



LEARNING PREP SCHOOL

ELA Curriculum

Middle School, Grades 5-8

Statement:

Learning Prep School common core values and program components are consistent with the mission stated by the DESE curriculum frameworks which noted the following goals: to articulate and assess high quality learning standards, identity, develop, and disseminate a rich array of resources and tools, to support high quality professional development, facilitate opportunities for educators to network, and to actively communicate and collaborate with our partners.

The LPS elementary and middle school students are instructed using a systematic, phonetic approach to teaching decoding and encoding skills, using components from the Wilson, MegaWords and Journeys Curriculums, along with supplemental teacher-created materials and lessons. Language arts and reading connections are made through daily phonetic and reading comprehension lessons. Flexible and multi-modal lesson structures are provided. Students are exposed to a variety of daily warm ups (through activities and hands-on games and/or digital activities), engaging instructional lessons, and are given a chance to reflect and share ideas with one another through critical thinking before progress monitoring through weekly quizzes and informal assessments. The department heads and 8th and 9th grade teachers in the Reading Department meet to ensure continuity of programming during the transition from Middle School to High School.

Goal:

Information in reading and language arts is presented to students according to the guidelines of an effective language-based program and the use of “best practices” to plan, modify, and teach curriculum. The approach considers instruction for the “whole student” and goes far beyond the basic presentation of information. Students are given opportunities to work towards improvement in the following areas (in relation to reading and language arts):

- Learning organizational and study skills through the use of consistent work and social routines, charts/organizers, models, and expectations.
- Receptive and expressive language development in the areas of vocabulary, sequencing, cause/effect, categorization, problem solving, memorization, etc.
- Pragmatic language skills including staying on topic, taking turns, asking/answering math related questions, reading non-verbal messages and body language.
- Social skills development including learning and working in staff mediated interactive, small group formats.

The “gradual release of responsibility” is encouraged to foster the development of independence in all students dealing with learning and social challenges (both growing in chronological years and progressing through academic levels).

Assessment:

The LPS elementary and middle school students are being taught from several different curriculums, including components from the Wilson and Megawords programs for decoding/encoding strategies and vocabulary development, and Journeys for reading comprehension strategies.

Assessments allow teachers to monitor students, including evaluating proficiency. Assessments come in many forms.

- Informal placement tests are available for visiting and incoming new students to informally assess their skill levels to improve appropriate placement in the correct level upon enrollment.
- Informal assessments are ongoing during all class lessons and activities through observation and discussions.
 - An informal modified WADE assessment is given to most students at the start of the school year in order to inform instruction.
 - Weekly spelling tests occur each Friday and target a particular phonetic skill each week.
 - Informal comprehension checks are performed throughout the year using Journeys materials as well as teacher generated questions.
 - Informal Fountas and Pinnell benchmark testing is performed once a year in order to inform the current performance level for the student's IEP.
- Formal assessments occur throughout the year.
 - Standardized STAR testing for reading comprehension is performed twice a year

Curriculum Overview

Grade 5**Reading Literature / Informational Text (RL/RI)****Key Ideas and Details:**

- Identify the main idea or theme of a text
- Find details in the text to support an answer
- Sequence beginning, middle and end of a text
- Begin to recognize and identify elements of plot development

Craft and Structure:

- Identify story elements such as characters, setting, plot
- Begin to recognize the structure of different genres
- Recognize how images and other multimedia affect a text

Integration of Knowledge and Ideas:

- Compare and contrast settings or characters
- Begin to make mental images when reading
- Use context clues to identify and predict definitions
- Begin to recognize and discuss point of view
- Discuss how point of view influences a story
- Determine cause and effect relationships in texts
- Determine the problem and a solution in texts
- Begin to express comprehension in class discussions
- Begin to express comprehension in written form

Range of Reading and Level of Text Complexity:

- Compare and contrast texts from the same genre
- Read a variety of genres
- Identify fiction vs. nonfiction texts
- Read a variety of texts that explore various perspectives and cultures
- Read a variety of texts with accuracy and expression
- Utilize reading strategies such as rereading, self monitoring, and word attack strategies

Foundational Skills (RF)

- Begin to recognize syllable and morphology patterns in words
- Practice recognizing roots and suffixes
- Develop strategies for recognizing multisyllabic words and common sight words
- Read with accuracy and fluency to support comprehension
- Use context to confirm or self-correct reading
- Read a variety of genres with appropriate phrasing

Written Language (W)**Text Types and Purposes**

- Write an opinion piece and give reasons to support answer
- Provide ordered reasons supported by facts
- Use transitional words and phrases to manage sequence
- Provide concluding statement related to the opinion
- Write to inform or explain about a topic
- Introduce a topic
- Develop a topic with facts, definitions, details, and domain-specific vocabulary
- Link ideas using words, phrases, and clauses
- Include illustrations in their work to increase comprehension
- Provide concluding statements in writing
- Practice narrative writing
- Practice using dialogue
- Use a variety of transitional words and phrases
- Practice describing actions, experiences or events
- Practice including a resolution to a problem in a story
- Begin to practice writing poems based on models of traditional or modern poems

Production and Distribution of Writing

- Practice writing for task, purpose and audience
- Develop writing by planning, revising, editing, rewriting
- Practice using domain specific vocabulary when writing
- Use technology to produce and publish writing
- Use technology to connect and collaborate with others

Research to Build and Present Knowledge

- Conduct short research projects
- Collect information from sources with highlighting
- Draw information from texts to support arguments

Range of Writing

- Write routinely in class

- Write short pieces within class
- Write longer multi-day pieces

Speaking and Listening (SL)

Comprehension and Collaboration

- Have discussions with peers about class topics
- Discuss a topic one-on-one with a partner
- Prepares for classroom discussions by reading or studying required material
- Follow rules for discussions
- Ask questions for understanding
- Explain own ideas
- Make comments that respond to others' ideas or comments
- Review key ideas that were discussed and draw a conclusion
- Summarize portions of written text
- Identify reasons and evidence

Presentation of Knowledge and Skills

- Report about a topic to others
- Present logically sequenced facts
- Speak clearly so that others can understand using appropriate vocabulary
- Include multimedia components to enhance written pieces when appropriate
- Use formal language when appropriate to the task

Language (L)

Conventions of Standard English

- Develop an understanding of the conventions of standard English grammar
- Write complete sentences and expand writing
- Use verb tenses to convey time
- Use active and passive verbs
- Use capital letters when appropriate
- Use punctuation to separate items in a series
- Use commas as appropriate to the task
- Practice spelling of high frequency words
- Use references to check and correct spelling
- Use effective language when writing or speaking

Vocabulary Acquisition and Use

- Recognize root words and begin to use knowledge of root words to determine word meanings
- Practice recognizing the part of speech of a word
- Use reference materials to assist with vocabulary knowledge
- Recognize and use abbreviations and symbols
- Explore similes and metaphors
- Recognize idioms
- Use synonyms and antonyms to better understand words
- Use domain-specific words in discussions

Grade 6

Reading Literature / Informational Text (RL/RI)

Key Ideas and Details:

- Find and cite details in the text to support an answer using quotes and paraphrasing as needed
- Identify and summarize the main idea or theme of a text

Craft and Structure:

- Explore and determine words and phrases from the text as they relate to figurative and connotative meaning, and mood, tone, and rhythm
- Analyze how a sentence, chapter, scene, or stanza contributes to the development of theme, setting, or plot
- Integrate multimedia formats and words to demonstrate understanding of a topic or issue

Integration of Knowledge and Ideas:

- Describe plot and how characters respond and change as the plot moves towards resolution
- Explain how an author develops a narrator or speaker of a text's point of view
- Analyze how a key individual, event, or idea is begun, illustrated, and elaborated in a text
- Determine how an author's point of view is conveyed in a text
- Evaluate claims in a nonfiction text assessing whether the reasoning is sound
- Compare and contrast one author's presentation of events with that of another (memoir and biography)

Range of Reading and Level of Text Complexity:

- Compare and contrast similar themes and topics from different genres
- Compare and contrast reading a story, drama, or poem to that of listening to or viewing the same text
- Read a variety of texts that explore various perspectives and cultures

Written Language (W)

Text Types and Purposes

- Write an opinion piece and give multiple reasons to support answer in paragraph form
- Begin to structure writing effectively
- Use transitional words and phrases to manage sequence
- Provide concluding statement related to the opinion
- Write to inform or explain about a topic
- Explore different structures of writing including compare and contrast and cause and effect
- Develop a topic with facts, definitions and quotations from the text
- Provide concluding statements in writing
- Develop narrative writing
- Develop the use of dialogue in written narratives
- Use a variety of transitional words and phrases
- Practice using descriptive and sensory language
- Create resolutions in narrative pieces
- Begin to practice using personification and figurative language

Production and Distribution of Writing

- Practice writing for task, purpose and audience
- Develop writing by planning, revising, editing, rewriting or trying a new approach

- Practice using domain specific vocabulary when writing
- Use technology to produce and publish writing
- Use technology to connect and collaborate with others
- Work on increasing length and stamina when writing

Research to Build and Present Knowledge

- Conduct short and longer research projects
- Collect information from two sources
- Begin to determine credibility of sources
- Reflect on information from texts to support arguments

Range of Writing

- Write routinely in class
- Write short pieces within class
- Write longer multi-day pieces

Speaking and Listening (SL)

Comprehension and Collaboration

- Have discussions with peers about class topics
- Speak with a partner about a topic
- Prepares for classroom discussions by reading or studying required material
- Follow rules for discussions
- Follow discussion guidelines and timelines
- Ask questions for understanding
- Explain own ideas
- Make comments on others' points that expand discussion
- Review key ideas that were discussed and draw a conclusion
- Begin to recognize multiple perspectives of a topic
- Begin to interpret information from a variety of mediums
- Identify claims that are supported by evidence

Presentation of Knowledge and Ideas

- Report about a topic to others
- Present logically sequenced facts
- Speak clearly so that others can understand using appropriate vocabulary
- Include multimedia components to enhance written pieces when appropriate
- Use formal language when appropriate to the task

Language (L)

Conventions of Standard English

- Develop an understanding of the conventions of standard English grammar
- Write simple and compound sentences
- Begin adding clauses in compound sentences
- Use capital letters
- Use appropriate punctuation
- Use references to check and correct spelling
- Use effective language and tone dependent on audience

Vocabulary Acquisition and Use

- Recognize multi-meaning words
- Recognize root words
- Recognize the part of speech of a word
- Use reference materials to assist with vocabulary knowledge
- Begin to discuss connotations of words
- Demonstrate understanding of figurative language
- Use domain-specific words in discussions

Grade 7

Reading Standards for Literature and Informational Text (RL/RI)

Key Ideas and Details:

- Summarize a text and include details about character, setting, and plot
- Cite textual evidence to support a claim about the text, utilizing both direct quotes and paraphrasing
- Cite evidence from both fictional and informational texts
- Identify a theme or central idea of a fictional text, and give examples of how this theme appears in the text
- Identify the central idea of an informational text, and create a summary that includes supporting pertinent details
- Use context to determine the meaning of vocabulary in the text, including figurative meaning and connotation
- Discuss how characters, setting and plot can affect one another
- Summarize a fictional text and include details about character, setting, and plot
- Determine the central idea of a non-fiction text, and provide a summary of the text

Craft and Structure:

- Use context to determine the meaning of vocabulary in the text, including figurative meaning and connotation
- Identify point of view in a story, and discuss how it influences the text
- Use strategies such as previewing vocabulary and using imagery of vocabulary terms to support comprehension of the text
- Identify the use of text organizational structures such as flashback, chronological organization, cause and effect, etc.
- Discuss how the author's descriptive language can add to the experience of reading a text and the development of the plot
- Analyze the structure of a non-fiction text, for example main introductory paragraph followed by headings and body paragraphs; chronological organization, cause and effect or problem or solution, etc.

Integration of Knowledge and Ideas:

- Compare a fictional account of a certain event in history to a related informational text
- Discuss how individuals, events and ideas can influence one another in a non-fiction text
- Compare a text to its film or staged version, and discuss how each medium affects the impact of the work
- Evaluate the claims made in a non-fiction text, assessing whether the reasoning is sound
- Compare and contrast two or more texts about the same topic, and discuss how the authors may emphasize differing facts or ideas

Range of Reading and Level of Text Complexity:

- Read various genres including fiction, informational text, poetry, and drama
- Read texts that represent a variety of cultural perspectives

Written Language (W)

Text Types and Purposes

- Write an opinion piece and give multiple reasons to support answer in paragraph form
- Begin to acknowledge counter claims
- Begin to structure writing effectively
- Use transitional words and phrases to create cohesion and clarify relationships

- Provide concluding statement related to the opinion
- Write to inform or explain about a topic
- Use different structures of writing including compare and contrast and cause and effect
- Begin to include text features such as headings or images in written piece
- Develop a topic with facts and quotations from the text
- Provide concluding statements in writing
- Develop the use of dialogue in written narratives
- Write from different points of view
- Use a variety of transitional words and phrases
- Practice using descriptive and sensory language

Production and Distribution of Writing

- Practice writing for task, purpose and audience
- Develop writing by planning, revising, editing, rewriting or trying a new approach
- Evaluate own writing for purpose
- Use domain specific vocabulary when writing
- Use technology to produce and publish writing
- Use technology to connect and collaborate with others
- Work on increasing length and stamina when writing

Research to Build and Present Knowledge

- Conduct short and longer research projects
- Collect information from multiple sources
- Determine credibility of sources
- Reflect on information from texts to support arguments

Range of Writing

- Write routinely in class
- Write short pieces within class
- Write longer multi-day pieces

Speaking and Listening (SL)

Comprehension and Collaboration

- Have discussions with peers about class topics
- Speak with a partner about a topic
- Prepare for class discussions by reading or studying required material
- Track progress towards specific goals and deadlines
- Ask questions for understanding
- Make comments on others' points that expand discussion
- Bring discussions back on topic
- Share the most important facts learned
- Recognize multiple perspectives of a topic
- Interpret information from a variety of mediums
- Identify claims that are supported by evidence

Presentation of Knowledge and Ideas

- Report about a topic to others
- Present logically sequenced facts
- Speak clearly so that others can understand using appropriate vocabulary

- Include multimedia components to enhance written pieces when appropriate
- Use formal language when appropriate to the task

Language (L)

Conventions of Standard English

- Develop an understanding of the conventions of standard English grammar
- Practice writing ideas concisely
- Recognize and edit for appropriate noun verb relationships and tense
- Begin adding clauses in compound sentences
- Recognize changing structures of sentences (simple and compound)
- Use appropriate punctuation
- Use references to check and correct spelling
- Use effective language and tone dependent on audience

Vocabulary Acquisition and Use

- Recognize multi-meaning words
- Recognize root words
- Recognizing the part of speech of a word
- Use reference materials to assist with vocabulary knowledge
- Begin to discuss connotations versus denotations of words
- Demonstrate understanding of figurative language
- Use domain-specific words in discussions

Grade 8

Reading Standards for Literature and Informational Text (RL/RI)

Key Ideas and Details:

- Cite textual evidence to support a claim about the text in writing, utilizing both direct quotes and paraphrasing, and selecting the most pertinent information
- Cite evidence from both fictional and informational texts
- Identify a theme or central idea of a fictional text, and analyze its development over the course of a text
- Identify the central idea of an informational text, and create a summary that includes supporting pertinent details
- Discuss how characters, setting and plot can affect one another
- Identify how a particular line of text or dialogue in a poem, story, or play can signify a turning point in the story
- Summarize a fictional text and include details about character, setting, and plot

Craft and Structure:

- Use context to determine the meaning of vocabulary in the text, including figurative meaning and connotation
- Identify point of view in a story, and discuss how it influences the text
- Identify examples when differing points of view within the text create effects such as suspense, humor, or irony
- Use strategies such as previewing vocabulary and using imagery of vocabulary terms to support comprehension of the text
- Identify the use of text organizational structures such as flashback, chronological organization, cause and effect, etc.
- Compare and contrast the structure of two texts
- Discuss how the author's descriptive language can add to the experience of reading a text and the development of the plot
- Identify the author's purpose in writing a text
- Discuss how word choice influences author's tone and the mood of the text
- Compare and contrast individuals, ideas or events from a non-fiction text
- Discuss and identify the structural elements of an informational text, such as introductory paragraph, headings, boldface text, sequential organization of topics, graphics, etc, and discuss how these elements contribute to understanding of a key concept
- Discuss how authors acknowledge conflicting viewpoints or evidence in a persuasive article

Integration of Knowledge and Ideas:

- Compare a fictional account of a certain event in history to a related informational text
- Evaluate the validity of a nonfiction text, based on the quality/truthfulness of the author's claims, reasoning, and evidence
- Compare and contrast two non-fiction texts containing conflicting information, and identify where the texts disagree
- Compare a text to its film or staged version, and analyze how it departs from or stays faithful to the original
- Discuss the connections between modern fictional text and themes from mythical and traditional stories
- Discuss the advantages and disadvantages of using different mediums such as print, digital text, video, multimedia, etc. in presenting a particular topic or idea

Range of Reading and Level of Text Complexity:

- Read various genres including fiction, informational text, poetry, and drama
- Read texts that represent a variety of cultural perspectives

Written Language (W)**Text Types and Purposes**

- Write an opinion piece and give multiple reasons to support answer in paragraph form
- Acknowledge counterclaims
- Structure writing effectively
- Use transitional words and phrases to create cohesion and clarify relationships
- Provide concluding statement related to the opinion
- Write to inform or explain about a topic
- Use different structures of writing including compare and contrast and cause and effect
- Practice using text features such as headings or images in written piece
- Develop a topic with facts and quotations from the text
- Provide concluding statements in writing
- Use of dialogue in written narratives
- Write from different points of view
- Use a variety of transitional words and phrases
- Practice using descriptive and sensory language

Production and Distribution of Writing

- Practice writing for task, purpose and audience
- Develop writing by planning, revising, editing, rewriting or trying a new approach
- Evaluate own writing for purpose
- Use domain specific vocabulary when writing
- Use technology to produce and publish writing
- Use technology to connect and collaborate with others
- Work on increasing length and stamina when writing

Research to Build and Present Knowledge

- Conduct short and longer research projects
- Collect information from multiple sources
- Determine credibility of sources
- Reflect on information from texts to support arguments

Range of Writing

- Write routinely in class
- Write short pieces within class
- Write longer multi-day pieces

Speaking and Listening (SL)**Comprehension and Collaboration**

- Participate in a variety of discussions with peers
- Prepare for class discussions by reading or studying required material
- Track progress towards specific goals and deadlines
- Ask questions for understanding
- Make comments on others' points that expand discussion

- Bring discussions back on topic
- Share the most important facts learned
- Recognize multiple perspectives of a topic
- Interpret information from a variety of mediums
- Identify claims that are supported by evidence

Presentation of Knowledge and Ideas

- Report about a topic to others
- Present logically sequenced facts
- Speak clearly so that others can understand using appropriate vocabulary
- Include multimedia components to enhance written pieces when appropriate
- Use formal language when appropriate to the task

Language (L)

Conventions of Standard English

- Develop an understanding of the conventions of standard English grammar
- Write a variety of sentence structures
- Practice writing ideas concisely
- Recognize and edit for appropriate noun verb relationships and tense
- Begin adding clauses in compound sentences
- Recognize changing structures of sentences
- Use appropriate punctuation
- Recognize that punctuation can signify an omission or pause
- Use references to check and correct spelling
- Use effective language and tone dependent on audience

Vocabulary Acquisition and Use

- Recognize multi-meaning words
- Recognizing the part of speech of a word
- Recognize root words
- Use reference materials to assist with vocabulary knowledge
- Begin to discuss connotations versus denotations of words
- Demonstrate understanding of figurative language
- Use domain-specific words in discussions



LEARNING PREP SCHOOL

ELA Curriculum

High School, Grades 9-12

Statement:

Learning Prep School common core values and program components are consistent with the mission stated by the DESE curriculum frameworks which noted the following goals: to articulate and assess high quality learning standards, identify, develop, and disseminate a rich array of resources and tools, to support high quality professional development, facilitate opportunities for educators to network, and to actively communicate and collaborate with our partners.

Goal:

Information in reading and language arts is presented to students according to the guidelines of an effective language-based program and the use of “best practices” to plan, modify, and teach curriculum. The approach considers instruction for the “whole student” and goes far beyond the basic presentation of information. Students are given opportunities to work towards improvement in the following areas (in relation to reading and language arts):

- Learning organizational and study skills through the use of consistent work and social routines, charts/organizers, models, and expectations.
- Receptive and expressive language development in the areas of vocabulary, sequencing, cause/effect, categorization, problem solving, memorization, etc.
- Pragmatic language skills including staying on topic, taking turns, asking/answering math related questions, reading non-verbal messages and body language.
- Social skills development including learning and working in staff mediated interactive, small group formats.

The “gradual release of responsibility” is encouraged to foster the development of independence in all students dealing with learning and social challenges (both growing in chronological years and progressing through academic levels).

Assessment:

Assessments allow teachers to monitor students, including evaluating proficiency. Assessments come in many forms.

- Informal placement tests are available for visiting and incoming new students to informally assess their skill levels to improve appropriate placement in the correct level upon enrollment.
- Informal assessments are ongoing during all class lessons and activities through observation and discussions.
- Standardized STAR 360 testing for reading comprehension is performed twice a year
- A new Thinking Maps Writing Program is being implemented (April 2020)

Curriculum Overview

Grade 9: Reading**Key Ideas and Details:**

- Highlight and annotate texts in order to find specific evidence
- Determine the central idea of a text
- Provide an accurate summary of a text including key ideas
- Identify and apply the elements of plot
- Explore character development through the course of a text
- Explore character development in relation to the development of theme
- Explore how a topic is developed in informational texts

Craft and Structure:

- Identify figurative language
- Explore meaning of words and phrases in context
- Identify features of different text structures
- Explore how text structure influences text meaning
- Explore how characters can accept or reject cultural norms
- Identify how word choice changes across genres
- Explore how authors develop claims through structure of a text

Integration of Knowledge of Ideas:

- Read a work of literature and make a claim based on evidence
- Recognize that historical and cultural contexts affects texts
- Begin to assess the reliability of sources

Range of Reading and Level of Text Complexity:

- Read a variety of primary and secondary sources
- Read a variety of world literature that explores different cultures
- Read texts with a variety genres
- Utilize a variety of multimedia sources

Grade 9: Writing

Text Types and Purposes:

- Write an argument using understood reasoning and one relevant piece of evidence.
- Write an informative/explanatory paragraph to relay ideas and information clearly and accurately
- Write narratives using details and sequence
- Understand how to develop a specific claim
- Use transitional words for clarity
- Introduce a topic; organize ideas and information to make connections
- Develop the topic with relevant facts
- Find concrete details and be able to highlight a detail
- Establish one point of view
- Use narrative techniques to develop experiences or events
- Use a variety of techniques to sequence events in a composition
- Use precise word choice and figurative language to describe settings and characters
- Begin to identify mood and tone.
- Define “audience” and “purpose”

Production and Distribution of Writing

- Create compositions appropriate to audience or purpose
- Continue to develop and strengthen writing for a specific purpose and audience
- Begin to use technology to share and enhance written pieces

Research to Build and Present Knowledge

- Conduct a short research project to answer a question or solve a problem
- Gather relevant information to maintain the flow of idea while avoiding plagiarism
- Practice highlighting text for citation purposes

Range of Writing

- Write routinely for a range of tasks, purposes, and audiences

Grade 10: Reading

Key Ideas and Details:

- Annotate texts for specific evidence
- Cite text evidence from literature and informational sources
- Choose text evidence to support inferences and analysis
- Determine the theme or central idea of a text
- Analyze development of theme or central idea over the course of a text
- Provide an accurate summary of a text including key ideas
- Analyze how main or complex characters develop through a text
- Analyze how topics are developed through informational texts

Craft and Structure:

- Determine the figurative meanings of words and phrases in a text
- Interpret symbols, similes or metaphors and how they affect text meaning
- Determine the point of view
- Understand how text structure influences meaning, mood, and tone
- Identify cultural norms within texts
- Develop understanding of how word choice changes across genre
- Develop understanding how authors develop claims through structure of a text

Integration of Knowledge of Ideas:

- Provide a critical response to literature
- Summarize arguments presented
- Begin evaluating the strength and validity of arguments
- Recognize how historical and cultural contexts affects texts
- Build upon understanding of reliability of sources

Range of Reading and Level of Text Complexity:

- Read a variety of primary and secondary sources
- Read a variety of world literature that explores different cultures
- Read texts with a variety genres
- Utilize a variety of multimedia sources

Grade 10: Writing

Text Types and purposes:

- Write arguments using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory essays to relay ideas and information clearly and accurately
- Write narratives using details and sequence
- Develop a specific claim and acknowledge an opposing counterclaim
- Use transitional words and phrases for cohesion and clarity.

- Develop and maintain a style of writing appropriate to audience and purpose
- Provide a concluding statement that follows and supports the argument presented
- Introduce a topic; organize ideas and information to make connections
- Develop the topic with well-chosen, relevant, and sufficient facts
- Use concrete details, quotations, or other information and examples
- Engage the reader by setting out a problem, situation, or observation
- Establishing one point of view and create an appropriate progression of events
- Use narrative techniques to develop experiences, events, and/or characters
- Use a variety of techniques to sequence events in a composition
- Use precise word choice and figurative language to describe settings and characters
- Begin to recognize how to establish mood and tone.

Production and Distribution of Writing

- Create compositions appropriate to task, purpose, and audience.
- Continue to develop and strengthen writing for a specific purpose and audience
- Demonstrate appropriate use of standard English conventions
- Demonstrate the ability to select accurate vocabulary when writing
- Begin to use technology to share and enhance written pieces

Research to Build and Present Knowledge

- Conduct short research projects to answer a question or solve a problem
- Gather relevant information to maintain the flow of ideas, avoiding plagiarism
- Practice using in text citations
- Use text evidence from literary or informational texts to support writing

Range of Writing

- Write routinely for a range of tasks, purposes, and audiences.

Grade 11: Reading

Key Ideas and Details:

- Continue annotating text
- Cite multiple text references from a variety of sources to support analysis and inferences
- Identify a theme of a text and analyze its development over the course of the text
- Recognize that authors make choices regarding how to develop story elements
- Analyze how complex ideas or events are developed through the course of a text

Craft and Structure:

- Determine the meaning of figurative words and phrases as they are used in a text
- Identify and analyze how specific words evoke a sense of time and place +
- Identify and analyze how text structure, including point of view, contributes to meaning
- Explore how satire and irony contribute to text meaning
- Identify the structure an author uses to develop an argument

Integration of Knowledge and Ideas:

- Discuss specific critical and cultural lenses when analyzing literature
- Discuss historical significance of informational and literary texts
- Explore how two or more texts from the same historical period treat similar themes
- Compare how different genres approach the same topic

Range of Reading and Level of Text Complexity:

- Read a variety of primary and secondary sources
- Read a variety of world literature that explores different cultures
- Read texts with a variety genres
- Read texts with historic and literary significance
- Utilize a variety of multimedia source

Grade 11: Writing

Text Types and Purpose

- Write arguments and informational compositions using specific and relevant evidence
- Write at least one multi- paragraph narrative using specific details
- Organize compositions according to an established structure
- Discuss multiple points of view or an argument including counterclaims
- Use transition words to establish relationships between parts of a composition
- Identify differences between formal versus informal writing when writing
- Utilize concluding statements
- Continue to practice narrative techniques, including the use of dialogue, pacing, and description
- Continue to practice utilizing figurative language when writing including metaphor and simile

Production and Distribution of Writing

- Understand the purpose of planning, revising, editing, rewriting or trying a new approach
- Identify the task, purpose, and audience of writing and modify writing accordingly
- Develop skills using technology such as ThinkingMaps, Wordly Wise, and Google Apps for Education, to produce and share writing
- Use technology to give and receive feedback and revise compositions

Research to Build and Present Knowledge

- Conduct short and long-term research projects to answer a question
- Synthesize multiple sources of information
- Evaluate sources in terms of task, purpose and reliability
- Avoid plagiarism through the use of quotations, citations, and paraphrase
- Utilizing in text citation model
- Use evidence from research to support written analysis, interpretation, and reflection

Range of Writing

- Complete short term writing assignments
- Complete long term writing assignments
- Write compositions for a range of tasks, purposes, and audiences

Comprehension and Collaboration

- Participate in teacher-led collaborative discussions and activities
- Begin to prepare for discussions by developing and organizing notes
- Begin to respond to questions that probe reasoning and evidence
- Acknowledge more than one position on a topic or issue
- Begin to identify claims and counterclaims in an argument
- Integrate information from a variety of sources to form arguments
- Begin to evaluate the quality and validity of information and sources
- Discuss a speaker's point of view and bias

Presentation of Knowledge and Ideas

- Begin to share information, findings, and supporting evidence to purpose and audience
- Begin to give presentations appropriate to purpose and audience
- Use digital media (audio, visual, text, and video) to present information
- Adapt speech and presentation based on audience and purpose

Conventions of Standard English

- Continue to develop command over the conventions of standard English
- Discuss how language changes over time and in different contexts
- Utilize strategies and technology to improve spelling

Knowledge of Language

- Adapt language according to intention and context
- Revise and edit to clarify content

Vocabulary Acquisition and Use

- Identify unknown words in context and apply strategies for understanding
- Use context as a clue to the meaning of unknown vocabulary
- Consult digital and print references to clarify vocabulary meaning and usage
- Use tools to define vocabulary in context
- Identify, explain, and analyze figurative language in context
- Discuss variations of meaning in words with the same denotation
- Independently research words and gather vocabulary knowledge from context and resources

Grade 12: Reading

Key Ideas and Details:

- Annotate text
- Develop an argument that utilizes specific text details to support analysis and inference
- Evaluate how a theme is developed over the course of a text
- Identify how an author's choices relate to their audience, message and purpose
- Analyze how complex ideas or events are developed through the course of a text

Craft and Structure

- Discuss how figurative language and rhetorical techniques contribute to the impact of a text
- Evaluate how formal and informal text structures contribute to meaning
- Distinguish between what is stated directly in a text and what is really meant
- Appraise how an author develops an argument

Integration of Knowledge and Ideas

- Synthesize information gathered from a variety of sources to address a question or problem
- Analyze how historical and foundational texts influence and are influenced by culture
- Analyze theme, purpose, and rhetorical features of text

Range of Reading and Level of Text Complexity:

- Read a variety of primary and secondary sources
- Read a variety of world literature that explores different cultures
- Read texts with a variety genres
- Read texts with historic and literary significance
- Utilize a variety of multimedia source

Grade 12: Writing

Text Types and Purpose

- Write arguments and informational compositions using specific and relevant evidence
- Write narratives using specific details
- Organize compositions according to an established structure
- Discuss multiple points of view or an argument including counterclaims
- Use transition words to establish relationships between parts of a composition
- Identify how audience and purpose influence style of writing
- Utilize concluding statements
- Adjust content of written compositions based on audience and purpose
- Apply awareness of audience to engage and orient a reader
- Continue to practice narrative techniques, including the use of dialogue, pacing, and description
- Continue to practice utilizing figurative language when writing
- Utilize precise words and phrases to convey meaning in compositions

Production and Distribution of Writing

- Understand the purpose of planning, revising, editing, rewriting or trying a new approach
- Identify the task, purpose, and audience of writing and modify writing accordingly
- Use technology, including Google Apps for Education, to produce, publish and share writing
- Use technology to give and receive feedback and revise compositions

Research to Build and Present Knowledge

- Conduct short and long-term research projects to answer a question
- Synthesize multiple sources of information
- Evaluate sources in terms of task, purpose, audience, and reliability
- Avoid plagiarism through the use of quotations, citations, and paraphrase
- Utilize a formal, accepted method of citation (MLA, APA, etc)
- Understand there are multiple accepted methods of citation
- Use evidence from research to support written analysis, interpretation, and reflection

Range of Writing

- Complete short term writing assignments
- Complete long term writing assignments
- Write compositions for a range of tasks, purposes, and audiences

Comprehension and Collaboration

- Participate in teacher-led collaborative discussions
- Prepare for discussions by developing and organizing notes
- Pose and respond to questions that probe reasoning and evidence
- Acknowledge more than one position on a topic or issue
- Identify claims and counterclaims in an argument
- Integrate information from a variety of sources to form arguments
- Evaluate the quality and validity of information and sources
- Discuss a speaker's point of view and bias

Presentation of Knowledge and Ideas

- Present information, findings, and supporting evidence appropriate to purpose and audience
- Give presentations appropriate to purpose and audience
- Use digital media (audio, visual, text, and video) to present information

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