaction to a literary selection; and compare and contrast diverse literary works with at least 75% accuracy.

Given a variety of texts, including complete works, the learner will respond by generating acceptable interpretations using background knowledge and literary elements with at least 75% accuracy.

Given appropriate materials, the learner will become familiar with the College Board's Advanced Placement test and appropriate test-taking strategies.

**SUGGESTED AUTHORS**  
**POETRY**  
**ADVANCED PLACEMENT ENGLISH**

Auden, W. H.  
Bishop, Elizabeth  
Blake, William  
Bradstreet, Anne  
Brathwaite, E. K.  
Brooks, Gwendolyn  
Browning, Robert  
Byron, Lord  
Cervantes, Lorna Dee  
Chaucer, Geoffrey  
Coleridge, Samuel Taylor  
H. D.  
Dickinson, Emily  
Donne, John  
Dove, Rita  
Eliot, T. S.  
Frost, Robert  
Harjo, Joy  
Heaney, Seamus  
Herbert, George  
Hongo, Garrett  
Hopkins, Gerard Manley  
Hughes, Langston

Jonson, Ben  
Keats, John  
Larkin, Philip  
Lowell, Roert  
Marvell, Andrew  
Milton, John  
Moore, Marianne  
Plath, Sylvia  
Poe, Edgar Allan  
Pope, Alexander  
Rich, Adrienne  
Shakespeare, William  
Shelley, Percy Bysshe  
Silko, Leslie Marmon  
Song, Cathy  
Tennyson, Lord Alfred  
Walcott, Derek  
Whitman, Walt  
Wilbur, Richard  
Williams, William Carlos  
Wordsworth, William  
Yeats, William Butler

**SUGGESTED AUTHORS**  
**DRAMA**  
**ADVANCED PLACEMENT ENGLISH**

Albee, Edward  
Baraka, Amiri  
Beckett, Samuel  
Chekhov, Anton  
Congreve, William  
Goldsmith, Oliver  
Hansberry, Lorraine  
Hellman, Lillian  
Hwang, David Henry  
Ibsen, Henrik  
Johson, Ben  
Miller, Arthur  
Moliere, Sean O'Casey

O'Neill, Eugene  
Pinter, Harold  
Pirandello, Luigi  
Shakespeare, William  
Shaw, George Bernard  
Shepard, Sam  
Sheridan, Richard Brinsley  
Sophocles  
Stoppard, Tom  
Valdez, Luis  
Wilde, Oscar  
Williams, Tennessee  
Wilson, August

**SUGGESTED AUTHORS**  
**FICTION (NOVEL AND SHORT STORY)**  
**ADVANCED PLACEMENT ENGLISH**

Achebe, Chinua	Joyce, James
Anaya, Rudolfo	Kingston, Maxine Hong
Atwood, Margaret	Kogawa, Joy
Austen, Jane	Laurence, Margaret
Baldwin, James	Lawrence, D. H.
Bellow, Saul	Malamud, Bernard
Bronte, Emily and Charlotte	Mansfield, Katherine
Carver, Raymond	Marquez, Gabriel Garcia
Cather, Willa	Mason, Bobbie Ann
Cisneros, Sandra	McCullers, Carson
Cheever, John	Melville, Herman
Chopin, Kate	Morrison, Toni
Colette, Joseph Conrad	Mukherjee, Bharati
Crane, Stephen	Nabokov, Vladimir
Desai, Anita	O'Connor, Flannery
Dickens, Charles	Ozick, Cynthia
Eliot, George	Porter, Katherine Anne
Ellison, Ralph	Rhys, Jean
Erdrich, Louise	Swift, Jonathan
Faulkner, William	Tolstoy, Leo
Fielding, Henry	Twain, Mark
Fitzgerald, F. Scott	Updike, John
Ford, Ford Madox	Valenzuela, Luisa
Forster, E. M.	Walker, Alice
Hardy, Thomas	Waugh, Evelyn
Hawthorne, Nathaniel	Welty, Eudora
Hemingway, Ernest	Wharton, Edith
Hurston, Zora Neale	Wideman, John Edgar
Ishiguro, Kazuo	Woolf, Virginia
James, Henry	Wright Richard

**SUGGESTED AUTHORS  
EXPOSITORY PROSE  
ADVANCED PLACEMENT ENGLISH**

Addison, Joseph  
Anzaldua, Gloria  
Arnold, Matthew  
Baldwin, James  
Boswell, James  
Carlyle, Thomas  
Colon, Jesus  
Emerson, Ralph Waldo  
Hazlitt, William  
Johnson, Samuel  
Lamb, Charles

Mailer, Norman  
McCarthy, Mary  
Mencken, H. L.  
Mill, John Stuart  
Orwell, George  
Steele, Richard  
Thomas, Lewis  
Thoreau, Henry David  
Tuchman, Barbara  
Woolf, Virginia

\*Source:       Advanced Placement Course Description: English  
                  May 1989, May 1999, The College Board

## **COURSE    BRITISH NOVEL**

Since British novels, especially the novel of manners, are making a comeback in today's reading and film making, students will read and discuss several British novels, write critical analyses, and, when possible, watch the film made from these novels.

### **Unit:** Reading

Emphasize critical thinking skills through reading British novels.

**Objective:**    Integrate reading with speaking, listening, viewing, and writing experiences.

**Objective:**    P12-4, 16 Support an interpretation of text by locating specific information.

**Objective:**    Interpret and analyze themes.

**Objective:**    P12-1, 12 Apply an expanding vocabulary gained through context.

**Objective:**    P12-23 Use reference books to find, evaluate, and synthesize information.

**Objective:**    P12-2, 6, 8, 10, 13 Explain various interpretations (literal and figurative meanings) and analyze the use of literary techniques and devices.

**Objective:**    Relate literature to its historical and cultural period.

### **Unit:** Writing

Gain proficiency in the area of composition, emphasize effective grammar, and use writing as a tool to respond to various literary selections.

**Objective:**    P12-1 Write in response to reading, speaking, viewing, and listening.

**Objective:**    Respond to suggested revisions made by others to a piece of writing.

**Objective:** P12-12, 13, 14, 15, 16, 17 Use a variety of resources, including technologies, to locate and correct errors in usage, spelling, mechanics, and vocabulary.

**Unit:** Speaking

Practice effective oral communication.

**Objective:** Interpret orally a variety of literature.

**Objective:** Participate in small or whole group oral language activities that focus on common interests or themes.

**Objective:** Integrate speaking with writing, listening, viewing, and reading experiences.

**Unit:** Listening/Viewing

**Objective:** Practice effective visual and listening skills.

**Objective:** Listen to and view films made from the novels read in class to compare/contrast the two mediums.

**Objective:** Identify and analyze literary devices when listening or viewing.

**Objective:** Evaluate media and oral presentations analytically and critically.

**Objective:** Organize and use listening and viewing materials to support written text.

**SUGGESTED READING LIST  
BRITISH NOVEL**

Jane Eyre

A Tale of Two Cities (or other selections by Dickens)

Dracula

The Once and Future King

Wuthering Heights

Pride and Prejudice (or other selections by Austin)

Frankenstein

## **COURSE CAREER CHOICES**

Career Choices is a literature based career development curriculum which through various reading, writing, speaking, and listening exercises enables students to answer the following questions: Who am I? What do I want? How does education relate to the achievement of future goals? This course provides the basis for the completion of the state mandated Career Passport.

### **Unit:** Reading

Focus on personal development in various ways through various reading exercises

**Objective:** Read various literary selections to aid in the establishment and consolidation of identity.

**Objective:** Read various selections to aid in the understanding of the consequences of past actions.

### **Unit:** Writing

Use the writing process in response to teacher directed and literature based prompts.

**Objective:** Develop and practice language arts skills to become a productive adult in society.

**Objective:** Identify strengths and translate them into a future plan (Career Passport) that will provide life satisfaction.

**Objective:** Create a portfolio containing valuable samples of personal writing for a variety of purposes.

### **Unit:** Listening

Participate in a variety of listening exercises.

**Objective:** Write compositions in response to situations presented orally by the teacher, for example, a visualization exercise.

**Objective:** Discuss portfolio writings with teacher.

**Objective:** Respond to information learned from group discussions/presentations.

**Unit:** Speaking

Use effective oral communication skills.

**Objective:** Participate in group discussions of topics which focus on individual growth and self assessment.

**Objective:** Present debates/group discussions on topics relating to reading assignments from the literature anthology.

**Objective:** Participate in peer conferencing activities.

## **COURSE      COMPOSITION**

Composition will enable students to practice all phases of the writing process, giving special attention to effective communication and preparation for the twelfth grade proficiency test.

### **Unit:** Reading

Read to enhance ability to respond critically and creatively.

**Objective:** P12-1, 2, 7, 8, 10, 12, 13, 17 Recognize that analyzing author style and purpose, literary elements, literary devices, etc. provide and enhance writing opportunities.

### **Unit:** Writing

Gain competency in composition based on teacher directed prompts and literary selections in preparation for the twelfth grade proficiency test.

**Objective:** P12-10, 11, 12, 13, 14, 15, 16, 17 Review grammar and mechanics for the purpose of narrative, descriptive, expository, and persuasive writing.

**Objective:** P12- 4, 5, 6, 8 Gather, evaluate, and synthesize information in a logical order in respond to a prompt, paying particular attention to purpose, audience, and tone.

**Objective:** P12-2, 3 Apply in a logical order a variety of organizational strategies, such as supporting ideas or examples, and adhering to a thesis statement.

**Objective:** P12-7, 18 Illustrate a sense of personal style in a legible, finished piece of writing.

### **Unit:** Listening and Viewing

Demonstrate appropriate grade level listening and viewing skills.

**Objective:** Utilize listening and viewing skills to comprehend published and student-generated examples of paragraphs and essays.

**Objective:** Develop critical thinking skills necessary for effective interpretation and evaluation.

**Unit:** Speaking

Exhibit effective oral communication.

**Objective:** Utilize peer conferencing.

**Objective:** Maintain open communication with the teacher for the purpose of intervention and evaluation.

## **COURSE     DRAMA**

In order to provide additional options so that students may attain their fine arts requirement, Drama is offered as an elective to interested students. This course may include a very brief history of the theater and drama as well as some technical aspects of production. The majority of the course will include student oriented activities such as impromptu, improvisations, cuttings, interpretations, and one-act plays. An effort will be made to introduce students to live theater.

### **Unit:** Reading

Discover what is involved in bringing drama from the script to the stage technically and literally.

**Objective:** Review a brief overview of the history of drama.

**Objective:** Read a variety of plays to understand various forms.

**Objective:** Study vocabulary relating to the world of theater.

**Objective:** Develop a personal interpretation of a selection.

**Objective:** Research material to help determine character and motivation.

**Objective:** Recognize the differences between live theater and the more familiar media of film and television.

**Objective:** Read and collect theater, film, and television reviews for analysis.

### **Unit:** Writing

Respond to prompts by showing how drama is relevant to their lives and experiences.

**Objective:** Prepare a character analysis for interpretation.

**Objective:** Write a response to a live performance (personally attended) supporting opinions with evidence from the performance.

**Objective:** Evaluate one another's performance.

**Objective:** Respond to constructive criticism from peers.

**Objective:** Write a monologue to facilitate a character's motivation.

**Objective:** Develop an expanded knowledge of dramatic structure.

**Objective:** Make use of reference sources.

**Objective:** Write responses to dramatic activities by peers.

**Unit:** Listening/Visual Literacy

Participate in a variety of activities and methods that will make the study of drama enjoyable and lead to lifelong appreciation for and enjoyment of the genres.

**Objective:** Listen to and view videos of theater background material.

**Objective:** Listen to and view dramatic activities by peers.

**Objective:** Develop appropriate dialects and mannerisms suitable to a character.

**Objective:** Use prior knowledge and experience to facilitate role playing.

**Objective:** Use critical thinking skills to evaluate all dramatic presentations.

**Objective:** Use media as stimuli for future dramatic projects.

**Objective:** Listen to and/or view peers' dramatic activity.

**Objective:** Listen to and view professional productions of visiting theater groups.

**Objective:** Participate in group listening activities.

**Objective:** Recognize and exhibit positive audience behavior.

**Unit:** Oral Communication

Participate in a variety of instructional dramatic methods.

**Objective:** Select materials suitable to the audience.

**Objective:** Understand the process of vocalization.

**Objective:** Develop memorization skills as time allows.

**Objective:** Develop stage presence.

**Objective:** Develop verbal and nonverbal techniques.

**Objective:** Prepare and deliver dramatic material.

**Objective:** Interpret and rehearse dramatic material by developing character, timing, stage presence and performance skills, vocalizing appropriately, memorizing lines as time allows, developing nonverbal skills, and performing.

**Objective:** Assess the needs of an audience, adjusting to their understanding.

**Objective:** Discuss motivation for roles.

**Objective:** Critique performances.

**Objective:** Apply knowledge of scenic design through set construction, lighting, costuming, and make-up.

**Objective:** Set up production activities for pre-rehearsal, rehearsal, and performance.

**Objective:** Participate in drama as a consumer.

**Objective:** Develop an appreciation for drama as a leisure time pursuit.

## **COURSE    ENGLISH LITERATURE**

The English literature course will emphasize critical thinking skills as gained through reading English literature as well as incorporating composition, listening, and oral communication skills needed for the twelfth grade proficiency test.

### **Unit:** Reading

Relate the historical, political, and cultural background of the period to the literature discussed. Continue to develop critical thinking skills by reading and analyzing literary selections.

**Objective:** Recognize the relationship of structure to meaning by using primarily British authors.

**Objective:** P12-2, 6, 8, 10, 13 Explain various interpretations (literal and figurative meanings) and analyze the use of literary techniques and devices.

**Objective:** P12-1, 12 Apply an expanding vocabulary gained through context.

**Objective:** Interpret and analyze themes.

**Objective:** P12-4, 16 Support an interpretation of text by locating specific information.

**Objective:** P12-23 Use reference books to find, evaluate, and synthesize information.

**Objective:** Integrate reading with speaking, listening, viewing, and writing experiences.

**Objective:** Review test taking strategies and other basic reading skills for intervention purposes.

**Objective:** Review comprehension of nonfiction selections.

**Objective:** Relate literature to its historical and cultural period.

**Objective:** Analyze a variety of cultural elements of all ages by reading diverse literary works written by men and women of various racial, ethnic, and cultural groups.

## **Unit: Writing**

Gain proficiency in the area of composition, emphasize effective grammar, and use writing as a tool to respond to various literary selections.

**Objective:** P12-1 Compose essays of at least two of the following: character sketch, individual literary analysis, exposition, and/or paraphrase.

**Objective:** Respond to suggested revisions made by others to a piece of writing.

**Objective:** P12-12, 13, 14, 15, 16, 17 Use a variety of resources, including technologies, to locate and correct errors in usage, spelling, mechanics, and vocabulary.

**Objective:** P12-1 Write in response to reading, speaking, viewing, and listening.

**Objective:** Use the communication process to develop a project through cooperative learning.

## **Unit: Listening/Visual Literacy**

Practice effective visual and listening skills.

**Objective:** Listen to and view a wide variety of works.

**Objective:** Evaluate media and oral presentations analytically and critically.

**Objective:** Identify and analyze themes when listening or viewing.

**Objective:** Organize and use listening and viewing materials to support written text.

**Objective:** Use technology as a means of expressing ideas.

**Objective:** Integrate listening and viewing with reading, writing, and speaking.

**Unit:** Oral Communication

Practice effective oral communication.

**Objective:** Demonstrate a knowledge of good speaking techniques, grammar, usage, and syntax while speaking.

**Objective:** Interpret orally a variety of literature.

**Objective:** Integrate speaking with writing, listening, viewing, and reading experiences.

**Objective:** Participate in small or whole group oral language activities that focus on common interests or themes.

**ENGLISH WRITERS  
ENGLISH LITERATURE**

Beckett, Samuel	Keats, William Butler
Beowulf	Kipling, Rudyard
Everyman and Beowulf	Lawrence, D. H.
Blake	Malory, Sir Thomas
Browning, Elizabeth Barrett	Mansfield, Katherine
Browning, Robert	Maugham, W. Somerset
Bronte, Charlotte	Marlowe, Christopher
Bronte, Emily	Milton, John
Bunyan, John	O'Connor, Frank
Burgess, Anthony	Orwell, George
Burns, Robert	Pepp, Samuel
Byron, Lord	Pope, Alexander
Carrole, Lewis	Raleigh, Sir Walter
Chaucer, Geoffrey	Scott, Sir Walter
Conrad, Joseph	Shaw, George Bernard
Dickens, Charles	Shelley, Mary
DeFoe, Daniel	Shelley, Percy
Donne, John	Sidney, Sir Philip
Eliot, T. S.	Spencer, Steven
Forrester, E. M.	Spenser, Edmund
Goldsmith, Oliver	Swift, Jonathan
Hardy, Thomas	Tennyson, Lord Alfred
Herrick, Robert	Thackery, William Makepeace
Hugo, Robert Victor	Thomas, Dylan
Ibsen, Henrik	Verne, Jules
James, Henry	Wells, H. G.
Johnson, Ben	Wilde, Oscar
Joyce, James	Wordsworth, William
Keats, John	Yeats, William Butler

## **COURSE     JOURNALISM I**

Journalism I will acquaint student will the many facets of mass communication. While students gain training and practice in various writing forms, they should also become more knowledgeable consumers of the media and better understand the interaction of the media with society. The course will include a study of freedom of the press and its limitations as it applies to scholastic publications.

### **Unit:** Evaluation of Mass Media

Understand and appreciate the long development of mass media.

**Objective:** P12R-14, 19 Understand the role and responsibility of journalism including community and cultural considerations.

**Objective:** P12R-20 Analyze legal and ethical boundaries of student and professional journalism.

**Objective:** P12R-21 (C-1) Identify news elements and determine factors influencing the news.

### **Unit:** Gathering and Writing News

Develop effective skills for gathering information and writing news stories.

**Objective:** P12R-19, 23 Locate news sources.

**Objective:** P12R-16; P12W-2, 8 (C-2) Plan, prepare, and conduct interviews.

**Objective:** P12W-2 (C-3) Identify components of effective news lead.

**Objective:** P12W-1 - 18 (C-4) Organize the news story applying guidelines for inverted pyramid, chronological or composite format.

**Objective:** P12W-12 – 17 Recognize and refine news writing styles.

**Unit:** Specialized Writing

Engage in specialized writing activities.

**Objective:** P12R-13, 17, 20, 21, 23 Understand the unique features of specialized articles such as in-depth articles and features.

**Objective:** P12W-1 - 18 (C-5) Prepare in-depth articles and features.

**Objective:** P12R-13 - 17, 20, 21, 23 Understand the unique features of editorials, columns, reviews, and sports writing.

**Objective:** P12W-1 - 18 (C-6) Prepare samples of editorials, columns, reviews, and sports writing.

**Unit:** Exploring Broadcast News

Compare and contrast print and electronic media and prepare broadcast scripts.

**Objective:** P12R-13 - 17, 20, 21, 23 (C-7) Understand the style differences between print and broadcast writing.

**Objective:** P12W1 - 18 (C-8) Prepare a broadcast script to enhance news writing and listening skills.

**Unit:** Career Exploration

Investigate careers in mass communication.

**Objective:** Use community, media, and other outside resources to enrich writing.

**CRITICAL SKILLS  
PUPIL PERFORMANCE OBJECTIVES**

**Journalism I**

Given the principles of news writing, the learner will demonstrate competence in gathering information, composing news and other specialized articles, while adhering to acceptable standards of credibility, accuracy, objectivity, good taste, fairness, and freedom of the press as it applies to student journalism and as observed and evaluated by the teacher.

- C-1 Identify news elements and determine factors influencing the news.
- C-2 Plan, prepare, and conduct interviews.
- C-3 Identify components of effective news lead.
- C-4 Organize the news story applying guidelines for inverted pyramid, chronological, or composite format.
- C-5 Prepare in-depth article and features.
- C-6 Prepare samples of editorials, columns, reviews, and sports writing.
- C-7 Understand the style differences between print and broadcast writing.
- C-8 Prepare a broadcast script to enhance news writing and listening skills.

## **COURSE     JOURNALISM II**

Upon successful completion of Journalism I, students will have an opportunity to enroll in Journalism II and participate on an organized staff to plan issues of the school newspaper, to develop an efficient system for obtaining information for informative and interesting articles, and to prepare those articles for printing in a successful school publication that adheres to the principles of good journalism.

### **Unit:** Newspaper Staff Organization

Function on a newspaper staff and communicate ideas journalistically through writing, photography, advertising, and design.

**Objective:** Recognize the importance of staff organization.

**Objective:** Recognize the responsibilities of editor, page editors, business staff, and reporters/photographers.

**Objective:** Understand the importance of business and financial responsibilities of newspaper production/sales.

**Objective:** Learn through collaboration the importance of individual responsibility in contributing to the group=s success.

### **Unit:** Newspaper Production

Produce a creditable school newspaper that records activities/events, issues, and achievements of the school population

**Objective:** P12R-12 (C-1) Understand the meaning of newspaper terminology and principles.

**Objective:** P12W-13 - 17 (C-2) Recognize the importance of accuracy as it relates to fact, spelling, punctuation, usage, and grammar.

**Objective:** P12R-14, 23; P12W 1 - 18 (C-3) Demonstrate an understanding of school newspaper techniques through gathering facts and information, writing news stories, preparing opinion articles, composing feature stories, photographing school events, editing copy, designing pages, writing headlines, securing and preparing advertisements, developing a marketing plan, and selling the newspaper.

CRITICAL SKILLS  
PUPIL PERFORMANCE OBJECTIVES

**Journalism II**

- PPO Given the principles of newspaper publication, the learner will demonstrate competence in newspaper terminology and principles, school newspaper operations, newswriting, and photography as they apply to student journalism in the publication of a school newspaper, and as observed and evaluated by the teacher.
- C-1 Understand the meaning of newspaper terminology and principles.
- C-2 Recognize the importance of accuracy as it relates to facts, spelling, punctuation, usage, and grammar.
- C-3 Demonstrate an understanding of school newspaper techniques through gathering facts and information; writing news stories; preparing opinion articles such as editorials, columns, etc.; composing feature stories; photographing school events; editing copy; designing pages; writing headlines; securing and preparing advertising; developing a marketing plan; selling the newspaper.

## **COURSE MYTHOLOGY**

Students will find constant references to mythology in literature, music, the arts, advertising, history, and language. Thus, the course can serve as a background for the multi-disciplinary curricula set forth by our present high school systems.

### **Unit: Reading**

By reading myths, learn and use modern vocabulary derived from myths, as well as learn about other cultures through myths.

**Objective:** Recognize that any single myth can vary according to author, content, approach, and interpretation.

**Objective:** Develop an understanding of the reasons for myths, such as an explanation of early science and human behavior, a record of important events, a celebration of heroes, and a form of entertainment.

### **Unit: Writing**

Using the writing process, students will respond to reading, speaking, viewing, and listening to myths.

**Objective:** P12-1 – 18 Use the writing process to respond to prompts.

### **Unit: Listening and Viewing**

Extend knowledge by listening to and viewing a variety of myths, folklore, and legends.

**Objective:** Identify and analyze themes when listening and viewing.

**Objective:** Develop various techniques for listening and viewing, such as concentration and notetaking.

### **Unit: Speaking**

Students will demonstrate the ability to discuss course-related reading materials, teacher lecture, and literary allusions.

**Objective:** Use proper grammar, usage, and vocabulary while speaking.

**Objective:** Share with the class modern references to classical mythology: modern vocabulary from myths, advertisements using mythological references, allusions in literature.

## **COURSE    READING ENRICHMENT**

The purpose of the reading enrichment course is to improve student reading by integrating reading, writing, discussion, and critical thinking.

### **Unit:** Reading

Choose and read, from teacher approved selections, a variety of short stories, poetry, plays, and/or novels.

**Objective:** P12-4, 8, 9, 11, 16, 19, 20, 21 Recognize and discuss the relationship of structure to meaning of the various reading selections.

**Objective:** P12-10 (C-1) Analyze the author's use of literary techniques and devices (e.g., metaphor, irony, satire).

**Objective:** Use the reading process for reading across the curriculum.

### **Unit:** Writing

Write critical responses to selections read.

**Objective:** Select, read, and respond to material for personal enjoyment and information.

**Objective:** Read and respond to a variety of complete, unabridged works.

**Objective:** Participate in the selection of books, material, and topics for selection of literature for study groups.

**Objective:** (C-3) Read selections from a variety of styles and formats, recognizing, in a written response, that style and format influence meaning.

**Objective:** (C-4) Extend the value of reading, writing, speaking, viewing, and listening by pursuing, through reading and writing, new ideas and interests developed as a result of these activities.

**Unit:** Listening and Viewing

Listen to and view a variety of recordings, films, and/or oral interpretations.

**Objective:** Relate literature to the historical period about which or in which it was written.

**Objective:** (C-5) Recognize the interaction between literature and other cultural factors.

**Objective:** (C-6) Connect themes and ideas across the disciplines through listening/viewing activities.

**Objective:** Explore and analyze a variety of cultural elements, attitudes, beliefs, and value structures by reading and experiencing our diverse literary tradition.

**Unit:** Speaking

Participate in open discussion of the reading selections.

**Objective:** (C-2) Predict, recognize, and analyze themes, based on familiarity, with literary selections.

**Objective:** Compare personal reaction to critical assessment of a literary selection.

CRITICAL SKILLS  
PUPIL PERFORMANCE OBJECTIVES

**Reading Enrichment**

- C-1 Analyze the authors use of literary techniques and devices.
  - C-2 Predict, recognize, and analyze themes, based on familiarity with selections read.
  - C-3 Read selections from a variety of styles and formats, recognizing that style and format influence meanings.
  - C-4 Extend the value of reading, writing, speaking, viewing, and listening by pursuing, through reading, new ideas and interests developed as a result of these activities.
  - C-5 Recognize the interaction between literature and other cultural factors.
  - C-6 Connect themes and ideas across the disciplines through literature.
- PPO 1 After reading a complete work of literature, the student will respond in writing, demonstrating an acceptable level of understanding of the material, as evidenced in part by the capacity to compare what is being read to a personal experience or the experience of another, gleaned through literature; determine structural elements of the literature, including theme, characters, plot, setting, mood, and point of view; apply analytical and critical judgment to what has been read.
- PPO 2 Demonstrate comprehension as evidenced in part by the capacity to suggest one purpose the author might have for writing a selection, assessing the author's attitude toward a subject.
- PPO 3 Show an appreciation of a variety of genre, including complete works, by comparing and contrasting selections, one with another.

## **COURSE     READING INTERVENTION**

Reading intervention is an alternative or supplemental action designed to remediate, reinforce, support, or enrich student learning. This course should be required for any student who does not pass the respective grade level proficiency test.

**Unit:** Fiction

Given a fictional selection, demonstrate an integrated understanding of language and elements of fiction.

**Objective:** P6-1, 2, 6, 9; P12-5 Identify author=s purpose and summarize, paraphrase, critique, and evaluate the text.

**Objective:** P6-1; P12-8 Identify and analyze an integrated understanding of the language and structural elements of literature (plot, theme, character, mood, setting, and point of view)

**Objective:** P6-5; P12-9 Compare and contrast likely motives and traits of characters, object, or events.

**Objective:** P9-1; P12-1, 12 Recognize the meaning of an unfamiliar word.

**Objective:** P9-2; P12-7 Select the appropriate meaning of a multiple-meaning word.

**Objective:** P9-3 Answer questions about important details in a passage.

**Objective:** P9-4; P12-11 Arrange the correct order for sequence of time, places, events, and ideas.

**Objective:** P9-5; P12-2 Select the stated or implied idea of a reading selection.

**Objective:** P9-6; P12-3 Choose the most probable outcome.

**Objective:** P9-7; P12-11 Identify causes and effects, both stated and implied.

- Objective:** P6-3, 12; P9-8 Denote the difference between statements based on fact and statements based on inference.
- Objective:** P9-9 Predict whether certain information is likely to be included in a passage.
- Objective:** P9-10; P12-6 Identify questions that will demonstrate comprehension of the main idea and supporting details.
- Objective:** P9-17; P12-4 Differentiate between supporting and nonsupporting details
- Objective:** P12-10 Identify literary devices (metaphor, simile, foreshadowing, satire, irony, allusion).

**Unit:** Nonfiction

Given a nonfiction selection, demonstrate an understanding of the selection, identify the purpose and main points of the author, analyze the evidence provided in the selection, and propose appropriate applications of the information.

- Objective:** P9-11 Answer questions about important details in the passage.
- Objective:** P9-12; P12-13 Select the stated or implied main ideas of a paragraph or an entire passage.
- Objective:** P9-13; P12-21 Identify the causes and effects, both stated and implied.
- Objective:** P6-10; P9-14; P12-14 Distinguish between statements based on fact and statements based on inference.
- Objective:** P9-15 Tell whether a statement is a fact or an opinion.
- Objective:** P9-16; P12-15 Select statements that involve predictions about other material.

**Objective:** P6-15; P9-11; P12-16 Decide whether or not details support the main idea.

**Objective:** P6-17; P9-18; P12-17 Identify the author=s possible purposes for writing the selection.

**Objective:** P6-11; P9-19; P12-18 Choose the best summary for a specific audience.

**Objective:** P6-18; P9-20; P12-19 Infer the author=s attitude and biases toward his topic.

**Objective:** P6-14; P12-20 Compare and/or contrast aspects of texts.

**Unit:** Functional

Given functional reading materials, identify, locate, and use information in items.

**Objective:** P9-21 Follow directions of two or more steps.

**Objective:** P9-22; P12-23 Select and use appropriate reference sources and illustrative materials.

**Objective:** P9-23 Interpret the meaning of vocabulary words based on an application form.

**Objective:** P9-24; P12-22 Identify statements, uses, and intent of propaganda.

CRITICAL SKILLS  
PUPIL PERFORMANCE OBJECTIVES

**Reading Intervention**

- 1 Given the Ohio sixth, ninth, or twelfth grade proficiency test for reading, the learner will demonstrate a reading ability designated by the state as proficient.

## **COURSE THE RESEARCH PAPER**

The Research Paper is designed to present the fundamentals of research work. Students learn how to select and limit topics, collect and organize information, and prepare a coherent research paper. Proper formats for documentation, bibliography, introduction, title page, outlining, quoting, and paraphrasing are presented. Students learn the research process by actually compiling at least one research paper during the course.

Assessment will be determined by the classroom teacher. Students will be evaluated according to the steps in the research process as well as the final research paper.

### **Unit:** Reading

Implement reading skills in relation to the preparation of various types of research papers.

**Objective:** Read a variety of sources that will result in developing notetaking techniques.

**Objective:** Assess the validity and quality of a selection read.

**Objective:** Use reference books to find, evaluate, and synthesize information.

**Objective:** Select and read material for choosing topics and gathering information.

**Objective:** Integrate reading, speaking, listening, viewing, and writing experiences.

**Objective:** Enrich research experiences through technology.

**Unit:** Writing

Implement writing skills in relation to the preparation of various types of research papers.

**Objective:** Use information synthesized from a variety of sources.

**Objective:** Respond to suggested revisions made by others to a piece of writing.

**Objective:** Use a variety of resources and technologies to locate and correct errors in usage, spelling, mechanics, and vocabulary.

**Objective:** Use style manuals or software to prepare documentation and reference lists.

**Objective:** Appropriately cite information gained from primary and secondary sources.

**Objective:** Develop effectively organized pieces of writing containing a clear thesis and well developed ideas.

**Objective:** Review grammar, usage, mechanics, vocabulary, and spelling through writing for intervention purposes; focus on areas such as sentence variety, active and passive voice, tense shifts, agreement, punctuation, misplaced modifiers, and wordiness and redundancy.

**Objective:** Gather, evaluate, analyze, and synthesize information in preparation for writing.

**Objective:** Assess personal/peer revisions in a piece of writing to determine whether meaning is clear and purpose is achieved.

**Objective:** Recognize, refine, and revise personal writing styles.

**Objective:** Use word processing and other technologies to develop meaning.

**Objective:**

Write a research paper incorporating the following:

- ◆ prewrite to select a subject and narrow it according to purpose, audience, and tone
- ◆ prepare a working bibliography utilizing research aids such as the card catalog, The Reader=s Guide, reference books, vertical file, and computer reference system
- ◆ write source cards
- ◆ form a list of works cited
- ◆ document sources appropriately such as MLA, APA, Chicago Manual of Style, or Turabian
- ◆ write both a preliminary and final thesis statement
- ◆ prepare both a preliminary and final sentence or topic outline
- ◆ compile notes by scanning possible sources, documenting one idea per card, and using an appropriate method of paraphrasing, summarizing, or quoting
- ◆ organize information by classifying notecards according to outline, eliminating unrelated cards, and knowing the parts of the research paper
- ◆ write a rough draft using a prescribed form with end notes, footnotes, or parenthetical citation; revise the rough draft
- ◆ edit with teacher/student assistance
- ◆ write the final copy; proofread the final copy for mechanical errors
- ◆ check grammar; prepare a final research paper that may contain title page, table of contents, outline page, preface, body, appendix, and works cited/ consulted

**Objective:**

Enrich writing experiences through technology/multimedia activities.

**Unit:** Listening/Visual Literacy

Implement listening/visual literacy skills in relation to the preparation of various types of research papers.

**Objective:** Examine research paper models.

**Objective:** Use viewing and listening materials as resources.

**Objective:** Listen attentively during oral reading/presentation of written paper.

**Objective:** Use technology and other media as a means of expressing ideas.

**Objective:** Engage in individual, small group, and whole group listening and viewing activities.

**Unit:** Oral Communication

Implement oral communication skills in relation to the preparation of various types of research papers.

**Objective:** Select appropriate strategies when organizing notes and ideas for speaking.

**Objective:** Demonstrate a knowledge of grammar, usage, and syntax while speaking.

**Objective:** Reflect knowledge of good speaking techniques.

**Objective:** Prepare a formal speech/presentation.

**Objective:** Discuss an idea of topic to clarify meaning for others.

**Objective:** Develop and apply speaking skills for cooperative/collaborative learning.

**Objective:** Integrate speaking with writing, listening, viewing, and reading experiences.

**Objective:** Discuss reading and writing in groups.

**Objective:** Enrich speaking experiences through technology/multimedia activities.

## **COURSE SPEECH**

Because today's society demands more vocal participation and expression, Speech is offered for students to study and apply speaking skills through individual speeches, group discussions, and oral interpretations. Depending upon the ability of the particular class, debate skills may be introduced. This course allows students to develop new means of self-expression and to reinforce notetaking and outlining skills.

### **Unit:** Reading

Use reading skills in developing speech.

**Objective:** Read a variety of sources for preparation of speeches.

**Objective:** Read a selection using all speech elements.

**Objective:** Locate reference books to find material for speeches.

**Objective:** Assess the effectiveness of a reading selection.

**Objective:** Participate in the selection of books, materials, and topics for preparation of various speeches.

**Objective:** Recognize how style and format influence meaning.

### **Unit:** Writing

Outline and write most speeches.

**Objective** Use information from a variety of sources to develop an integrated speech.

**Objective:** Write and revise speech, concentrating on audience, tone and purpose.

**Objective:** Develop extended speeches which contain ordered, related, well-developed ideas.

**Objective:** Respond to constructive criticism made by peers to individual speeches.

**Objective:** Write speeches of various types.

**Objective:** Develop an expanded speech vocabulary.

**Objective:** Make use of reference sources.

**Unit:** Listening/Visual Literacy

Demonstrate listening/visual literacy skills during classroom activities.

**Objective:** Listen to a variety of speeches and offer constructive criticism.

**Objective:** Expand the use of correct and appropriate grammar, diction, and syntax through listening.

**Objective:** Use critical thinking skills to evaluate oral presentations.

**Objective:** Use prior knowledge and experiences to facilitate speech making.

**Objective:** Listen attentively to peer speeches.

**Objective:** Use media as stimuli for future speech making.

**Objective:** Participate in individual small group and whole group listening activities.

**Unit:** Oral Communication

Improve everyday conversation skills, participate in group discussions, and deliver basic types of speeches such as demonstration, interpretations, persuasion, entertainment, impromptu pantomimes, and improvisations.

**Objective:** Select topics and vocabulary suitable to the audience.

**Objective:** Organize notes and ideas for oral presentations.

**Objective:** Modulate voice to enhance meaning when speaking.

**Objective:** Prepare and deliver formal speeches and presentations.

**Objective:** Participate in oral interpretations.

**Objective:** Assess needs of audience, adjusting language and presentation according to their understanding.

**Objective:** Gather and assess information for speeches to inform and persuade.

**Objective:** Develop and apply speaking skills.

**Objective:** Prepare a variety of speeches incorporating the following:

- Select a topic appropriate to purpose, audience, and ton; brainstorm
- Prepare an outline including purpose, introduction, body, and conclusion
- Compose the speech
- Rehearse and time the speech using tape recorder, mirror, or a volunteer audience
- Deliver the speech with attention to self control, appearance, introduction, voice and body language
- Use oral and/or written critiques by teachers and/or peers

## **COURSE     STUDY SKILLS**

Having good study skills is paramount for success at all levels in education. Therefore, the student skills course is designed for those students who are experiencing difficulty in the areas of time management, outlining, notetaking, listening, reading, writing, research, and test taking skills. Emphasis is also placed on the importance of the student possessing the proper attitude for attaining academic success.

### **Unit:** Study Skills

Develop and refine study skills to achieve greater academic success.

**Objective:** (C-1) Write daily, weekly, monthly, and semester/trimester calendar entries that include the subject and assignment.

**Objective:** (C-2) Outline assignments by writing main ideas, important facts, and details.

**Objective:** Take well-organized notes on a chapter or other expository material.

**Objective:** Apply various appropriate study strategies for preparing for and taking various types of test such as essay, objective, and standardize.

**Objective** (C-3) Apply time management skills such as deciding what to study and when, scheduling breaks into study times, and adhering to specified time limits.

**Objective:** (C-4) Organize and prioritize class notes and information.

**Objective:** Use headings as a guide.

**Objective:** Listen carefully to a teacher presentation and write down key elements using symbols, abbreviations and key words.

**Objective:** Utilize memorization skills by relating, visualizing, and repeating information to be learned and making up acronyms or special sentences to help remember facts.

**Objectives:** (C-5) Utilize appropriate resource and reference materials.

**Objective:** (C-6) Extend and integrate study skills across the curriculum and actively participate in the formation of a positive attitude in all content areas.

**Objective:** (C-7) Review the writing process.

**Objective:** Utilize more effective reading skills as they apply to textbook reading.

**Objective:** Use the Internet to enhance study skills.

CRITICAL SKILLS  
PUPIL PERFORMANCE OBJECTIVES

**Study Skills**

Given a variety of activities, the student will demonstrate grade level study skill techniques as observed and evaluated by the classroom

## **COURSE WRITING INTERVENTION**

Writing Intervention is designed to present fundamentals for students to learn to compose essays in response to a prompt or assigned topic using narrative, descriptive, expository, or persuasive techniques. Students will be taught to use the writing process including prewriting and planning, drafting, revision, and editing/proofreading. Special emphasis will be given to the areas of organization/content, language, and writing conventions. This course should be required for any student who does not pass the respective level proficiency test.

### **Unit:** Writing

Become familiar with appropriate test-taking strategies and compose papers in response to a prompt from the following types of writing: narrative, descriptive, expository, or persuasive.

**Objective:** P6-1 P9-1 P12-1 Produce a piece of writing that conveys a message related to the prompt (topic or description of a situation.)

**Objective:** P6-1 P9-2 P12-2, 3 Produce a piece of writing that includes main idea, supporting ideas, or examples.

**Objective:** P6-2 P9-3 P12-4, 5 Produce a piece of writing that follows a logical order.

**Objective:** P2-2 P9-4 P12-6, 7 Produce a piece of writing that conveys a sense of completeness and establish a smooth flow of ideas.

**Objective:** P6-3 P9-5 P12-8 Produce a piece of writing that exhibits word choice appropriate to the audience, the purpose, and the subject.

**Objective:** P6-4 P9-6 P12-9 Produce a piece of writing that includes clear language.

**Objective:** P6-5-8 P9-7 P12-10, 11, 12 Produce a piece of writing that contains complete sentences of varied length and patten and may contain purposeful fragments.

**Objective:** P9-8, P12-13, 14, 15 Produce a piece of writing that exhibits subject-verb agreement and pronoun references.

**Objective:** P9-9 P12-14 Produce a piece of writing that contains standard forms of verbs, nouns, and pronouns.

**Objective:** P6-7 P9-10 P12-16 Produce a piece of writing that exhibits appropriate punctuation.

**Objective:** P6-7 P9-11 P12-17 Produce a piece of writing that contains correct spelling.

**Objective:** P6-6 P9-13 P12-18 Produce a piece of writing that is legible.

## **COURSE    YEARBOOK**

This course will educate, train, and provide a cooperative practical experience in the many facets of planning and producing a favorable yearbook through writing, photography, page design, and marketing.

### **Unit:**

Produce a creditable school yearbook reflecting an historical record of the school year by communicating ideas journalistically through writing, photography, and design.

**Objective:**    Recognize the importance of staff organization and responsibilities and the importance of time management.

**Objective:**    Demonstrate a knowledge of yearbook vocabulary and techniques such as ladder diagram, bleed, gutter, double page spread, cropping, thematic application, etc.

**Objective:**    Use correct spelling, punctuation, grammar, etc., in copy, captioning, and headline writing while maintaining proper decorum.

**Objective:**    Prepare a plan for marketing the yearbook through book subscriptions, advertising, and fund raisers.

## **EVALUATION**

An evaluation process is essential for effective utilization of a graded course of study. This process should include assessment of both the program and individual students and should reflect the instructional needs of individual students in relation to the attainment of program and subject objectives.

### **Student Evaluation**

Student evaluation is a continuous process that includes both graded and non-graded evaluations. Student work should be assessed by many measures such as the following:

- a. portfolios
- b. oral and written responses
- c. essay tests
- d. state-mandated testing programs

Students should be directed to monitor and examine their own progress in collaboration with the teacher.

### **GRADED ASSESSMENT**

Graded assessment of student development in language arts will include ability-achievement testing, competency-based testing, proficiency testing, and teacher developed tests.

### **NON-GRADED ASSESSMENT**

Non-graded assessment provides teachers with opportunities to measure students' development. Teachers involved in these assessment procedures continually interact with students, assessing their progress during reading, writing, speaking, viewing, and listening activities.

### **Program Evaluation**

Assessment of the language arts program should revolve around three basic activities: making sure program components of the course of study are in place, determining that each program component is appropriately stated and organized, and judging program effectiveness based on student outcomes resulting from measures, assessments, and evaluation that document learning progress and attainment.

## **INTERVENTION SERVICES**

Alternative or supplemental action designed to remediate, reinforce, or support student learning relative to specified content or proficiency performance objectives will be identified by classroom teachers, counselors, or Intervention Assistance Teams.

Provided with adequate resources and appropriate staffing, intervention services will be provided in accordance with the Intervention Services Model from the Ohio Model Competency Based Language Arts Program reprinted on the next seven pages.

## INTERVENTION SERVICES MODEL

LEVEL	RESOURCES	RECORDS	ACTIVITIES
Classroom Interclass grouping Alternative instruction	Courses of study Pupil performance objectives Appropriate instructional materials (always understood to include reading and writing materials, handbooks, and word processors)	Student folder/portfolio Folder should contain records of pupil performance objectives mastered and allow for documentation of intervention provided	<ol style="list-style-type: none"> <li>1. Provide time daily for sustained silent reading and sustained silent writing.</li> <li>2. Modify materials.</li> <li>3. Adjust instruction to learning styles.</li> <li>4. Personalize instruction.</li> <li>5. Use direct teaching.</li> <li>6. Use collaborative learning.</li> <li>7. Use learning contrasts/ teacher-student goal setting.</li> <li>8. Use diagnostic/prescriptive teaching.</li> <li>9. Conduct student conferences.</li> <li>10. Provide time in resource room (language arts/writing center).</li> <li>11. Develop instructional plan with student.</li> <li>12. Provide independent activities coded to specific objectives.</li> <li>13. Form literary response/discussion groups.</li> <li>14. Use flexible grouping.</li> <li>15. Provide tutoring (peer tutoring, volunteer tutoring, parent tutoring, cross-age tutoring, cross-grade tutoring).</li> <li>16. Use attitude and interest inventories.</li> <li>17. Use outside resource personnel.</li> <li>18. Involve parents in the intervention and implementation plan.</li> <li>19. Use diagnostic self-report.</li> <li>20. Conduct personal interview.</li> <li>21. Provide intensive phonics instruction.</li> </ol>
Building Interclass grouping  Resource/intervention room  Tutorial program  Intervention assistance team	<p>Student folder/portfolio, documentation of interclass grouping, course of study, PPO=s</p> <p>Appropriate instructional materials</p> <p>Student folder/portfolio, documentation of resource/intervention effort, course of study, PPO=s</p> <p>Pupil performance objectives, appropriate instructional materials</p>	<p>Continue to update student folder, including evidence of growth in reading and writing (writing samples, reading records, etc.)</p> <p>Continue to update student folder. Complete record of intervention effort given to professional overseeing tutoring for recording in student folder</p> <p>Update student folders and document intervention effort</p>	
District Summer school  In-term extra hours program (with teacher)  Required remedial academic course	<p>Courses of study, student folders/portfolios, pupil performance objectives, appropriate instructional materials, documentation of intervention effort</p> <p>PPO's not mastered, appropriate instructional materials, documentation of intervention effort</p> <p>Courses of study, student folder, pupil performance objectives, appropriate instructional materials</p>	<p>Provide list of PPO=s mastered and evidence of reading and writing growth to professional responsible for recording student progress</p> <p>Student folder/portfolio</p> <p>(Folder should contain records of pupil performance objectives mastered and allow for documentation of intervention provided)</p>	

## INTERVENTION IN READING

Students who fail to demonstrate satisfactory progress in reading may have a number of problems. Diagnoses of specific problems are critical to effective intervention strategies in reading. It may be, for example, that a learner is identified as requiring intensive phonics instruction in order to continue making satisfactory progress. Alternative or supplemental instruction, based on intensive phonics, might be the appropriate intervention strategy.

The following suggestions are general strategies that must be incorporated whenever reading intervention is planned. Intervention activities should occur in the context of actual reading and writing, and most activities will affect several performance outcomes. Regardless of the particular reading problems, all students, in order to improve their reading, should participate in the following activities:

**Engage in reading daily.** A student should be involved in at least 15 to 20 minutes of sustained silent reading each day. The student should choose what is to be read. The more a student enjoys reading, the more the student reads. The more the student reads, the better reader he/she becomes. Time spent reading is the best single predictor of reading achievement (Anderson, Wilson, Fielding, 1988). Since we cannot guarantee that students will read at home, we must provide time for this critical activity at school.

**Engage in writing daily.** Research continues to emphasize that students' reading improves when writing is an integral part of reading instruction (Harste, Short, Burke, 1988). Many teachers ask students to maintain reading response journals. Each day, students write their reactions to material read.

**Listen to quality material (fiction and/or nonfiction) daily.** Through listening to an accomplished reader read wonderful stories, poems, magazine articles, or even such material as encyclopedia entries, students internalize the rhythm, flow, structure, and vocabulary of the English language. This knowledge helps students read complicated texts independently. All high school students, but especially those who are remedial readers, need this experience on a continuous basis. This activity also provides interest and motivation for reading as the student develops an appreciation for and interest in a particular piece of material, genre, or author.

**Engage in in-depth discussions regarding material students are hearing, reading, and/or writing.** During the discussion of stories or nonfiction material, teachers have the opportunity to model reading strategies (learning outcomes) such as the following:

- ◆ determining the meaning of an unfamiliar word from context
- ◆ sequencing time, places, events, and ideas
- ◆ specifying stated or implied main idea
- ◆ inferring
- ◆ predicting
- ◆ differentiating between fact and opinion
- ◆ scanning for information
- ◆ using the encyclopedia

Another important aspect of group discussion is that it gives each student the opportunity to observe how the teacher and peers perceive, process information, summarize, and evaluate as thoughts are shared.

**Have opportunities to select their own reading material.** Disabled readers must develop an interest in reading so that they will engage in reading. Selections the student chooses to read are more meaningful to the individual, more likely to stimulate an overall interest in reading, and easier to read because they often connect with what the student already knows.

**Develop strategies for activating background knowledge.** Material that is understood and remembered is material that students incorporate into their prior knowledge and experiences. Teachers, through discussion, must help students see the relationship between new material and what is already known. Discussion which leads students to make these essential connections must occur with regularity until students can make the connections without teachers support (Harste, 1989).

**Develop strategies to monitor their own comprehension.** Many disabled readers need to develop techniques that will help them monitor their understanding of material being read. One effective strategy is to make predictions about what will occur in the material and then verify, eliminate, or adjust the predictions as the reading progresses.

**Develop strategies to move ahead when comprehension is failing.** Strategies that can be used when understanding is lost include rereading, retelling, skipping an unknown word, reading on, asking for help, and highlighting. Over a period of time, most remedial reading students respond positively by demonstrating improved reading proficiency in a program that incorporates the above features.

Administrators and teachers must avoid looking for a quick fix. Past remedial practices, many of which these students have already experienced, have no doubt focused on skill-and-drill sheets, vocabulary, workbooks, and instructional materials that require students to answer questions after reading a statement or a short passage. These instructional practices generally have not helped students improve their reading performance. If the teacher decides, however that skill/practice activities are necessary to reinforce some of the everyday/functional learning outcomes, then we suggest Friday be used for these activities. This allows four days of needed continuity for the previously suggested activities.

A student becomes literate by living, working, and sharing in a literary environment with peers of varying abilities where:

- ◆ language is used for real purposes and audiences
- ◆ his/her own interest can be pursued
- ◆ specific steps are taken to enhance each student=s positive self-image as a reader and a writer
- ◆ feelings of accomplishment, purpose, and success are enjoyed
- ◆ collaborative learning is valued and encouraged
- ◆ quality reading materials of varying types and kinds are abundant and displayed to capture student interest

## INTERVENTION IN WRITING

Students who are not successful writers often fail to develop an idea adequately or to organize their ideas into a coherent product. Some students, however, may fail for other reasons: usage or mechanics that interferes with meaning; incorrect and unclear use of words, including confusion of homonyms; or language that is inappropriate for the intended audience or purpose.

The suggested activities for students who need writing intervention are grouped according to their focus, either content/organization, language, or writing conventions. In addition, some activities are provided to help students with the overall craft of writing. It is important to remember, however, that all the intervention activities need to occur in the context of composing, and that some activities may affect several learning outcomes in more than one grouping.

Regardless of the particular writing problem, all students, in order to improve their writing, should

- ◆ engage in writing daily
- ◆ write regularly in a journal or learning log to improve fluency
- ◆ produce on occasion a finished writing in a limited period of time
- ◆ see teachers model writing in front of the class, sometimes putting their own writing on the chalkboard or on the overhead
- ◆ read widely and discuss strategies of professional and student writers
- ◆ have access to a writing center where they may seek help from a teacher, trained paraprofessional, or another student when they have a participate writing problem

**Content/Organization.** Students who have difficulty in these areas should

- ◆ practice strategies such as webbing, charting, clustering, jot listing, and brainstorming in order to organize ideas quickly
- ◆ write for a variety of purposes, including description, narration, and exposition
- ◆ practice many revision strategies and techniques, including involvement in revision groups, participation in writing conferences, and use of a word processor
- ◆ keep a portfolio, using self-evaluation to identify best pieces of writing and to identify writing strengths and weaknesses
- ◆ use a rubric or other appropriate form to evaluate their own writing
- ◆ see and analyze samples of successful student writing, which are reproduced or put on the overhead projector

**Language.** Students who have difficulty in this area should

- ◆ practice writing and revising the writing for different audiences
- ◆ revise for word choice
- ◆ read writing aloud to a peer to determine whether meaning is clear and precise
- ◆ participate in mini-lessons which focus on vague, imprecise language or homonyms, followed by application of the lesson to writing in progress

**Writing Conventions.** Students who have difficulty with conventions should

- ◆ work on one problem at a time
- ◆ participate in mini-lessons to review problems and then apply lessons to their own writing
- ◆ view samples of student writing with examples of excellent sentences and problem sentences highlighted
- ◆ engage in sentence combining
- ◆ have access to grammar/usage handbooks in order to solve particular writing problems which arise in the course of writing
- ◆ participate in peer-editing groups

When teachers are at their best, they intervene whenever a child needs help. There is no subject area which works within this cycle any better than the writing process. In the writing process, intervention occurs during prewriting (checking a jot list, offering suggestions, providing opportunities to work with peers), drafting (observing students= drafting behaviors, conferencing, providing more prewriting, offering methods to improve drafting process), revising (showing students how to add to, delete from, or change their writing, giving them strategies, setting up peer conferences, listening and asking questions, offering praise), editing (providing mini-lessons based on students= individual needs, helping them to identify and eliminate one type of error at a time, giving them the chance to be their own editors), publishing (offering a variety of ways to celebrate authorship, reinforcing the importance of a purpose and an audience for writing, providing reasons for revising and editing).

In order to touch every child, it is important for teachers to have available a wide variety of approaches to support and assist students through each phase of their writing. An able writer may need remediation for certain writing tasks. A struggling writer may do well on some writing tasks and may need enrichment or at least reinforcement. Only the writing teacher can determine the needs of students.

**JEFFERSON COUNTY SCHOOL DISTRICT**  
2023 Sunset Boulevard  
Steubenville, Ohio 43952

**COMPOSITION**  
**HOLISTIC SCORING SCALE**

- 6**     **Superior writing.** The student exhibits sustained excellence of expression; relatively error free.
- 5**     **Highly competent.** The student demonstrates higher order skills in content, organization, word choice, and sentence style.
- 4**     **Competent for the grade level.** The student demonstrates knowledge and application of basic skills.
- 3**     **Marginally competent.** The student writes an understandable message but is not competent in one or more grade level skills.
- 2**     **Not competent.** The student writes an understandable message, but is seriously deficient in grade level skills.
- 1**     **Not competent.** The student does not write an understandable, completed message.

## **RUBRIC FOR OHIO FOURTH GRADE PROFICIENCY TEST (SCORE POINT DESCRIPTIONS)**

**A 4-point response focuses on the topic, clearly addresses the purpose (mode), and has ample supporting details. It has a logical structure that flows naturally with a beginning, a middle, and an end. It has a sense of wholeness. It has an effective use of language with a variety of words and sentence patterns. It shows an awareness of word usage and spelling patterns in commonly used words. It exhibits the use of capital letters at the beginning of sentences and for proper nouns. It contains correct end punctuation.**

**A 3-point response is related to the topic and generally addressed the purpose (mode). It has adequate supporting details. It has a logical order with an apparent beginning, middle, and end, although some lapses may occur. It has word choices that are generally adequate and has sentences that are mostly complete. It shows an awareness of word usage and spelling patterns in commonly used words. It may have occasional word usage, spelling errors, and punctuation errors that do not interfere with the message. It has correct capitalization (at the beginning of sentences and for proper nouns).**

**A 2-point response attempts to address the purpose (mode). It demonstrates an awareness of the topic but may include extraneous or loosely related material. It includes some supporting details. It shows an attempt at organizing the paper around a beginning, middle, and end. It has limited vocabulary and has word usage and spelling errors that interfere with the message. It shows knowledge of capitalization at the beginning of sentences and for proper nouns. It shows knowledge of the conventions of punctuation.**

**A 1-point response may or may not attempt to address the purpose (mode). It offers few details and is only slightly related to the topic. It exhibits little or no evidence of an organization structure; the beginning, middle, or end of the response may be poorly defined or nonexistent. It has limited or inappropriate vocabulary that obscures meaning. It has gross errors in sentence structure, word usage, and spelling that impede communication. It has frequent and blatant errors in basic punctuation and in capitalization at the beginning of sentences and for proper nouns.**

**A 0 is assigned if there is no response or if the response indicates no understanding of the concept or activity.**

**An N/S (Not Scorable) is assigned if the response is unreadable, illegible, or written in a language other than English.**

**RUBRIC FOR OHIO SIXTH GRADE PROFICIENCY TEST  
(SCORE POINT DESCRIPTIONS)**

<b>Score Point</b>	<b>The Writing...</b>
<b>4</b>	<p>Focuses on the topic            Has ample supporting details            Has a logical structure that flows naturally with a beginning, middle, and end            Has a mature use of language with a consistent variety of words and sentence patterns            Shows an awareness of word usage and spelling patterns in commonly used words            Has capital letters at the beginning of sentences and for proper nouns            Has correct end punctuation</p>
<b>3</b>	<p>Is generally related to the topic            Has adequate supporting details            Has a logical order with an apparent beginning, middle, and end, although some lapses may occur            Has word choices that are generally adequate            Has sentences that are mostly complete            Has occasional word usage errors that do not interfere with the message            Has correct spelling in commonly used words            Has correct capitalization (at the beginning of sentences and for proper nouns)            Has correct end punctuation</p>
<b>2</b>	<p>Demonstrates an awareness of the topic but may include extraneous or loosely related material            Includes some supporting details            Shows an attempt at organizing the paper around a beginning, middle, and end            Has limited vocabulary            Has word usage errors that interfere with the message            Has commonly used words spelled correctly with few exceptions            Shows knowledge of the conventions of punctuation</p>
<b>1</b>	<p>Is only slightly related to the topic            Offers few details            Exhibits little or no evidence of an organizational structure with a beginning, middle, or end            Has limited or inappropriate vocabulary that obscures meaning            Has gross errors in sentence structure            Has gross errors in word usage that impede communication            Has commonly used words frequently misspelled            Has frequent and blatant errors in basic punctuation</p>
<b>0</b>	<p>Is illegible            Does not contain enough text            Displays a flagrant disregard of the topic</p>

**RUBRIC FOR OHIO NINTH GRADE PROFICIENCY TEST  
(SCORE POINT DESCRIPTIONS)**

- 4** The writing focuses on the topic with ample supporting ideas or examples and has a logical structure. The paper conveys a sense of completeness, or wholeness. The writing demonstrates a mature command of language, including precision in word choice. With rare exceptions, sentences are complete except when fragments are used purposefully. Subject/verb agreement and verb and noun forms are generally correct. With few exceptions, the paper follows the conventions of punctuation, capitalization, and spelling.
- 3** The writing is generally related to the topic with adequate supporting ideas or examples, although development may be uneven. Logical order is apparent, although some lapses may occur. The paper exhibits some sense of completeness, or wholeness. Word choice is generally adequate and precise. Most sentences are complete. There may be occasional errors in subject/verb agreement and in standard forms of verbs and nouns but not enough to impede communication. The conventions of punctuation, capitalization, and spelling are generally followed.
- 2** The writing demonstrates an awareness of the topic but may include extraneous or loosely related material. Some supporting ideas or examples are included but are not developed. An organizational pattern has been attempted. The paper may lack a sense of completeness, or wholeness. Vocabulary is adequate but limited, predictable, and occasionally vague. Readability is limited by error in sentence structure, subject/verb agreement, and verb and noun forms. Knowledge of the conventions of punctuation and capitalization is demonstrated. With few exceptions, commonly used words are spelled correctly.
- 1** The writing is only slightly related to the topic, offering few supporting ideas or examples. The writing exhibits little or no evidence of an organizational pattern. Development of ideas is erratic, inadequate, or illogical. Limited or inappropriate vocabulary obscures meaning. Gross errors in sentence structure and usage impede communication. Frequent and blatant errors occur in basic punctuation and capitalization, and commonly used words are frequently misspelled.
- 0** A paper may be considered non-scorable for any of the following reasons: illegible, not enough text, or flagrant disregard of the topic

**RUBRIC FOR OHIO TWELFTH GRADE PROFICIENCY TEST  
(SCORE POINT DESCRIPTIONS)**

- 6** The paper is clearly focused on the prompt. Development of the topic is rich, as evidenced by analytic thinking and a natural flow of ideas. The organizational structure is coherent with a sense of wholeness. Vocabulary, both in breadth and precision, is chosen carefully to achieve the purpose, and sentence structure is generally varied and mature, contributing to an identifiable personal style and voice. The paper demonstrates consideration of audience. While there may be errors in mechanics, they do not interfere with understanding.
- 5** The paper focuses on the prompt. Ample details are specific and relevant; development of the topic is logical. The organizational structure is coherent and conveys a sense of wholeness. Word choice is precise and diverse; sentence structure is varied. A clear personal style and voice and an awareness of audience are apparent. Those mechanical errors that may present do not impair understanding.
- 4** The paper is generally related to the prompt; detail and development are generally logical but may be uneven. The organizational structure of the paper supports the other elements adequately and has some sense of wholeness although some drifting may occur. Word choice and sentence structure are interesting and contribute to the sense of an individual style and voice. There is some awareness of audience. And while there may be convention errors, they seldom impede understanding.
- 3** The paper demonstrates an awareness of the prompt, but extraneous or loosely-related details are included. There is some development of the topic. A clear but simple organizational structure is apparent although the focus may shift or the paper may lack a sense of wholeness. More varied vocabulary and sentence structure contribute to an emerging personal style and voice. The convention errors make understanding difficult.
- 2** The paper is somewhat related to the prompt. Although there is very little development, few reasons or examples appear. There is scant evidence of a controlling structure. Limited or inappropriate vocabulary inhibits the readers understanding, and sentence structure is repetitive, so that a personal style or voice is not identifiable. Lack of control of conventions often impairs understanding.

**RUBRIC FOR OHIO TWELFTH GRADE PROFICIENCY TEST  
(SCORE POINT DESCRIPTIONS) (Continued)**

- 1**     **The paper is only slightly connected to the prompt and does not address the audience. There is little supporting detail or example. Development of ideas is inconsistent, inadequate, or illogical. Organizational structure or direction is not apparent. Vocabulary is so simple and sentence structure is so repetitive that no individual style or voice emerges. Control of usage and conventions such as spelling (of commonly used words), capitalization, and basic punctuation is so minimal as to impede understanding.**
- NR**     **The following are categories of papers that cannot score; refusal, off task (complete disregard for the writing task is identified by the prompt), completely illegible, in a language other than English, insufficient text, erased/crossed out, plagiarism, or no response.**

**JEFFERSON COUNTY SCHOOL DISTRICT**  
2023 Sunset Boulevard  
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**READING**  
**HOLISTIC SCORING SCALE**

- 6**     **Superior reading competency.** The student shows a superior degree of reader involvement which demonstrates many personal connections to the text and is thoughtful, complete, and insightful beyond the text itself.
- 5**     **Highly competent.** The student shows a high degree reader involvement, displays a greater understanding of factual material, an ability to generalize, and shows evaluative thinking processes.
- 4**     **Competent for the grade level.** The student demonstrates knowledge and application of basic skills showing an understanding of most aspects of the text.
- 3**     **Marginally competent.** The student, although missing some major points in the reading, shows reader involvement; responds generally with little connection to the text.
- 2**     **Not competent.** The student is a seriously deficient reader, who reads with minimal understanding of the author=s attitude and purpose.
- 1**     **Not competent.** The student responds inadequately to the reading, misinterpreting the text.

## PORTFOLIO ASSESSMENT

Portfolio assessment can be an integral part of the documentation of a student's progress in competency-based education. While the assessment scales for reading and writing are used to make static judgments or, in essence, to take a sounding of the student's literacy development, the portfolio collects the evidence of growth in literacy over time. Because it is comprised of samples of the student's work, it is one of the most concrete measures of accountability that can be developed at the classroom level. The student and teacher should collaborate in selecting many of the works that go into the portfolio. Students often include explanations of the work that has been included or descriptions of how ideas were developed and revised as the work progressed. The portfolio is one of the most effective ways to encourage reflective self-assessment in students. Portfolio can be developed during the academic year or can follow the student through his or her schooling experience.

### Possibilities for information to be Included in Student Literacy Portfolios.

Results of holistic reading assessments

Results of holistic writing assessments

Samples of the student's best written work, including all drafts, revisions, and annotations about the processes involved in developing the work

Samples of various types of writing, e.g., expository, narrative, imaginative, Persuasive

Written responses to reading

Pages from reading response logs

Pages from learning logs in various subject areas

Lists of books read

Notes from book conferences

Audiorecording of student reading

Self-assessments of attitudes toward reading and writing

Significant of individual themes pursued through reading and writing

Significant reports and projects in various subject areas.

Results for district wide tests

## RECOMMENDATIONS FROM THE ENGLISH COALITION REPORT

### Time

Children need chunks of time each day to engage in language activities for real purposes. The pace of the classroom is determined partly in response to the development and inquiry of the child. Time is also devoted to play and reflection, because these are valued aspects of learning and growth.

**The English Coalition Conference: Democracy through Language.** Urbana, Illinois: National Council of Teachers of English, 1989, pp. 12-13.

Reading most literature requires sustained effort over large blocks of time, in school or out. After rumination and discussion, productive writing requires sustained and uninterrupted time. Discussion itself takes time to develop. The amount of intervention by the teacher should be less and less obvious as students mature and develop their capacities for self-regulation. Teachers must be prepared to nudge discussions into useful questioning. The challenge is to support orderliness in ways that allow each student to achieve the most individual growth.

**The English Coalition Conference: Democracy through Language.** Urbana, Illinois: National Council of Teachers of English, 1989, pp. 23.24.

### Practice

Students learn effective writing and critical reading best through practice. When they write, they need frequent opportunities to go over their work with classmates and teachers. When they read, they must have enough time to discuss literature with the teacher individually or in small groups. To promote learning, teachers must respond to individual variations in their students' development. Effective language learning requires coaching by mature, well-educated teachers. Such coaching requires small classes.

### Class Size

Small classes are necessary for effective language learning. While some reports call for better teaching, few acknowledge the need for small English classes.

**The English Coalition Conference: Democracy through Language.** Urbana, Illinois: National Council of Teachers of English, 1989, p. 17.

## **GLOSSARY**

<b>Academic Discourse</b>	<b>the writing students learn in school and do only for school purposes, including book reports, laboratory reports, research papers, and themes</b>
<b>Analysis</b>	<b>one of the upper level thinking skills as identified in Blooms taxonomy; involves recognizing the relationship of parts to whole</b>
<b>Analytic Scale</b>	<b>a scoring device which provides a clearly stated set of criteria used in evaluation; used to identify specific features of writing and suggest a relative scale and point value for each feature</b>
<b>Approximate</b>	<b>an emergent reading behavior in which the child Areads along with the correct meaning and sentence patterns of a story but only comes close to the exact words</b>
<b>Audience</b>	<b>the person or groups of people for whom a piece is written; audience is understood to include self as audience for certain types of writing</b>
<b>Authors Chair</b>	<b>a special chair in the classroom from which students and teacher read trade books and the students= own published writing; author=s chair is used to celebrate student writing and to provide students with opportunities to be authors</b>
<b>Brainstorming</b>	<b>a prewriting activity in which students either alone or in groups jot down all words or phrases that come to mind on a topic; responses are not critiqued during this time and may be quite far-fetched</b>
<b>Cloze</b>	<b>a technique in which words are eliminated from a passage or rhyme; students are asked to complete the selection</b>

<b>Clustering</b>	a heuristic or prewriting activity, similar to webbing, that involves placing a topic, word, or phrase in a circle in the center of a page, and as ideas flow through the mind, writing down related words randomly around the center word
<b>Collaborative Learning</b>	the learning that occurs when students work together sharing ideas and actively teaching each other; teachers act as facilitators
<b>Competency-Based Education</b>	an Ohio Department of Education program designed to assure appropriate instruction, assessment and testing, and intervention for Ohios students in grades K-12
<b>Comprehension</b>	constructing meaning as a direct result of reading or listening experience; gaining an understanding of meaning allows the reader or listener to establish connections among ideas presented and relate the information in alternative forms based on the readers or listeners experiences; comprehension is generally influenced by background knowledge, familiarity with the presentation format or structure, interest, and attitudes
<b>Computer-Assisted Instruction</b>	in language arts, interpreted as work on computers with the intention of encouraging students to create and design; may also include software designed to reinforce skills
<b>Concrete Poetry</b>	poetry that takes on the shape of the subject; often creative or playful in form
<b>Conferencing</b>	a short (three to five minute) meeting between teacher and student(s) for discussing progress in writing or reading; provides verbal feedback to students; may be formal or informal, individual or small group; determined by research to be highly effective in helping young writers; may also include students meeting with other students

<b>Cooperative Learning</b>	<b>the learning that takes place when students work collaboratively on a carefully structured project; information is widely available in current educational journals and books</b>
<b>Course of Study</b>	<b>prescribes the content and processes of all curricular areas that all students will be expected to achieve</b>
<b>Cueing Systems</b>	<b>three of the language systems on which we rely for cues when seeking meaning from text, including semantic (based on meaning), syntactic (base on grammar), and grapho-phonetic (based on surface display and letter sounds); include everything people do within a context and with expectations of some sort, including reading</b>
<b>Drafting</b>	<b>an attempt to formulate ideas on paper; may lead through a series of drafts to a final revised and edited product</b>
<b>Editing</b>	<b>the stage in writing in which writers examine their draft for technical and mechanical correctness, such as spelling, punctuation, and correct word use</b>
<b>Environment for Language</b>	<b>the classroom atmosphere needed to promote readers and writers efforts to express themselves; includes both physical and psychological aspects related to caring, comfort, and support</b>
<b>Environmental Print Display</b>	<b>a display board on which children post signs, labels, and other examples of print from their own environments</b>
<b>Expressive Writing</b>	<b>writing in which students respond to stimuli in a personal, unrestrained way; may take the form of summaries, associations, questions, comments, predictions, journal entries, logs, or free writings; may or may not become a finished piece of writing</b>

<b>Evaluation Conference</b>	<b>a conference usually held at the end of a marking period; a time in which teacher and student cooperatively assess the students progress and set goals for future performance</b>
<b>Figurative Language</b>	<b>language enriched by word images and figures of speech</b>
<b>Formative Evaluation</b>	<b>ongoing, periodic assessment used daily to guide instruction and to make instructional decisions, including intervention</b>
<b>Focused Writing</b>	<b>a short piece of writing that students do to explain what they know and/or think about a topic</b>
<b>Free Writing</b>	<b>a prewriting technique; writing with no definite purpose and continuing until the purpose becomes known to the writer; sometimes referred to as automatic writing</b>
<b>Genre</b>	<b>a form or type of literary and other artistic content, as a novel, tragedy, comedy, poem, fairy tale, science fiction story, mystery, etc.</b>
<b>Grammar</b>	<b>the means by which the different components of our language can be put together in groups of sounds or written symbols so that ideas, feelings, and images can be communicated</b>
<b>Heuristic</b>	<b>any of several prewriting activities writers do to help determine what they know and what they need to find out; helps writers discover an ordering hypothesis for their writing</b>
<b>Holistic Evaluation</b>	<b>a guided procedure for sorting and ranking written pieces following a quick, impressionistic reading; reading is often guided by a scoring sheet which describes each feature and identifies the characteristics of high-, middle-, and low-quality papers</b>

<b>Intervention</b>	<b>alternative or supplemental action designed to remediate, reinforce, or support pupil learning relative to specified performance objectives; an instructional action taken when a planned learning activity is judged to be wholly or partially inappropriate for helping a student achieve a desired level of competency</b>
<b>Invented Spelling</b>	<b>the process young writers use to make markings and letters to present words before they have learned conventional spelling; follows a predictable developmental pattern beginning with sound and moving to sound-symbol relationship; sometimes called temporary spelling</b>
<b>Journal</b>	<b>a notebook in which students collect original writing; may serve many different purposes</b>
<b>Learning Log</b>	<b>a record kept by students of their personal responses to what is occurring in the classroom, including responses to ideas, reading assignments, class discussions, and/or class activities; provides a means for students to become personally involved with the subject and permits teachers to perceive problems that need to be addressed</b>
<b>Legibility</b>	<b>able to be read or deciphered; has handwriting which is neat and readable; erasures and cross-outs seldom occur</b>
<b>Linear</b>	<b>describes an arrangements which proceeds in a fixed, unalterable sequence</b>
<b>Listing (jot listing)</b>	<b>a heuristic or prewriting activity, which involves first making a list of all the ideas, words, and thoughts that come to mind on a given subject</b>
<b>Main Idea</b>	<b>the central thought, meaning, or gist of a passage; the chief topic of a passage expressed or implied in a word or phrase; a statement in sentence form which gives the stated or implied major topic of a passage and the specific way in which the passage is limited in content or reference</b>

<b>Megacognition</b>	<b>the students own awareness and understanding of the processes and procedures needed to perform certain functions; demonstration of the students knowledge and evidence that the student recognizes how to use information and monitor progress</b>
<b>Mini-conference</b>	<b>a brief teacher-student conference about the students writing; focuses on only one or two aspects of the students writing</b>
<b>Miscue</b>	<b>a reading response that differs from the expected response to the written text; miscues reflect the strengths and weaknesses of the reading strategy of the reader; an analysis of the miscues of individuals may provide information for planning reading instruction</b>
<b>Mnemonic</b>	<b>a device or association used to aid the memory; rhymes make good mnemonics, for example</b>
<b>Monitoring</b>	<b>a process classroom teacher, building administrators, and central office administrators use to evaluate student achievement and the CBE program</b>
<b>Modeling</b>	<b>specific and deliberate behaviors by the teacher to demonstrate processes or procedures to be used by students</b>
<b>Narrative</b>	<b>writing that tells a story; usually expected to include a beginning, middle, and end</b>
<b>Ownership</b>	<b>in writing, the concept that writers own and value their work; others may make suggestions, but writers decide what suggestions to accept and/or reject; in reading, implies engagement with text</b>
<b>Peer-Group Conference</b>	<b>conference in which a group of students meet to discuss their writing; most successful when the group has a specific agenda and a strictly enforced time limit</b>

<b>Peer Editing</b>	<b>students work together to find and correct errors in such areas as spelling, capitalization, punctuation, and word choice</b>
<b>Peer Revising</b>	<b>with another student, revising a composition to improve content, organization, style, tone, unity, clarity, and coherence to suit rhetorical situation, purpose, and audience</b>
<b>Phonics</b>	<b>one of three cueing systems (semantic, syntactic, phonetic) designed to help readers make sense of print; a method of sound analysis; an approach to teaching sound-symbol relationships as a word attack skill; cueing systems are best taught in context, not in isolation</b>
<b>Portfolio</b>	<b>a collection of the student=s best or most representative work (understood to include reflection and evaluation)</b>
<b>Prewriting</b>	<b>initial stage in the act of writing; refers to activities writers use to generate ideas for writing, such as brainstorming, researching, drawing, talking, listing, questioning, webbing, and clustering</b>
<b>Process-Based Writing</b>	<b>an instructional approach to teaching writing growing out of research in the past twenty years; also refers to processes writers engage in as their work progresses from idea to finished piece</b>
<b>Prompt</b>	<b>a writing suggestion or topic designed to help students focus their writing; an assignment</b>
<b>Purpose</b>	<b>the writer=s reason for writing; may include writing to entertain, to persuade, to inform, etc.</b>
<b>Publishing</b>	<b>state in writing that involves making the writing= public; in classroom, publishing may include posting writing on bulletin boards, producing class magazines, making an oral presentation, giving a performance, or binding books for the classroom or library</b>

<b>Reading Strategies</b>	those techniques a reader uses when meaning is lost; techniques include such strategies as re-reading, reading on to the end of a sentence, skipping a word, asking for help, etc.
<b>Reading/Writing Center</b>	an area of an elementary classroom devoted to language arts activities; often divided into sections for a class library, audio equipment, child-initiated displays, and writing; also a computer- and/or teacher-assisted area where students at all levels of instruction may go for help with specific reading and writing problems
<b>Recursive</b>	describes the start-stop-reconsider-begin again process writers engage in to produce writing; from the Latin <u>recursio</u> meaning a return
<b>Revision</b>	the stage in writing during which writers survey what they have written to determine what needs to be added, deleted, or reorganized and whether tone, voice, language choices, and structure are appropriate for the intended audience and purpose
<b>Revision Guide</b>	a handout specifically designed for a piece of writing which makes students focus on pertinent elements of that writing
<b>Schema, pl., Schemata</b>	a conceptual system for understanding something
<b>Self-Assessment</b>	student evaluation of own work; an often overlooked aspect of evaluation
<b>Semantic Cue</b>	evidence from the general sense or meaning of a written or spoken communication that aids in the identification of an unknown word
<b>Story Mapping</b>	the outlining of a story using a format that includes all basic story elements
<b>Summative Evaluation</b>	a measure of student growth which determines program/instruction effectiveness and compares group achievement; measures progress according to a set of criteria

<b>Sustained Silent Reading (SSR)</b>	<b>a period of time during the school day when students in a class or in the entire school read Books of their own choosing</b>
<b>Sustained Silent Writing (SSW)</b>	<b>time set aside for the writer to build fluency by drafting without interruption; topics are selected By the writer but may be related to classroom themes or literature being read</b>
<b>Syntactic Cue</b>	<b>evidence from a knowledge of the rules and patterns of language that aids in the identification of an unknown word from the way it is used</b>
<b>Synthesis</b>	<b>one of the upper level thinking skills identified in Bloom=s taxonomy; involves identifying the relationships that exist among two or more ideas</b>
<b>Theme</b>	<b>a major idea, proposition, or topic broad enough to cover the entire scope of a literary or other work of art; may be stated or unstated</b>
<b>Thesis Statement</b>	<b>a single sentence, usually but not always found in the introductory paragraph of an essay, that makes clear the purpose, controlling idea, and direction of the paper</b>
<b>Time Writing</b>	<b>a heuristic or prewriting activity, in which writers write nonstop for a specified time (5-10 minutes) on a topic they select</b>
<b>Trade Book</b>	<b>a book published for sale to the general public</b>
<b>Voice</b>	<b>the sound of the writer in the writing; the writers personal style</b>
<b>Webbing</b>	<b>a strategy used for the purpose of developing ideas and organizing them; the major topic is usually centered, with lines drawn to details, subtopics, etc.</b>

**Writing Folder**

**collection of student work kept in the classroom over the course of a semester or a year; enables students and teacher to assess the patterns of strengths and weaknesses in students= work and set goals for improvement; may be kept in conjunction with a portfolio**

Ohio Department of Education Model Competency-Based Language Arts Program, 1996, pp. 273-