



K-12 ENGLISH LANGUAGE ARTS CURRICULUM

ADOPTED JUNE, 2012

This document was developed by the Missoula County Public Schools Curriculum Consortium, which includes Missoula County Public Schools District #1, Hellgate Elementary School District #4, and Target Range School District #23.

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2011-12 ENGLISH LANGUAGE ARTS CURRICULUM REVIEW COMMITTEE

Teacher	Grade	School/Assignment
Anderson, Crista	K-12	Instructional Coach
Archibald-Wilson, Suzy	K-5	Rattlesnake Elementary
Ballou, KaCee	6-8	Meadow Hill Middle School
Davies, Colleen	6-8	Hellgate Middle School
Davis Schmidt, Heather	K-12	Executive Director Region 2
Demmons, Seena	K-12	Instructional Coach
Derryberry (Mason), Jill	9-12	Hellgate High School
Duneman, Margo	9-12	Sentinel High School
Elliott, Laura	9-12	Hellgate High School
Ferm, Gwyn	K-5	Hawthorne Elementary School
Fix, Jo	K-5	Hellgate Elementary School
Grant, Lori	K-12	Instructional Coach
Hainline, Julie	K-12	Curriculum/Title 1 Coordinator
Hegedus, Janet	9-12	Big Sky High School
Helmer, Meleina	9-12	Big Sky High School
Hopper, Megan	K-5	Target Range Elementary School
Johnson, Barbara	K-5	Lowell Elementary School
Laslovich, Kacie	6-8	Meadow Hill Middle School
Lindburg, Shirley	K-12	Gifted Education Coordinator
Loewenwarter, Maureen	K-5	Rattlesnake Elementary School
Lyndes, Mary	K-5	Franklin Elementary School
Maronick Fessler, Elizabeth	6-8	Washington Middle School
McHugh, Laurie	K-5	Chief Charlo Elementary School
Molloy, Jenny	K-5	Russell Elementary School
Miller, Amy	9-12	Big Sky High School
Norton, Molly	6-8	Washington Middle School
Nuttall, Robyn	K-12	Instructional Coach
Ormesher, Kathleen	K-5	Hellgate Elementary School
Reinicke, Jennifer	9-12	Sentinel High School
Roos, Heather	K-5	Paxson Elementary School
Smith, Dani	K-5	Lewis & Clark Elementary School
Smith, Jodi	K-5	Russell Elementary School
Vaneps, Alanna	K-12	Curriculum/Title 1 Coordinator
Waller, Lisa	9-12	Willard Alternative High School Program

ENGLISH LANGUAGE ARTS CURRICULUM

The Missoula County Public Schools K-12 English Language Arts (ELA) Curriculum aligns to the Montana Common Core Standards. The standards, which are divided into four broad strands: Reading Literature, Informational Text, and Foundational Skills K-5; Writing; Speaking and Listening; and Language, reflect the essential skills necessary for college and career readiness and responsible citizenship in the 21st century. This document consists of three sections: K-5, 6-8, and 9-12, with high school separated into 9/10 and 11/12 grade bands. The standards include mastery-level student learning targets; individual classroom teachers will determine the scaffolding student learning targets necessary to achieve the desired mastery.

As students progress through each grade level, they read extensively from a wide range of increasingly challenging literary and informational texts in the arts, history/social studies, science, and technical subjects. Heightened emphasis is placed upon their ability to gather, analyze, synthesize, and share information and ideas, to pose questions and solve problems, and to evaluate large volumes of print, digital, and visual material.

Distribution of Literary and Informational Passages by Grade in the 2009 National Assessment of Educational Progress (NAEP) Reading Framework		
Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Education Progress*. Washington, DC: U.S. Government Printing Office. The percentages on the table above reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP’s lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP’s growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally. To measure students’ growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

Students devote significant time to writing in primarily three different types that are all integrally connected to their reading and units of study. Argumentative, persuasive writing holds a particular position of importance as students are called upon more frequently to present an opinion or claim and support it with textual evidence. Through informational/explanatory writing, students continue to demonstrate and apply their understanding of subjects, issues, and ideas being researched and studied. In addition, students convey real and imagined experiences and events in narrative pieces.

“NAEP outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP’s shifting emphases: standards for grades 9-12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts. See following table.” *Montana Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects by Grade-Band*. Denise Juneau, State Superintendent, Montana Office of Public Instruction, <http://www.opi.mt.gov>, November 2011.

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework.			
Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition*, Iowa City, IA: ACT, Inc. As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

Students participate formally and informally in a variety of rich conversations both in class and electronically with students across the region, nation, and world. Being productive members of a global society requires many skills, but certainly students should be able to contribute accurate, relevant information, and listen and respond respectively to diverse perspectives. New technologies and digital texts have expanded the role of speaking and listening requiring students to incorporate graphs, images, links, audio, and video into their presentations.

As students become more skilled in the conventions of Standard English grammar, usage, and mechanics, they also become aware of the craft of language beyond “the rules.” Acquiring new general and academic vocabulary is fundamental to students comprehending the texts they are assigned and communicating more effectively in their writing and speaking.

As the district moves forward with implementation of the 21st Century Model of Change, a digital platform, www.mcpsonline.org, will host not only the information and resources included in this document, but also additional teaching ideas, materials, and strategies to facilitate collaboration and to increase student achievement.

MISSION

At Missoula County Public Schools (MCPS), our mission is to ensure that each student achieves his/her full and unique potential.

VISION

The MCPS Board of Trustees represents all citizens of the District in their stewardship of Missoula County Public Schools. To this end, the Strategic Plan includes the following vision that describes what the Board of Trustees strives to provide.

MCPS Learning Environment

MCPS is a non-judgmental, inclusive, personalized, adaptable, learning environment where individual talents are identified and explored and children are fully challenged in small learning communities with adults who care. Children are celebrated and “membership” in the school is facilitated for every child. Children have stimulating interdependent and independent learning experiences and learning is related to the outside world at all grade levels. A climate of respect exists, and rules and policies are in place, understood, and consistently applied within buildings and across the District. District high schools continue to be evaluated with movement toward a model that addresses identified issues; meets the District’s vision and goals; assures equity and challenge regarding class and program opportunities regardless of building attended; encourages active involvement of all students; facilitates the flexibility (scheduling) to accommodate the diverse needs of today’s high school students; and works collaboratively with families, teachers, and counselors to successfully transition students from “feeder” Districts.

MCPS Educators

Educators at MCPS are experts in their fields, critical thinkers, problem-solvers, and planners who are actively involved in accomplishing District goals and strategies. Educators’ enthusiasm, nurturing, and love for working with children are demonstrated by efforts to meet the needs and goals of individual children and their learning styles. MCPS educators creatively stimulate and challenge students with the result being children who discover they can do more than they ever imagined. All staff members successfully communicate and are competent in behavior management strategies. They value opportunities to work collaboratively to increase their individual depth and breadth of knowledge about learning as well as subject matter. MCPS educators mirror local diversity and work to understand the local community and its educational values and goals. Professional development is aligned with District vision and goals, curriculum, and assessment data. MCPS educators are publicly recognized for creative, successful strategies and their ability to teach.

MCPS Instruction

MCPS offers a variety of “whole child” instructional programs, practices, and literatures that are integrated rather than compartmentalized – curriculum content to content, building to building, and throughout the K-12 system. Decisions are made based on instructional goals, and best practices and processes in education are embraced. Teaching plans, aligned to learning targets, guide all classrooms. Technology is used appropriately. A number of assessment tools are used in addition to current required “testing”.

MCPS Facilities

All MCPS facilities are safe, clean and inviting; age-appropriate; in good repair; wired for technology and “wireless” for information access; handicapped accessible; family-friendly; and have space for all activities. Wherever possible, buildings are designed and operated to address societal goals such as energy conservation and recycling. At the same time, the District recognizes the importance of buildings that are historical community assets. MCPS exhibits stewardship and responsible planning regarding facilities through a facilities master plan. It works carefully with the community regarding use and disposition of school buildings and appraises the real and long term value of District assets before making decisions. The District recognizes that budget and size are not the only influencing factors regarding the opening and closing of buildings and reconfiguring attendance boundaries. Facilities are considered vehicles for public education and the District uses public services to support them.

MCPS Community

MCPS is committed to implementation of an active model for genuine community partnership and ongoing evaluation of the success of that model. Through that partnership, the District develops understanding of the needs and desires of the community regarding its public schools and charges the community with active involvement. MCPS provides access to information and facilitates two-way communication and ongoing conversations among students, educators, parents, the Board and the general public. The District’s Strategic Plan is a dynamic document and timelines and benchmarks for achieving its desired ends are shared, discussed, and monitored with the community. The District facilitates attachment and involvement and capitalizes on volunteer expertise in the community. Active involvement with stakeholders (i.e., families/parents, students, teachers, counselors, etc.) from “feeder” districts, internal and external to MCPS, results in a smooth transition for students and their families.

STRATEGIES

In support of achieving the vision and goals described in the 2007-2012 Strategic Plan, MCPS actively applies the following broad strategies:

- Use planned and sequential “building blocks” in development and delivery of curriculum from kindergarten through twelfth grade.
- Use assessment and instruction to challenge students to meet their individual potential.
- Analyze student achievement data frequently. Provide specific interventions when learning problems are identified.
- Encourage parent and adult involvement in support of academic and activity programs.
- Use school/community partnerships to better understand the needs and desires of the community regarding its public schools.

GUIDING PRINCIPLES

The MCPS Board of Trustees, elected by the community, has an obligation to safeguard the public’s trust in public education, and our decisions and actions should reflect that obligation. District dollars should be used effectively and efficiently to achieve positive results for students. The MCPS Board of Trustees bases its decisions and actions on the following set of guiding principles.

- We believe the District has a responsibility to provide students with a safe, motivating, innovative learning environment.
- We believe that all children, regardless of differences, deserve to be fully challenged and equipped to meet their individual potential.
- We believe that K-12 education should address the “whole child” and that holistic education leads to: A value for academic knowledge and competency; an appreciation for one’s broader community; a world view; and life-long love for learning.
- We believe that instructional competency and educational best practices in the classroom are critical factors in reaching individual student potential.
- We believe that physical and emotional health and wellness are important contributing factors to achieving the individual and collective goals of students and staff.
- We believe that a professional and supportive working environment is essential.
- We believe parent and adult involvement support, strengthen, and expand learning.
- We believe that a public school district has a responsibility to build community; develop partnership and cohesiveness in the community; and challenge the community to be everything it can be.

(Finalized by the MCPS Board of Trustees, August, 2007.)

FIVE MEASURABLE DISTRICT GOALS

- Achievement and graduation for all students, regardless of their circumstances and abilities.
- Refine and implement a quality supervision and evaluation program for all staff.
- Define and implement a quality professional development program that encompasses best practices and supports the needs of all staff.
- Restructure the organization to become more efficient, effective and accountable to support the goals of the District.
- Cultivate and enhance staff, student, parent, business and community involvement.

PROFESSIONAL DEVELOPMENT

In 2008, the Missoula County Public Schools Board of Trustees approved the district goals above in order to address the needs of 21st Century learners. One of the goals focuses on professional development “to provide staff with best practices and the expertise to make a difference for all students regardless of their circumstances.”

(Superintendent, Dr. Alex Apostle’s, message August, 2008.)

Ongoing, job-embedded professional development builds a foundation of teacher excellence, a critical component to improving student achievement. Teachers must have not only an extensive knowledge of English Language Arts content, but must also possess a deep understanding of how students learn. Appropriate content and pedagogical preparation enables teachers to design lessons and implement curriculum using research proven practices and strategies in an environment where all students have an opportunity to succeed.

ASSESSMENT

Assessment means finding out what students know and are able to do. It is intended to improve teaching and learning. Information gathered through formative assessment assists teachers during instructional planning to determine students’ prior knowledge, provide feedback to students during instruction, make decisions on how to modify instruction, and identify strengths and weaknesses. In English Language Arts classes, a variety of data is collected to provide evidence of achievement and success to students, families, and the community. Principles of effective assessment are as follows:

1. Treat assessment as an integral part of curriculum and instruction.
2. Direct assessments toward essential learning.
3. Set high standards for teaching and learning.
4. Clarify learning targets early.
5. Assess student performance through authentic tasks.
6. Collect multiple indicators of learning.
7. Provide ample opportunities for students to learn.

(Adapted from Walter Parker, Science in Elementary Education, Upper Saddle River, NJ: Pearson, 2005.)

LIBRARY MEDIA

The library media specialist has an essential role in curriculum development. As information specialist, the library media specialist working collaboratively with teachers, administrators, and parents:

- Provides knowledge of availability and suitability of information resources to support curriculum initiatives. This is particularly relevant with the Indian Education for All Law.
- Engages in the developmental process with the planning team, using knowledge of school curriculum resources. The library media curriculum scope and sequence have been aligned by genre and resource with the communication arts curriculum matrix.
- Serves as an expert in organizing, synthesizing, and communicating information. Acquisition, organization, and dissemination of resources to support the curricular areas through the library media center are cost-effective for the entire school district.
- Teachers and library media specialists share responsibility for reading and information literacy instruction. They plan and teach collaboratively based on the needs of the student.

(adapted from American Library Association statements, 1999)

TECHNOLOGY

Information and technology literacy is the ability of an individual, working independently or with others, to use tools, resources, processes, and systems responsibly to access and evaluate information in any medium, and to use that information to solve problems, communicate clearly, make informed decisions, and construct new knowledge, products, or systems. It is imperative that our students acquire technology literacy skills in order to communicate in the 21st century world. The integration of curriculum and technology is essential to prepare today's students for participation in a viable democratic society. Therefore, the English-Language Arts Curriculum Review Committee views technology as integral to this curriculum.

MCPS K-12 technology standards are integrated throughout this English Language Arts curriculum. The focus is on learning with information and technology rather than learning about information and technology. The committee recognizes that these standards are also included in other academic standards and believes this inclusion underscores the importance of information and technology literacy competencies in a variety of curricular areas.

It is important to recognize that many of the learning targets listed under these standards will require significant access to technology by both students and teachers. The committee believes these standards can be achieved with a strong district commitment to a technological infrastructure including sufficient equipment, materials, and staffing; appropriate technical support; and a comprehensive, ongoing program of teacher training and professional development.

MEETING DIVERSE STUDENT NEEDS

Students with diverse needs--those with unique abilities and/or disabilities--will have differentiated opportunities to achieve learning targets, benchmarks, and standards at rates and in manners consistent with their needs. Accommodations and modifications will be implemented to ensure that all students have the opportunity to meet established learning goals and to gain full access to the curriculum.

The needs of struggling learners will be met in a variety of ways in the classroom both through informal intervention and formally prescribed intervention, as necessary.

Gifted students and students of high ability require, at times, differentiated instruction and additional challenge beyond what the standard curriculum can provide. These provisions can include but are not limited to: more challenging content or assignments, critical and higher level thinking skills, instructional grouping, extension activities, and independent research.

Students at all ability levels benefit as they explore concepts in depth through inquiry-based learning.

INDIAN EDUCATION FOR ALL

Missoula County Public Schools is committed to developing for all students an understanding of American and Montana Indian people and their histories, fostering respect for their cultures. In view of the unique role of the American Indian peoples in the development of the United States and the experience of Montana tribes in particular, their history and culture will be integrated wherever appropriate in the instruction of MCPS students, in accordance with the state constitution, statutes, and curriculum standards.

ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS

1. There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.
2. There is great diversity among individual American Indians as identity is developed, defined, and redefined by many entities, organizations, and people. There is a continuum of Indian identity ranging from assimilated to traditional and this is unique to each individual. There is no generic American Indian.
3. The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has their own oral history beginning with their genesis that is as valid as written histories. These histories pre-date the “discovery” of North America.
4. Reservations are land that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:
 - a. That both parties to treaties were sovereign powers.
 - b. Those Indian tribes had some form of transferable title to the land.
 - c. That acquisition of Indian lands was solely a government matter not to be left to individual colonists.
5. There were many federal policies put into place throughout American history that have impacted Indian people and shape who they are today. Much of Indian history can be related through several major federal policy periods.
6. History is a story most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us.
7. Under the American legal system, Indian tribes have sovereign powers separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

Missoula County Public Schools

INSTRUCTION

2450

Recognition of American Indian Peoples' Culture and Heritage in the Curriculum Process

The Board fully supports Article X of the Montana Constitution and is actively committed to develop for all students an understanding of American and Montana Indian people and their histories, as well as foster respect for their respective cultures.

Because of the unique position and place in American history, the American Indian peoples' role in the development of the United States, with emphasis on the experience of the Montana Tribes, shall be included wherever appropriate in the instruction of Missoula County Public School students, in accordance with the state Constitution and state standards. Instructions concerning the historic and current roles of Indian people shall be delivered in a respectful, informative, and sensitive manner. When the social studies curriculum and other curricula are updated according to the District's curriculum cycle, the written curriculum shall reflect this policy. Staff development will be provided pertinent to curriculum implementation.

NOTE: The District has nondiscriminatory policies in effect, which may be referenced.

Legal Reference: Art. X, Sec. 1(2), Montana Constitution §§ 20-1-501, et seq.,
MCA Recognition of American Indian cultural heritage - legislative intent

10.55.603 ARM	Curriculum Development and Assessment
10.55.701 ARM	Board of Trustees
10.55.803 ARM	Learner Access

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Adopted on: October 10, 2000

Adopted on: January 14, 2003 (Policy recodified in Series 2000 adoption)

TEACHING ABOUT CONTROVERSIAL ISSUES

Missoula County Public Schools

INSTRUCTION

2330

Academic Freedom

The Board recognizes and supports Academic Freedom as necessary for an environment conducive to the free exchange of ideas and learning.

Academic Freedom is the view that if teachers are to promote the growth of knowledge, they require the freedom to teach and conduct inquiry without fear of sanction or reprisals should they present an unpopular or controversial idea.

Teachers shall help students learn to objectively and respectfully examine differences of opinion, analyze and evaluate facts and their sources, and form their own reasoned judgments about the relative value of competing perspectives.

The Board directs the teaching staff to:

- Refrain from using one's classroom position to promote one's own ideology or any partisan point of view.
- Ensure that issues presented pertain to course objectives.
- Provide students opportunities to develop critical thinking: that is the ability to detect propaganda and to distinguish between fact, opinion and misinformation.
- Respect each student's right to form, choose, hold and/or change an opinion or belief.
- Create an environment in which students are free to form judgments independently.

Any person may file complaints pursuant to this policy through Board Policy 4310P, the uniform grievance procedure.

This policy may not be used to challenge educational materials themselves. Please see:

BP 2313 Dealing with Challenged Educational Resources

BP 2313P Procedure for Dealing with Challenged Educational Resources

Legal Reference: Article X, Sec. 8, Montana Constitution - School district trustees
§ 20-3-324(16) and (17), MCA Powers and duties

Policy History:

Adopted on: January 14, 2003

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ENGLISH LANGUAGE ARTS GLOSSARY OF KEY TERMS

Argumentative (Opinion K-5) Writing:

An evaluation of a concept, issue, or problem written to persuade, change the reader's point of view or bring about action. The positions or beliefs are supported through textual evidence from literature and informational pieces, primary and secondary sources, and/or scientific data. Younger students can develop this form of argument by providing examples and offering reasons for their assertions.

Foundational Reading Skills (K-5):

Print Awareness, Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension. In order to develop proficient readers who have a capacity to comprehend text, these skills are the necessary components of any effective, comprehensive reading program.

Informational Text (also described as literary nonfiction):

Essays, speeches, opinion pieces, historical, scientific, and technical accounts or articles, biographies, and memoirs.

Informational/Explanatory Writing:

A written explanation that serves to increase a reader's knowledge and understanding of a subject, procedure, process, or concept. Literary analyses, reports, summaries, instructions, applications, and resumes are among the forms found in this type of writing, which aims to clarify rather than persuade.

Language:

The essential "rules" of standard written and spoken English that include grammar, usage, and spelling. Vocabulary standards focus on understanding of words and phrases and on acquiring new general academic and content-specific terminology.

Learning Targets:

Clear, student-friendly statements of intended learnings at a specific grade level or within a given course that support or scaffold the mastery of a standard. They are a distillation of what students should know and be able to do.

Literature:

Stories, drama, and poetry traditionally thought of as fiction. Stories include, but are not limited to, novels, short stories, myths, historical, science, and realistic fiction. One and multi-act plays in both print and film also fall into this category, as do the different types of poetry, sonnets, ballads, and epics.

Montana Common Core State Standards:

A culmination of a broad-base effort to create K-12 standards that ensure students are college and career ready upon graduation from high school. Research and evidence-based, aligned with college and work expectations, rigorous, and internationally benchmarked, the standards are divided into four strands: Reading, Writing, Speaking and Listening, and Language.

Narrative Writing:

Fictional stories, memoirs, autobiographies, poetry, historical accounts, or narrative descriptions of content or step-by-step procedures. Generally considered creative writing, these forms can be used to persuade, inform, instruct, entertain, or enlighten.

Reading:

Comprehending text at steadily increasing complexity. Upon graduation, students must be able to read and understand independently and proficiently the kinds of printed materials commonly found in college and careers.

Speaking and Listening:

A range of oral communication and interpersonal skills that require students to collaborate, express and listen carefully, integrate information from multiple sources, and strategically incorporate media and visual graphs, tables, and pictures into presentations.

Standards:

A set of measures by which student achievement and performance are assessed. They are divided into four broad strands: Reading of Literature and Informational Text, Writing, Speaking and Listening, and Language. Foundational Reading Skills are also listed for K-5.

Textual Evidence:

Facts, statistics, examples, quotations, anecdotes, or other sources of data that provide support for claims or analysis.

Vocabulary:

Understanding of the explicit and implied meanings of words and phrases and acquiring new academic and content-specific terminology.

Elementary English Language Arts Program

Grades K-5

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9-10	11-12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

* Subsumed by L.7.3a

† Subsumed by L.9–10.1a

‡ Subsumed by L.11–12.3a

Montana Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects by Grade-Band Denise Juneau, State Superintendent • Montana Office of Public Instruction
 • <http://www.opi.mt.gov> November 2011

K-5 Texts

Illustrating the Complexity, Quality, and Range of Student Reading

* Read-aloud ** Read-along	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction and Historical, Science Fiction, and Technical Texts
K	<ul style="list-style-type: none"> • <i>Over in the Meadow</i> by John Langstaff (traditional) (c1800)* • <i>A Boy, a Dog, and a Frog</i> by Mercer Mayer (1967) • <i>A Story, A Story</i> by Gail E. Haley (1970)* • <i>Pancakes for Breakfast</i> by Tomie DePaola (1978) • <i>Kitten's First Full Moon</i> by Kevin Henkes (2004)* 	<ul style="list-style-type: none"> • <i>My Five Senses</i> by Alike (1962)** • <i>Truck</i> by Donald Crews (1980) • <i>I Read Signs</i> by Tana Hoban (1987) • <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins and Robin Page (2003)* • <i>Amazing Whales!</i> by Sarah L. Thomson (2005)*
1	<ul style="list-style-type: none"> • "Mix a Pancake" by Christina G. Rossetti (1893)** • <i>Mr. Popper's Penguins</i> by Richard Atwater (1938)* • <i>Little Bear</i> by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)** • <i>Frog and Toad Together</i> by Arnold Lobel (1971)** • <i>Hi! Fly Guy</i> by Tedd Arnold (2006) 	<ul style="list-style-type: none"> • <i>A Tree Is a Plant</i> by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)** • <i>Starfish</i> by Edith Thacher Hurd (1962) • <i>Follow the Water from Brook to Ocean</i> by Arthur Dorros (1991)** • <i>From Seed to Pumpkin</i> by Wendy Pfeffer, illustrated by James Graham Hale (2004)* • <i>How People Learned to Fly</i> by Fran Hodgkins and True Kelley (2007)*
2–3	<ul style="list-style-type: none"> • "Who Has Seen the Wind?" by Christina G. Rossetti (1893) • <i>Charlotte's Web</i> by E. B. White (1952)* • <i>Sarah, Plain and Tall</i> by Patricia MacLachlan (1985) • <i>Tops and Bottoms</i> by Janet Stevens (1995) • <i>Poppleton in Winter</i> by Cynthia Rylant, illustrated by Mark Teague (2001) 	<ul style="list-style-type: none"> • <i>A Medieval Feast</i> by Alike (1983) • <i>From Seed to Plant</i> by Gail Gibbons (1991) • <i>The Story of Ruby Bridges</i> by Robert Coles (1995)* • <i>A Drop of Water: A Book of Science and Wonder</i> by Walter Wick (1997) • <i>Moonshot: The Flight of Apollo 11</i> by Brian Floca (2009)
4–5	<ul style="list-style-type: none"> • <i>Alice's Adventures in Wonderland</i> by Lewis Carroll (1865) • "Casey at the Bat" by Ernest Lawrence Thayer (1888) • <i>The Black Stallion</i> by Walter Farley (1941) • "Zlateh the Goat" by Isaac Bashevis Singer (1984) • <i>Where the Mountain Meets the Moon</i> by Grace Lin (2009) 	<ul style="list-style-type: none"> • <i>Discovering Mars: The Amazing Story of the Red Planet</i> by Melvin Berger (1992) • <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber (1996) • <i>A History of US</i> by Joy Hakim (2005) • <i>Horses</i> by Seymour Simon (2006) • <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> by Sy Montgomery (2006)
<p>Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their world knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.</p> <p>Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres.</p>		
<p style="text-align: center;"><i>Montana Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects by Grade-Band Denise Juneau, State Superintendent • Montana Office of Public Instruction • http://www.opi.mt.gov November 2011</i></p>		

Grades K-1 Text Exemplars

Stories

Minarik, Else Holmelund. *Little Bear*
Eastman, P. D. *Are You My Mother?*
Seuss, Dr. *Green Eggs and Ham*
Lopshire, Robert. *Put Me in the Zoo*
Lobel, Arnold. *Frog and Toad Together*
Lobel, Arnold. *Owl at Home*
DePaola, Tomie. *Pancakes for Breakfast*
Arnold, Tedd. *Hi! Fly Guy*

Poetry

Anonymous. "As I Was Going to St. Ives."
Rossetti, Christina. "Mix a Pancake."
Fyleman, Rose. "Singing-Time."
Milne, A. A. "Halfway Down."
Chute, Marchette. "Drinking Fountain."
Hughes, Langston. "Poem."
Ciardi, John. "Wouldn't You?"
Wright, Richard. "Laughing Boy."
Greenfield, Eloise. "By Myself."
Giovanni, Nikki. "Covers."
Merriam, Eve. "It Fell in the City."
Lopez, Alonzo. "Celebration."
Agee, Jon. "Two Tree Toads."

Read-Aloud Stories

Baum, L. Frank. *The Wonderful Wizard of Oz*
Wilder, Laura Ingalls. *Little House in the Big Woods*
Atwater, Richard and Florence. *Mr. Popper's Penguins*
Jansson, Tove. *Finn Family Moomintroll*
Haley, Gail E. *A Story, A Story*
Bang, Molly. *The Paper Crane*
Young, Ed. *Lon Po Po: A Red-Riding Hood Story from China*
Garza, Carmen Lomas. *Family Pictures*
Mora, Pat. *Tomás and the Library Lady*
Henkes, Kevin. *Kitten's First Full Moon*

Read-Aloud Poetry

Anonymous. "The Fox's Foray."
Langstaff, John. *Over in the Meadow*
Lear, Edward. "The Owl and the Pussycat."
Hughes, Langston. "April Rain Song."
Moss, Lloyd. *Zin! Zin! Zin! a Violin*

Grades K-1 Sample Performance Tasks for Stories and Poetry

- Students (*with prompting and support from the teacher*) describe the relationship between key events of the overall story of *Little Bear* by Else Holmelund Minarik to the corresponding scenes illustrated by Maurice Sendak. [RL.K.7]
- Students *retell* Arnold Lobel’s *Frog and Toad Together* while demonstrating their understanding of a central message or lesson of the story (e.g., how friends are able to solve problems together or how hard work pays off). [RL.1.2]
- Students (*with prompting and support from the teacher*) compare and contrast the adventures and experiences of the owl in Arnold Lobel’s *Owl at Home* to those of the owl in Edward Lear’s poem “The Owl and the Pussycat.” [RL.K.9]
- Students read two texts on the topic of pancakes (Tomie DePaola’s *Pancakes for Breakfast* and Christina Rossetti’s “Mix a Pancake”) and distinguish between the text that is a *storybook* and the text that is a *poem*. [RL.K.5]
- After listening to L. Frank Baum’s *The Wonderful Wizard of Oz*, students describe the characters of Dorothy, Auntie Em, and Uncle Henry, the setting of Kansan prairie, and major events such as the arrival of the cyclone. [RL.1.3]
- Students (*with prompting and support from the teacher*) when listening to Laura Ingalls Wilder’s *Little House in the Big Woods* ask questions about the events that occur (such as the encounter with the bear) and answer by offering key details drawn from the text. [RL.1.1]
- Students identify the points at which different characters are telling the story in the *Finn Family Moomintroll* by Tove Jansson. [RL.1.6]
- Students identify words and phrases within Molly Bang’s *The Paper Crane* that appeal to the senses and suggest the feelings of happiness experienced by the owner of the restaurant (e.g., clapped, played, loved, overjoyed). [RL.1.4]

Grades K-1 Sample Performance Tasks for Informational Texts

- Students identify the reasons Clyde Robert Bulla gives in his book *A Tree Is a Plant* in support of his point about the function of roots in germination. [RI.1.8]
- Students identify Edith Thacher Hurd as the author of *Starfish* and Robin Brickman as the illustrator of the text and define the role and materials each contributes to the text. [RI.K.6]
- Students (*with prompting and support from the teacher*) read “Garden Helpers” in *National Geographic Young Explorers* and demonstrate their understanding of the main idea of the text—not all bugs are bad—by retelling key details. [RI.K.2]
- After listening to Gail Gibbons’ *Fire! Fire!*, students ask questions about how firefighters respond to a fire and answer using key details from the text. [RI.1.1]
- Students locate key facts or information in Claire Llewellyn’s *Earthworms* by using various text features (headings, table of contents, glossary) found in the text. [RI.1.5]
- Students ask and answer questions about animals (e.g., hyena, alligator, platypus, scorpion) they encounter in Steve Jenkins and Robin Page’s *What Do You Do With a Tail Like This?* [RI.K.4]
- Students use the illustrations along with textual details in Wendy Pfeffer’s *From Seed to Pumpkin* to describe the key idea of how a pumpkin grows. [RI.1.7]
- Students (*with prompting and support from the teacher*) describe the connection between drag and flying in Fran Hodgkins and True Kelley’s *How People Learned to Fly* by performing the “arm spinning” experiment described in the text. [RI.K.3]

College and Career Readiness Anchor Standards

The K–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

KINDERGARTEN

Course Overview

MCPS English Language Arts teaching and learning in kindergarten are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language.

The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Students:

- listen to, and read a wide range of both literary and informational texts, poetry, and songs;
- discuss what they hear and what they read, demonstrating an understanding of basic story elements and informational text features.

Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative (opinion), information/explanatory, and narrative pieces that draw upon the literary and informational texts they listen to and read. With guidance and support, students:

- routinely produce clear and coherent writing appropriate for kindergarten;
- conduct short research projects;
- use technology to produce and publish writing;
- recall information from experiences, and draw evidence from both literary and informational text to answer a question.

Students develop a broad range of oral communication and interpersonal skills through varied opportunities and experiences with both information and text. Students:

- participate in collaborative discussions following agreed-upon rules while practicing the skill of responding to one another appropriately;
- ask and answer questions to confirm understanding of a text read aloud or information presented either orally or through media;
- add drawings or visuals to descriptions to provide detail.

Language and the “rules” of standard written and spoken English as well as the acquisition of both general and academic vocabulary are integrated throughout the lessons and exercises. Students:

- demonstrate command of Standard English conventions when writing or speaking at a kindergarten grade level;
- use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Major Units

Indian Education for All Titles

- *Dancing With Cranes* by Ron Hall
- *Good Luck Cat* by Joy Harjo
- *Little Duck Sikihips* by Beth Cuthand

Science

- Properties of Matter
- Dinosaurs/Fossils
- Observe and Describe Animals

Social Studies

Learning and Working Now and Long Ago

- Learning to Work Together
- Exploring, Creating, and Communicating
- Reaching Out to Times Past

The MCPS standards-based learning targets listed below build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Reading Standards for Literature

Key Ideas and Details

1. K.RL. 1 - With prompting and support, ask and answer questions about key details in a text.

LEARNING TARGETS

- a) I know how to ask and answer questions about a book.
- b) I know the important facts in a book.
- c) I can ask and answer questions about important facts in a text.

2. K.RL. 2 - With prompting and support, retell familiar stories, including key details. Include stories by and about American Indians.

LEARNING TARGETS

- a) I know how to retell familiar stories.
- b) I can retell familiar stories using key details; including stories by and about American Indians.

3. K.RL. 3 - With prompting and support, identify characters, settings, and major events in a story.

LEARNING TARGETS

- a) I know the characters in the story.
- b) I know the setting of the story.
- c) I know what the story is about.
- d) I can tell who the characters are in the story.
- e) I can tell when and where the story takes place.
- f) I can retell the main events in the story.

Craft and Structure

4. K.RL. 4 - Ask and answer questions about unknown words in a text.

LEARNING TARGETS

- a) I know to ask questions about words I do not know.
- b) I can ask and answer questions about words I do not know in a story.

5. K.RL. 5 - Recognize common types of texts (e.g. storybooks, poems).

LEARNING TARGETS

- a) I know there are different kinds of stories.
- b) I can tell if a book is a story or poem.

6. K.RL. 6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

LEARNING TARGETS

- a) I know what the author does in a story.
- b) I know what the illustrator does in a story.
- c) I can name the author and explain the role of an author.
- d) I can name the illustrator and explain how pictures help tell the story.

Integration of Knowledge and Ideas

7. K.RL. 7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

LEARNING TARGETS

- a) I know that pictures help tell the story.
- b) I can match pictures to the events in the story.

8. *(Not applicable to literature)*

9. K.RL. 9 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories including American Indian stories.

LEARNING TARGETS

- a) I know that characters in different stories can have the same or different experiences.
- b) I can name details about characters that are the same or different; including details about American Indians.

Range of Reading and Level of Text Complexity

10. K.RL. 10 - Actively engage in group reading activities with purpose and understanding.

LEARNING TARGETS

- a) I know how to work in a group activity with understanding.
- b) I can participate in group activities.

Reading Standards for Informational Text

Key Ideas and Details

1. K.RI.1 - With prompting and support, ask and answer questions about key details in a text.

LEARNING TARGETS

- a) I know how to ask and answer questions about a book.
- b) I know the important facts in a book.
- c) I can ask and answer questions about important facts in a text.

2. K.RI. 2 - With prompting and support, identify the main topic and retell key details of a text.

LEARNING TARGETS

- a) I know what or who the book is about.
- b) I know some facts that are in a book.
- c) I can tell what or who a book is about with prompting and support.
- d) I can tell facts about a book with prompting and support.

3. K.RI. 3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Include texts by and about American Indians.

LEARNING TARGETS

- a) I know facts about the topic and how it connects with another topic.
- b) I can tell facts about the topic of a book and how they connect with other topics; including books about American Indians.

Craft and Structure

4. K.RI. 4 - With prompting and support, ask and answer questions about unknown words in a text. Recognize words and phrases with cultural significance to American Indians.

LEARNING TARGETS

- a) I know how to ask and answer questions about new words in a variety of texts.
- b) I know some key words of the American Indian culture.
- c) I can ask and answer questions about new words.
- d) I can recognize some key words of the American Indian culture.

5. K.RI. 5 - Identify the front cover, back cover, and title page of a book.

LEARNING TARGETS

- a) I know the front cover and back cover of a book.
- b) I know the title page.
- c) I can point to the front and back cover of a book.
- d) I can point to the title page of a book.

6. K.RI. 6 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

LEARNING TARGETS

- a) I know the author uses words to show facts in a book.
- b) I know the illustrator uses pictures to show facts in a book.
- c) I can tell who the author is and how he/she helps me learn facts.
- d) I can tell who the illustrator is and how he/she helps me learn facts.

Integration of Knowledge and Ideas

7. K.RI. 7 - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

LEARNING TARGETS

- a) I know that pictures tell me about the words in the book.
- b) I can name what the pictures tell me about the topic.

8. K.RI. 8 - With prompting and support, identify the reasons an author gives to support points in a text.

LEARNING TARGETS

- a) I know facts that tell about the topic.
- b) I can identify the topic and tell facts about it.

9. K.RI. 9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

LEARNING TARGETS

- a) I know what is the same and different in two different books.
- b) I can compare and contrast two different books on the same topic.

Range of Reading and Level of Text Complexity

10. K.RI.10 - Actively engage in group reading activities with purpose and understanding.

LEARNING TARGETS

- a) I can work in a group activity with understanding.
- b) I can participate in group activities.

Reading Standards: Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

a. K.RF.1.a - Follow words from left to right, top to bottom, and page by page.

LEARNING TARGETS

- a) I know words go from left to right.
- b) I know to start at the top of a book and go to the bottom.
- c) I know to turn the pages.
- d) I can use my finger to show the direction of the words.
- e) I can start at the top of a book and go to the bottom.
- f) I can turn the page in the right direction.

b. K.RF. 1.b - Recognize that spoken words are represented in written language by specific sequences of letters.

LEARNING TARGETS

- a) I know that letters make words and words tell the story.
- b) I can tell that letters make words and that words tell a story.

c. K.RF. 1.c - Understand that words are separated by spaces in print.

LEARNING TARGETS

- a) I know that letters form words and words are separated by spaces.
- b) I can count the words in a sentence.

d. K.RF. 1.d - Recognize and name all upper- and lowercase letters of the alphabet.

LEARNING TARGETS

- a) I know the names and can match all of the upper and lower case letters.
- b) I can name all of the upper and lower case letters.
- c) I can match all of the upper and lower case letters.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. K.RF. 2.a - Recognize and produce rhyming words.

LEARNING TARGETS

- a) I know that words have parts.
- b) I know that some words sound the same at the end.
- c) I can clap or jump the parts of the words.
- d) I can hear and say words that end the same.

b. K.RF. 2.b - Count, pronounce, blend, and segment syllables in spoken words.

LEARNING TARGETS

- a) I know that words are made up of sounds and parts.
- b) I can blend the sounds together to say a word.
- c) I can clap each part of a word.

c. K.RF. 2.c - Blend and segment onsets and rhymes of single-syllable spoken words.

LEARNING TARGETS

- a) I know the beginning sounds of words.
- b) I know the endings of words.
- c) I can blend the beginning sound with ending sounds to make words.

d. K.RF. 2.d - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

(This does not include CVCs ending with /l/, /r/, or /x/.) Words, syllables or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

LEARNING TARGETS

- a) I can say each sound in a /CVC/ word.

e. K.RF. 2.e - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

LEARNING TARGETS

- a) I know how to change a sound in a word to make a new word.
- b) I can change a sound in a word to make a new word.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. K.RF. 3.a - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

LEARNING TARGETS

- a) I know to make the correct sound for each letter.
- b) I can say the correct sound for each letter.

b. K.RF. 3.b - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

LEARNING TARGETS

- a) I know the vowels in the alphabet.
- b) I know the five short vowel sounds.
- c) I know the five long vowel sounds.
- d) I know there are different spellings for vowel sounds.

c. K.RF. 3.c - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

LEARNING TARGETS

- a) I know how to read the sight words.
- b) I can read the sight words.

d. K.RF. 3.d - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

LEARNING TARGETS

- a) I know that letters can change a word.
- b) I can name the letters that are different when comparing two words.

Fluency

4. K.RF. 4 - Read emergent-reader texts with purpose and understanding.

LEARNING TARGETS

- a) I know how to read and understand a book at my level.
- b) I can read and understand a book at my level.

Writing Standards

Text Types and Purposes

1. K.WR. 1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

LEARNING TARGETS

- a) I know how to draw, use words, and write about ideas.
- b) I can use words to tell my thoughts.
- c) I can share my ideas through writing.
- d) I can write my ideas on paper using words and pictures.

2. K.WR. 2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

LEARNING TARGETS

- a) I know a variety of ways to draw, write, and use words to inform.
- b) I can write lists, messages and stories to show what I know about a topic.
- c) I can label my drawings to describe a topic.

3. K.WR. 3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

LEARNING TARGETS

- a) I know a variety of ways to draw, write and use words to describe one or more events.
- b) I can use words to put ideas in order.
- c) I can use drawings to put ideas in order.
- d) I can write to put ideas in order.

Production and Distribution of Writing

5. K.WR. 5 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

LEARNING TARGETS

- a) I know how to respond to questions and suggestions about my writing.
- b) I can respond to questions to help make my writing better.

6. K.WR. 6 - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

LEARNING TARGETS

- a) I know to explore and share my writing with digital tools. (e.g. computer, iPad, Netbook)
- b) I can use a variety of digital tools to be creative and share my writing with my peers.

Research to Build and Present Knowledge

7. K.WR. 7 - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). Include sources by and about American Indians.

LEARNING TARGETS

- a) I know how to participate and learn about authors.
- b) I can share my thoughts and write ideas about authors; including books by American Indians.

8. K.WR. 8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question, include sources by and about American Indians.

LEARNING TARGETS

- a) I know to use schema to provide answers to a question about my writing.
- b) I know to gather information to answer a question about my writing.
- c) I can use my experiences to answer questions.
- d) I can gather information for my writing; including information about or by American Indians.

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. K.SL. 1.a - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

LEARNING TARGETS

- a) I know how to follow rules for discussion.
- b) I can be a responsible listener.
- c) I can take turns speaking in small and large groups.

b. K.SL. 1.b - Continue a conversation through multiple exchanges.

LEARNING TARGETS

- a) I know how to continue a conversation on topic in a small or large group.
- b) I can stay on topic in a small or large group discussion.

2. K.SL. 2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

LEARNING TARGETS

- a) I know to question my understanding when listening to information.
- b) I know to answer questions about my understanding when listening to information.
- c) I can ask and answer questions about ideas I don't understand.

3. K.SL. 3 -Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

LEARNING TARGETS

- a) I know to ask and answer questions to get information.
- b) I can ask and answer questions to get information I don't understand.

Presentation of Knowledge and Ideas

4. K.SL. 4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

LEARNING TARGETS

- a) I can describe people, places, events and things using details.

5. K.SL. 5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.

LEARNING TARGETS

- a) I know to how to draw pictures of my thoughts.
- b) I can draw people, places, events, and things to show more about my ideas.

6. K.SL. 6 - Speak audibly and express thoughts, feelings, and ideas clearly.

LEARNING TARGETS

- a) I know to speak clearly about my thoughts, feelings, and ideas.
- b) I can use my words to speak clearly about my thoughts, feelings, and ideas.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. K.LS. 1.a - Print many upper- and lowercase letters.

LEARNING TARGETS

- a) I know the upper and lowercase letters

- b) I can write the upper and lowercase letters.

b. K.LS. 1.b - Use frequently occurring nouns and verbs.

LEARNING TARGETS

- a) I know a person, place, things or event is a noun.
- b) I know a verb is a word to describe what is happening with a person, place, thing or event.
- c) I can name or write words that identify nouns.
- d) I can use action words to describe a person, place, thing, or event.

c. K.LS. 1.c - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

LEARNING TARGETS

- a) I know plural nouns end with /s/ or /es/.
- b) I can make nouns plural.

d. K.LS. 1.d - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

LEARNING TARGETS

- a) I know words to ask questions.
- b) I can use who, what, where, when, why, how to begin a question.

e. K.LS. 1.e - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

LEARNING TARGETS

- a) I know common prepositions.
- b) I can use common prepositions in a sentence.

f. K.LS. 1.f - Produce and expand complete sentences in shared language activities.

LEARNING TARGETS

- a) I know how to form a complete sentence.
- b) I can speak and write using complete sentences.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. K.LS. 2.a - Capitalize the first word in a sentence and the pronoun I.

LEARNING TARGETS

- a) I know to capitalize the first word in a sentence and the pronoun "I".
- b) I can write sentences with a capital letter at the beginning.
- c) I can write a sentence using the pronoun "I" as a capital letter.

b. K.LS. 2.b - Recognize and name end punctuation.

LEARNING TARGETS

- a) I know proper end punctuation (!?).
- b) I can write a sentence ending with a question mark.

- c) I can write a sentence ending with a period.
- d) I can write a sentence ending with an exclamation point.

c. K.LS. 2.c - Write a letter or letters for most consonant and short-vowel sounds (phonemes).

LEARNING TARGETS

- a) I know letters make sounds.
- b) I can write the letter or letters that make individual sounds.

d. K.LS. 2.d - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

LEARNING TARGETS

- a) I know words are made from sounds and letters.
- b) I can use letters and sounds to write words.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

a. K.LS. 4.a - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

LEARNING TARGETS

- a) I know words have different meanings.
- b) I can use the same word in different sentences.

b. K.LS. 4.b - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

LEARNING TARGETS

- a) I know words have other beginnings and endings.
- b) I can add a beginning to a word and understand what it means.
- c) I can add an ending to a word and understand what it means.

5. With guidance and support from adults, explore word relationships and nuances in word meanings.

a. K.LS. 5.a - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

LEARNING TARGETS

- a) I know how to sort and classify.
- b) I can sort words into groups.

b. K.LS. 5.b - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

LEARNING TARGETS

- a) I know common opposites (antonyms).
- b) I can identify common word opposites.

c. K.LS. 5.c - Identify real-life connections between words and their use (e.g., note places at school that are colorful).

LEARNING TARGETS

- a) I can connect to the real world.

d. K.LS. 5.d - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

LEARNING TARGETS

- a) I can act out words.

6. K.LS. 6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

LEARNING TARGETS

- a) I know words and phrases.
- b) I can use new words and phrases.

GRADE 1

Course Overview

MCPS English Language Arts teaching and learning in first grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language.

The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Students:

- ask and answer questions about key details both literary and informational text;
- using both text and illustrations, recall stories and/or key information;
- explain the differences between books that tell stories and those that give information;
- with prompting and support, read prose, poetry, and informational texts appropriate for grade 1;
- know and apply grade-level phonics and word skills in decoding words.

Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative (opinion), information/explanatory, and narrative pieces that draw upon the literary and informational texts they listen to and read. With guidance and support, students:

- routinely produce clear and coherent writing appropriate for first grade;
- conduct short research projects;
- use technology to produce and publish writing;
- recall information from experiences, and draw evidence from both literary and informational text to answer a question.

Students develop a broad range of oral communication and interpersonal skills through varied opportunities and experiences with both information and text. Students:

- participate in collaborative discussions following agreed-upon rules while practicing the skill of responding to one another appropriately;
- describe key details from a text read aloud or information presented either orally or through media;
- add drawings or visuals to descriptions to clarify ideas, thought, and feelings.

Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout the lessons and exercises. Students:

- demonstrate command of Standard English conventions when writing or speaking at a first grade level;
- use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Major Units

Indian Education for All Titles

- *Two Pairs of Shoes* by Esther Sanderson
- *Where did you get your Moccasins?* by Bernelda Wheeler
- *White Bead Ceremony* by Sherrin Watkins

Science

- Space: Investigating Sunlight and Moonlight
- How Animals and Plants Interact In Their Environment
- Nutrition/Food Pyramid

Social Studies

A Child's Place in Time and Space:

- Developing Social Skills and Responsibilities
- Expanding Children's Geographic and Economic Worlds
- Developing Awareness of Cultural Diversity, Now and Long Ago

The MCPS standards-based learning targets listed below build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Reading Standards for Literature

Key Ideas and Details

1. **1.RL.1** - Ask and answer questions about key details in a text.

LEARNING TARGETS

- a) I know to ask and answer questions.
- b) I know what key details are in a text.
- c) I can ask and answer questions about key details in a text.

2. **1.RL.2** - Retell stories, including key details, and **demonstrate understanding of their central message or lesson**. Include stories by and about American Indians.

LEARNING TARGETS

- a) I know to retell stories and demonstrate understanding of the main idea.
- b) I can use details to retell a story's main idea; including stories by and about American Indians.

3. **1.RL.3** - Describe characters, settings, and major events in a story, **using key details**.

LEARNING TARGETS

- a) I know what characters, settings, and main events are in the story.
- b) I know to describe story elements using key details.
- c) I can use key details to describe characters, settings, and main events in a story.

Craft and Structure

4. 1.RL.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

LEARNING TARGETS

- a) I know words and phrases.
- b) I know words and phrases can be vivid and appeal to one's feelings and senses.
- c) I can identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

5. 1.RL.5 - Explain major differences between books that tell stories and books that give information, including those of American Indians, drawing on a wide reading of a range of text types.

LEARNING TARGETS

- a) I know that you read fiction and nonfiction differently.
- b) I can read many different types of texts.
- c) I can explain the difference between books that tell stories and books that give information; including books about American Indians.

6. 1.RL.6 - Identify who is telling the story at various points in a text.

LEARNING TARGETS

- a) I know that more than one character can be telling the story.
- b) I can name who is telling the story.

Integration of Knowledge and Ideas

7. 1.RL.7 - Use illustrations and details in a story to describe its characters, setting, or events.

LEARNING TARGETS

- a) I know to describe characters, setting, or events using pictures and details.
- b) I can describe characters, setting, or events using pictures and details.

8. *(Not applicable to literature)*

9. 1.RL. 9 - Compare and contrast the adventures and experiences of characters in stories including American Indian stories

LEARNING TARGETS

- a) I know how to compare and contrast characters in a story.
- b) I can compare and contrast characters in a story; including American Indian stories.

Range of Reading and Level of Text Complexity

10. 1.RL.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.

LEARNING TARGETS

- a) I know how to read poetry at my grade level.
- b) I can read poetry appropriately at my grade level.

Reading Standards for Informational Text

Key Ideas and Details

1. 1.RI.1 - Ask and answer questions about key details in a text.

LEARNING TARGETS

- a) I know to ask and answer questions.
- b) I know what key details are in a text.
- c) I can ask and answer questions about key details in a text.

2. 1.RI.2 - Identify the main topic and retell key details of a text.

LEARNING TARGETS

- a) I know to identify the main topic and retell the story using key details.
- b) I can retell a story using key details about the main topic.

3. 1.RI.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text. Include texts by and about American Indians.

LEARNING TARGETS

- a) I know there can be connections between information in a text.
- b) I can tell about the connection between two individuals, events, ideas, or pieces of information in a story; including American Indian stories.

Craft and Structure

4. 1.RI. 4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Recognize words and phrases with cultural significance to American Indians

LEARNING TARGETS

- a) I know to ask and answer questions about new words.
- b) I can ask and answer questions about new words in a story.
- c) I can recognize important American Indian words and phrases.

5. 1.RI. 5 - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

LEARNING TARGETS

- a) I know there are text features in nonfiction that help me find information.
- b) I can use text features of nonfiction text to help me find information.

6. 1.RI. 6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

LEARNING TARGETS

- a) I know that pictures and words provide information in a text.
- b) I can use pictures and words to gain meaning from an informational text.

Integration of Knowledge and Ideas

7. 1.RI. 7 - Use the illustrations and details in a text to describe its key ideas.

LEARNING TARGETS

- a) I know that I can find information about key ideas using pictures and details in a text.
- b) I can find information about key ideas using pictures and details in a text.

8. 1.RI.8 - Identify the reasons an author gives to support points in a text.

LEARNING TARGETS

- a) I know facts that tell about the topic.
- b) I can identify the topic and tell facts.

9. 1.RI.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

LEARNING TARGETS

- a) I know what is the same and different in two different books.
- b) I can tell what is the same and different between two different books on the same topic.

Range of Reading and Level of Text Complexity

10. 1.RI.10 - With prompting and support, read informational texts appropriately complex for grade 1.

LEARNING TARGETS

- a) I know to read informational texts to learn about a topic.
- b) I can read nonfiction books to learn about a topic.

Reading Standards: Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

a. **1.RF.1.a** - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

LEARNING TARGETS

- a) I know that a sentence needs beginning capitalization and punctuation.
- b) I can write a sentence correctly using beginning capitalization and punctuation.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. **1.RF.2.a** - Distinguish long from short vowel sounds in spoken single-syllable words.

LEARNING TARGETS

- a) I know that vowels have long and short sounds.
- b) I can name the long and short sounds of all the vowels.

b. 1.RF.2.b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

LEARNING TARGETS

- a) I know to blend sounds to make words.
- b) I can blend sounds to make words including consonant blends.

c. 1.RF. 2.c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

LEARNING TARGETS

- a) I know the beginning, middle, and ending sounds of words.
- b) I can identify the beginning, middle, or ending sound in a word.

d. 1.RF. 2.d - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

LEARNING TARGETS

- a) I know that sounds make words.
- b) I can say each sound of a word.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. **1.RF. 3.a - Know the spelling-sound correspondences for common consonant digraphs.**

LEARNING TARGETS

- a) I know the sound of digraphs.
- b) I can read and spell words with digraphs.

b. 1.RF. 3.b - Decode regularly spelled one-syllable words.

LEARNING TARGETS

- a) I know to sound out words.
- b) I can sound out one-syllable words.

c. 1.RF. 3.c - Know final -e and common vowel team conventions for representing long vowel sounds.

LEARNING TARGETS

- a) I know that words ending in silent -e and two vowels together can make the vowel long.
- b) I can read words ending in the silent -e to make the long vowel sound.
- c) I can read words with two vowels together to make the long vowel sound.

d. 1.RF. 3.d - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

LEARNING TARGETS

- a) I know that words need vowels to make syllables.
- b) I can count the syllables in a word.

e. 1.RF. 3.e - Decode two-syllable words following basic patterns by breaking the words into syllables.

LEARNING TARGETS

- a) I know that words can have two syllables.
- b) I can break words into two syllables.

f. 1.RF. 3.f - Read words with inflectional endings.

LEARNING TARGETS

- a) I know words can have endings that sound different than they look. (-d,-ed,etc)
- b) I can read words with endings that sound different than they look.

g. 1.RF. 3.g - Recognize and read grade-appropriate irregularly spelled words.

LEARNING TARGETS

- a) I know that some words are not spelled like they sound.
- b) I can read words that are not spelled like they sound.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

a. 1.RF. 4.a - Read on-level text with purpose and understanding.

LEARNING TARGETS

- a) I know to read fluently to support my understanding.
- b) I know good reading. (e.g., stop at punctuation, pause at commas, and use expression)
- c) I can read on-level text accurately and fluently to support my understanding.

b. 1.RF. 4.b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

LEARNING TARGETS

- a) I know how to read orally at an appropriate rate to support my understanding.
- b) I know what good reading sounds like. (e.g., stop at punctuation, pause at commas, and use expression)
- c) I can orally read on-level text accurately and fluently to support my understanding.

c. 1.RF. 4.c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LEARNING TARGETS

- a) I know to self-correct to understand what I have read.
- b) I know when to reread.
- c) I can read fluently, and accurately.
- d) I can reread or self-correct when necessary.

Writing Standards

Text Types and Purposes

1. **1.WR. 1** - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, **supply a reason for the opinion, and provide some sense of closure.**

LEARNING TARGETS

- a) I know to state my opinion.
- b) I know to share my written opinion about a topic with closure.
- c) I can write and share my opinion about a topic with an ending.

2. **1.WR. 2** - Write informative/explanatory texts in which they **name a topic, supply some facts** about the topic, and provide some **sense of closure.**

LEARNING TARGETS

- a) I know to use supporting facts about the topic and include an ending.
- b) I can find information to write about a topic with a final ending.

3. **1.WR. 3** - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

LEARNING TARGETS

- a) I know to write a story using sequencing words to order events and include an ending.
- b) I can share two or more details and order events in my written story with an ending.

Production and Distribution of Writing

5. **1.WR. 5** - With guidance and support from adults, **focus on a topic, respond** to questions and suggestions from peers, and add details to strengthen writing as needed.

LEARNING TARGETS

- a) I know to add detail to make my writing better.
- b) I can write using details in my story.

6. **1.WR. 6** - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

LEARNING TARGETS

- a) I know to use a variety of digital tools to publish and share with peers.
- b) I can use a variety of digital tools to be creative in my writing (e.g., computer, iPads, Netbooks).
- c) I can use a variety of digital tools to share with my peers (e.g., computer, iPads, Netbooks).

Research to Build and Present Knowledge

7. **1.WR. 7** - Participate in shared research and writing projects (e.g., explore a number of “**how-to**” books on a given topic and use them to write a sequence of instructions). Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic

and use them to write a sequence of instructions). Include sources by and about American Indians.

LEARNING TARGETS

- a) I know to use different books, including American Indian texts, to help write, find new information, and put ideas in order.
- b) I can use different books, including American Indian texts, to help write, find new ideas and put ideas in order.

8. **1.WR. 8** - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.

LEARNING TARGETS

- a) I know to use schema to provide answers to a question for my writing.
- b) I know to gather information to answer a question for my writing.
- c) I can use my experiences to answer questions.
- d) I can gather information for my writing; including information about or by American Indians.

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about **grade 1** topics and texts with peers and adults in small and larger groups.

a. **1.SL. 1.a** - Follow agreed-upon rules for discussions (e.g., listening to others **with care**, speaking **one at a time** about the topics and texts under discussion).

LEARNING TARGETS

- a) I know to follow rules in small or large group discussions.
- b) I can follow rules in our classroom discussions with a variety of peers.

b. **1.SL. 1.b**- **Build on others' talk in conversations by responding to the comments** of others through multiple exchanges.

LEARNING TARGETS

- a) I know how to continue a conversation.
- b) I can engage in conversations with peers.
- c) I can demonstrate looking at the speaker, taking turns, and sharing talking time.

c. **1.SL. 1.c**- **Ask questions to clear up any confusion about the topics and texts under discussion.**

LEARNING TARGETS

- a) I know to ask questions when I am confused.
- b) I can ask questions when I am confused.

2. **1.SL. 2 - Ask and answer questions** about key details in a text read aloud or information presented orally or through other media.

LEARNING TARGETS

- a) I know to ask and answers questions about an idea.
- b) I can ask and answer questions about information from different sources.

3. **1.SL. 3 - Ask and answer questions **about what a speaker says**** in order to gather additional information or clarify something that is not understood.

LEARNING TARGETS

- a) I know to ask questions to get information.
- b) I know to answer questions to get information.
- c) I can ask questions to help me understand what the speaker has said.
- d) I can answer questions to help me understand what the speaker has said.

Presentation of Knowledge and Ideas

4. **1.SL. 4 - Describe people, places, things, and events **with relevant details, expressing ideas and feelings clearly.****

LEARNING TARGETS

- a) I know to use details to describe facts.
- b) I can report thoughts and emotions with details.
- c) I can be clear about thoughts and emotions.

5. **1.SL. 5 - Add drawings or other visual displays to descriptions when **appropriate to clarify ideas, thoughts, and feelings.****

LEARNING TARGETS

- a) I know to draw pictures or add other visuals to share my thoughts and feelings.
- b) I can draw or use visuals to share ideas, thoughts, and feelings.
- c) I can choose pictures that describe my ideas.

6. **1.SL. 6 - Produce complete sentences when appropriate to task and situation.**

LEARNING TARGETS

- a) I know to use complete sentences.
- b) I can use complete sentences to describe my ideas.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. **1.LS.1.a - Print all upper- and lowercase letters.**

LEARNING TARGETS

- a) I know when to use upper and lower case letters when writing.
- b) I can use upper and lower case letters correctly when writing.

b. 1.LS. 1.b - Use common, proper, and possessive nouns.

LEARNING TARGETS

- a) I know the difference between common, proper and possessive nouns
- b) I know how to use them correctly in my writing
- c) I can use common, proper and possessive nouns correctly in my writing

c. 1.LS. 1.c - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

LEARNING TARGETS

- a) I know the difference between singular and plural nouns.
- b) I know how to use them correctly with matching verbs in my writing.
- c) I can use singular and plural nouns with matching verbs correctly in my writing.

d. 1.LS. 1.d - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

LEARNING TARGETS

- a) I know the difference between personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them their; anyone, everything).
- b) I know how to use them correctly in my writing and speaking.
- c) I can use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them their; anyone, everything) correctly in my writing and speaking.

e. 1.LS.1.e - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

LEARNING TARGETS

- a) I know how to use verbs to show a sense of past, present, or future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home) in my writing and speaking.
- b) I can use verbs to show a sense of past, present, or future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home) in my writing and speaking.

f. 1.LS.1.f - Use frequently occurring adjectives.

LEARNING TARGETS

- a) I know how to use describing words correctly in my writing.
- b) I can use describing words to enhance my writing.

g. 1.LS.1.g - Use frequently occurring conjunctions (e.g., and, but, or, so, because).

LEARNING TARGETS

- a) I know how and when to use connecting words in my writing and speaking (e.g., and, but, or, so, because).
- b) I can use connecting words correctly in my writing and speaking (e.g., and, but, or, so, because).

h. 1.LS. 1.h - Use determiners (e.g., articles, demonstratives).

LEARNING TARGETS

- a) I know how to use articles (e.g. the, a, an) correctly in my writing and speaking.
- b) I can use articles (e.g. the, a, an) correctly in my writing and speaking.

i. 1.LS.1.i - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use frequently occurring prepositions (e.g., during, beyond, toward).

LEARNING TARGETS

- a) I know what prepositions are (e.g., during, beyond, toward) and know how to use them correctly in my writing and speaking.
- b) I can use prepositions (e.g., during, beyond, toward) correctly in my writing and speaking.

j. 1.LS. 1.j - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

LEARNING TARGETS

- a) I know the difference between a telling, questioning, and excited sentence when writing or speaking.
- b) I can tell the difference between a telling, questioning, and excited sentence when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 1.LS.2.a - Capitalize dates and names of people.

LEARNING TARGETS

- a) I know that you have to capitalize dates and names of people.
- b) I can capitalize dates and names of people correctly in my writing.

b. 1.LS.2.b - Use end punctuation for sentences.

LEARNING TARGETS

- a) I know how to use end punctuation (e.g. ., ?, !) correctly in my writing.
- b) I can use end punctuation (e.g. ., ?, !) correctly in my writing.

c. 1.LS.2.c - Use commas in dates and to separate single words in a series.

LEARNING TARGETS

- a) I know how to use commas in dates.
- b) I know how to use commas to separate single words in a series.
- c) I can use commas correctly in dates and to separate single words in a series in my writing.

d. 1.LS. 2.d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

LEARNING TARGETS

- a) I know how to spell words with common spelling patterns and sight words correctly in my writing.

- b) I can spell words with common spelling patterns and sight words correctly in my writing.

e. 1.LS. 2.e - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

LEARNING TARGETS

- a) I know how to use phonetic spelling to write new words in my writing.
- b) I can use phonetic spelling correctly to write new words in my writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, **choosing flexibly from an array of strategies.**

a. 1.LS.4.a - Use sentence-level context as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I know sentences can help me understand a word or phrase.
- b) I can use sentences to help me understand words and phrases.

b. 1.LS.4.b - Use frequently occurring affixes as a clue to the meaning of a word.

LEARNING TARGETS

- a) I know how to use prefixes (e.g. un, sub) and suffixes (e.g. -ly, ing) to figure out the meaning of a word.
- b) I can use prefixes (e.g. un, sub) and suffixes (e.g. -ly, ing) to figure out the meaning of a word.

c. 1.LS. 4.c - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

LEARNING TARGETS

- a) I know a root word when I see it with an ending (e.g., looks, looked, looking).
- b) I can figure out a root word when I see it with an ending (e.g., looks, looked, looking).

5. With guidance and support from adults, **demonstrate understanding of word relationships and nuances in word meanings.**

a. 1.LS. 5.a - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

LEARNING TARGETS

- a) I know how to sort words into categories and understand what they have in common.
- b) I can sort words into categories and understand what they have in common.

b. 1.LS.5.b - Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

LEARNING TARGETS

- a) I know how to define words using more than one attribute (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- b) I can define words using more than one attribute (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

c. **1.LS.5.c** - Identify real-life connections between words and their use (e.g., note places at home that are cozy).

LEARNING TARGETS

- a) I know to make real-life connections between words and their use.
- b) I can make real-life connections between words and their use.

d. **1.LS. 5.d** - Distinguish shades of meaning among verbs **differing in manner** (e.g., look, peek, glance, stare, glare, scowl) and **adjectives differing in intensity** (e.g., large, gigantic) by **defining or choosing them** or by acting out the meanings.

LEARNING TARGETS

- a) I know how to choose a variety of verbs and describing words and use them with understanding in reading and speaking (e.g. gigantic, tiny, beautiful).
- b) I can use a variety of verbs and describing words with understanding in reading and speaking (e.g. gigantic, tiny, beautiful).

6. **1.LS. 6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, **including using frequently occurring conjunctions to signal simple relationships** (e.g., because).

LEARNING TARGETS

- a) I know how to actively listen to conversations and stories.
- b) I can use words and phrases acquired from conversations, reading, and being read to.

Grades 2-3 Text Exemplars

Stories

Gannett, Ruth Stiles. *My Father's Dragon*
Averill, Esther. *The Fire Cat*
Steig, William. *Amos & Boris*
Shulevitz, Uri. *The Treasure*
Cameron, Ann. *The Stories Julian Tells*
MacLachlan, Patricia. *Sarah, Plain and Tall*
Rylant, Cynthia. *Henry and Mudge: The First Book of Their Adventures*
Stevens, Janet. *Tops and Bottoms*
LaMarche, Jim. *The Raft*
Rylant, Cynthia. *Poppleton in Winter*
Rylant, Cynthia. *The Lighthouse Family: The Storm*
Osborne, Mary Pope. *The One-Eyed Giant (Book One of Tales from the Odyssey)*
Silverman, Erica. *Cowgirl Kate and Cocoa*

Poetry

Dickinson, Emily. "Autumn."
Rossetti, Christina. "Who Has Seen the Wind?"
Millay, Edna St. Vincent. "Afternoon on a Hill."
Frost, Robert. "Stopping by Woods on a Snowy Evening."
Field, Rachel. "Something Told the Wild Geese."
Hughes, Langston. "Grandpa's Stories."
Jarrell, Randall. "A Bat Is Born."
Giovanni, Nikki. "Knoxville, Tennessee."
Merriam, Eve. "Weather."
Soto, Gary. "Eating While Reading."

Read-Aloud Stories

Kipling, Rudyard. "How the Camel Got His Hump."
Thurber, James. *The Thirteen Clocks*
White, E. B. *Charlotte's Web*
Selden, George. *The Cricket in Times Square*
Babbitt, Natalie. *The Search for Delicious*
Curtis, Christopher Paul. *Bud, Not Buddy*
Say, Allen. *The Sign Painter*

Read-Aloud Poetry

Lear, Edward. "The Jumblies."
Browning, Robert. *The Pied Piper of Hamelin*.
Johnson, Georgia Douglas. "Your World."
Eliot, T. S. "The Song of the Jellicles."
Fleischman, Paul. "Fireflies."

Informational Texts

Aliki. *A Medieval Feast*
Gibbons, Gail. *From Seed to Plant*
Milton, Joyce. *Bats: Creatures of the Night*

Beeler, Selby. *Throw Your Tooth on the Roof: Tooth Traditions Around the World*
 Leonard, Heather. *Art Around the World*
 Ruffin, Frances E. *Martin Luther King and the March on Washington*
 St. George, Judith. *So You Want to Be President?*
 Einspruch, Andrew. *Crittercam*
 Kudlinski, Kathleen V. *Boy, Were We Wrong About Dinosaurs*
 Davies, Nicola. *Bat Loves the Night*
 Floca, Brian. *Moonshot: The Flight of Apollo 11*
 Thomson, Sarah L. *Where Do Polar Bears Live?*

Read-Aloud Informational Texts

Freedman, Russell. *Lincoln: A Photobiography*
 Coles, Robert. *The Story of Ruby Bridges*
 Wick, Walter. *A Drop of Water: A Book of Science and Wonder*
 Smith, David J. *If the World Were a Village: A Book about the World's People*
 Aliko. *Ah, Music!*
 Mark, Jan. *The Museum Book: A Guide to Strange and Wonderful Collections*
 D'Aluisio, Faith. *What the World Eats*
 Arnosky, Jim. *Wild Tracks! A Guide to Nature's Footprint*
 Deedy, Carmen Agra. *14 Cows for America*

Grades 2-3 Sample Performance Tasks for Stories and Poetry

- Students *ask and answer questions* regarding the plot of Patricia MacLachlan's *Sarah, Plain and Tall*, explicitly referring to the book to form the basis for their answers. [RL.3.1]
- Students *explain* how Mark Teague's *illustrations* contribute to what is conveyed in Cynthia Rylant's *Poppleton in Winter* to *create the mood and emphasize aspects of characters and setting* in the story. [RL.3.7]
- Students read *fables and folktales from diverse cultures* that represent various origin tales, such as Rudyard Kipling's "How the Camel Got His Hump" and Natalie Babbitt's *The Search for Delicious*, and *paraphrase their central message, lesson, or moral*. [RL.2.2]
- Students *describe the overall story structure* of *The Thirteen Clocks* by James Thurber, *describing how the interactions of the characters of the Duke and Princess Saralinda introduce the beginning of the story* and how the suspenseful plot comes to an *end*. [RL.2.5]
- When discussing E. B. White's book *Charlotte's Web*, students *distinguish their own point of view* regarding Wilbur the Pig *from* that of Fern Arable as well as *from* that of the narrator. [RL.3.6]
- Students *describe how the character* of Bud in Christopher Paul Curtis' story *Bud, Not Buddy* *responds to a major event* in his life of being placed in a foster home. [RL.2.3]
- Students read Paul Fleischman's poem "Fireflies," *determining the meaning of words and phrases in the poem*, particularly focusing on identifying his use of *nonliteral language* (e.g., "light is the ink we use") and talking about how it suggests meaning. [RL.3.4]

Grades 2-3 Sample Performance Tasks for Informational Texts

- Students read Alikì's description of *A Medieval Feast* and *demonstrate* their *understanding* of all that goes into such an *event* by *asking questions* pertaining to *who, what, where, when, why, and how* such a meal happens and by *answering using key details*. [RI.2.1]
- Students *describe the reasons* behind Joyce Milton's statement that bats are nocturnal in her *Bats: Creatures of the Night* and how she *supports the points* she is *making in the text*. [RI.2.8]
- Students read Selby Beeler's *Throw Your Tooth on the Roof: Tooth Traditions Around the World* and *identify what* Beeler wants to *answer* as well as explain the *main purpose of the text*. [RI.2.6]
- Students *determine the meanings of words and phrases* encountered in Sarah L. Thomson's *Where Do Polar Bears Live?*, such as *cub, den, , and the Arctic*. [RI.2.4]
- Students *explain how the main idea* that Lincoln had "many faces" in Russell Freedman's *Lincoln: A Photobiography* is *supported by key details* in the text. [RI.3.2]
- Students read Robert Coles' retelling of a *series of historical events* in *The Story of Ruby Bridges*. Using their knowledge of how *cause and effect* gives order to *events*, they *use specific language* to *describe the sequence* of events that leads to Ruby desegregating her school. [RI.3.3]
- Students *explain how the specific image* of a soap bubble and *other accompanying illustrations* in Walter Wick's *A Drop of Water: A Book of Science and Wonder* *contribute to and clarify* their understanding of bubbles and water. [RI.2.7]
- Students *use text features*, such as the table of contents and headers, found in Alikì's text *Ah, Music!* to *identify relevant sections and locate information relevant to a given topic* (e.g., rhythm, instruments, harmony) *quickly and efficiently*. [RI.3.5]

GRADE 2

Course Overview

MCPS English Language Arts teaching and learning in Second Grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening and language.

The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Students:

- ask and answer questions with the information gained from illustrations/images to demonstrate understanding of key details in both literary and informational text;
- recount stories and/or key information in text to determine the central message from various and diverse sources;
- describe overall structure of a story and acknowledge differences in points of view of characters both within and across texts;
- identify the main idea and details and/or a connection between steps or events of multi-paragraph informational text;
- know and apply phonics and word analysis to read accurately and fluently at a second grade level.

Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative (opinion), information/explanatory, and narrative pieces that draw upon literary and informational texts they read. With guidance and support, students:

- routinely produce clear and coherent writing appropriate for second grade;
- conduct short research projects;
- use technology to produce and publish writing;
- recall information from experiences, and draw evidence from both literary and informational text to answer a question.

Students develop a broad range of oral communication and interpersonal skills through varied opportunities and experiences with both information and text. Students:

- participate in collaborative discussions following agreed-upon rules; conversations build from class contributions;
- describe key ideas or details from a text read aloud or information presented either orally or through media;
- create media recordings of their stories and poems along with adding drawing or other visual displays.

Language and the “rules” of standard written and spoken English as well as the acquisition of both general and academic vocabulary are integrated throughout the lessons and exercises. Students:

- demonstrate command of Standard English conventions when writing or speaking at a second grade level;
- identify real-life connections between words and their use;

- use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Major Units:

Indian Education for All Titles

- *Jingle Dancer* by Cynthia Leitich Smith
- *Morning on the Lake* by Jan Waboose Bourdeau
- *Range Eternal* by Louise Erdrich
- *Red Parka Mary* by Peter Eyvindson

Science

- States of Matter; Solids, Liquids, Gases
- Life Cycles of Plants
- Life Cycles of Animals

Social Studies

People Who Make a Difference:

- Parents, Grandparents and Family Members
- People Who Supply Our Needs
- People from Many Cultures Now and Long Ago
- Geographic Awareness

The MCPS standards-based learning targets listed below build a firm foundation for a continuum of learning as we prepare our students to be college and career ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Reading Standards for Literature

Key Ideas and Details

1. **2.RL.1** - Ask and answer such questions as **who, what, where, when, why, and how to demonstrate understanding** of key details in a text.

LEARNING TARGETS

- I know how to ask and answer questions using key details.
- I can ask and answer questions (e.g. who, what where, when why) to demonstrate understanding of a text.

2. **2.RL.2** - **Recount stories, including fables and folktales from diverse cultures**, including American Indian cultures, and **determine** their central message, lesson, or moral.

LEARNING TARGETS

- I know there are different types of stories from different cultures; including stories from American Indians
- I know stories have messages, lessons and/or morals to learn

- c) I can retell a story interpreting its central message, lesson or moral

3. 2.RL. 3 - Describe how characters in a story respond to major events and challenges.

LEARNING TARGETS

- a) I know the characters, challenges and events in a story
- b) I can describe how characters respond to challenges and events (e.g. drawing, writing, telling, etc)

Craft and Structure

4. 2.RL. 4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

LEARNING TARGETS

- a) I know words and phrases can have rhythm and rhyme in stories, poems, and songs.
- b) I know words and phrases can have regular beats, alliteration, and repeated lines in stories, poems, and songs.
- c) I know alliterations are phrases or sentences that begin with the same sound.
- d) I can describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

5. 2.RL. 5 - Describe the overall structure of a story, including American Indian stories, describing how the beginning introduces the story and the ending concludes the action.

LEARNING TARGETS

- a) I know that stories, including American Indian stories, have a beginning, middle and end.
- b) I know stories have events and actions
- c) I can describe the structure of a story which includes a beginning, middle and end

6. 2.RL. 6 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

LEARNING TARGETS

- a) I know characters can be different
- b) I know characters can think act and speak differently
- c) I know quotation marks means a character is speaking
- d) I can acknowledge a character's point of view and make my oral reading sound like the character

Integration of Knowledge and Ideas

7. 2.RL. 7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

LEARNING TARGETS

- a) I know illustrations and words contain additional information about the story
- b) I know how to use the illustrations to help my understanding
- c) I can use the information gained from the illustrations and words to help me better understand the characters, setting or plot

8. (Not applicable to literature)

9. **2.RL. 9** - Compare and contrast **two or more versions of the same story** (e.g., Cinderella stories) **by different authors or from different cultures**, including American Indian authors or cultures.

LEARNING TARGETS

- a) I know there can be different versions of a story
- b) I know there are different authors
- c) I know there are different cultures in our world
- d) I can compare and contrast different versions of the same story (e.g., Cinderella stories)

Range of Reading and Level of Text Complexity

10. **2.RL. 10** - By the end of the year, read and comprehend literature, including stories and poetry, in the **grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

LEARNING TARGETS

- a) I know how to read and understand literature at the 2-3 level
- b) I can read and comprehend literature at the 2-3 level with the necessary support

Reading Standards for Informational Text

Key Ideas and Details

1. **2.RI. 1** - Ask and answer such questions as **who, what, where, when, why, and how to demonstrate understanding** of key details in a text.

LEARNING TARGETS

- a) I know how to ask and answer questions using key details
- b) I can ask and answer questions (e.g. who, what where, when why) to demonstrate understanding of a text

2. **2.RI. 2** - Identify the main topic of a **multiparagraph text** as well as **the focus of specific paragraphs** within the text.

LEARNING TARGETS

- a) I know paragraphs have a main idea
- b) I know paragraphs have supporting details
- c) I know there can be multiple paragraphs about one topic
- d) I can recognize the main idea of a multiparagraph text and how each paragraph supports it

3. **2.RI. 3** - Describe the connection between a series of **historical events, scientific ideas or concepts, or steps in technical procedures in a text.** Include texts by and about American Indians.

LEARNING TARGETS

- a) I know informational text can contain historical events, scientific ideas/concepts or steps in a procedure
- b) I know the text features in informational selections help me understand what I read

- c) I can read informational text
- d) I can sequence events, ideas/concepts or steps in a process after reading
- e) I can connect informational text to the world

Craft and Structure

4. 2.RI. 4 - Determine the meaning of words and phrases in a text **relevant to a grade 2 topic or subject area**. Recognize words and phrases with cultural significance to American Indians.

LEARNING TARGETS

- a) I know various vocabulary strategies (e.g., prefix, suffixes, surrounding text) that help me understand the meaning of words and phrases
- b) I can figure out the meaning of words and phrases specific to 2nd grade

5. 2.RI. 5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

LEARNING TARGETS

- a) I know informational text contains text features that help me when I read
- b) I know where different text features are located in a book
- c) I can use the different text features to locate facts and information in a text when I read

6. 2.RI. 6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

LEARNING TARGETS

- a) I know how to determine the main topic in a text
- b) I know that an author has a purpose for writing
- c) I can identify the main purpose of a text (e.g., answer, explain and/or describe)

Integration of Knowledge and Ideas

7. 2.RI. 7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

LEARNING TARGETS

- a) I know that pictures help me understand what I read
- b) I can tell how pictures/diagrams help me understand what I read

8. 2.RI. 8 - Describe how reasons support specific points the author makes in a text.

LEARNING TARGETS

- a) I know authors give reasons to support their thinking
- b) I can describe how the reasons support the author's viewpoint

9. 2.RI. 9 - Compare and contrast the most important points presented by two texts on the same topic.

LEARNING TARGETS

- a) I know that 2 books can be written on the same topic
- b) I know how to compare and contrast ideas
- c) I can compare and contrast important points about the same topic from two different texts

Range of Reading and Level of Text Complexity

10. 2.RI. 10 - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LEARNING TARGETS

- a) I know how to read and understand informational text at the 2-3 level
- b) I can read and comprehend informational text proficiently at the 2-3 level with support as needed

Reading Standards: Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. 2.RF. 3.a - Distinguish long and short vowels when reading regularly spelled one-syllable words.

LEARNING TARGETS

- a) I know vowels have a short or long sound.
- b) I know vowel strategies help me distinguish between long and short vowel sounds.
- c) I can read a one syllable word using the appropriate vowel sound.

b. 2.RF. 3.b - Know spelling-sound correspondences for additional common vowel teams.

LEARNING TARGETS

- a) I know various common vowel teams (e.g., ee, oa, oi, oy etc.) and their sounds
- b) I know the phonics rules for decoding and spelling words
- c) I can apply the grade level phonics rules and analyze words with common vowel teams

c. 2.RF. 3.c - Decode regularly spelled two-syllable words with long vowels.

LEARNING TARGETS

- a) I know the grade level phonics rules for decoding words
- b) I know to analyze a word
- c) I know words can have two syllables
- d) I can apply grade-level phonics rules and analyze two syllable words with long vowel sounds

d. 2.RF. 3.d - Decode words with common prefixes and suffixes.

LEARNING TARGETS

- a) I know words can have a prefix and/or a suffix
- b) I know how to break words into syllables for reading
- c) I can apply grade level phonics rules and analyze words with prefixes and suffixes

e. 2.RF. 3.e - Identify words with inconsistent but common spelling-sound correspondences.

LEARNING TARGETS

- a) I know the grade level phonics and word analysis skills for decoding words
- b) I know there are some words that have inconsistent but common spelling-sounds (e.g., heat vs. head, bow vs. bow)
- c) I can apply grade level phonics and analyze words with inconsistent but common spelling-sound correspondences

f. 2.RF. 3.f - Recognize and read grade-appropriate irregularly spelled words.

LEARNING TARGETS

- a) I know the grade level phonics and word analysis skills for decoding words
- b) I know there are some irregularly spelled words
- c) I can analyze words and apply grade-level phonics when I read irregularly spelled words

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

a. 2.RF. 4.a - Read on-level text with purpose and understanding.

LEARNING TARGETS

- a) I know to read fluently to support my understanding.
- b) I know good reading. (e.g., stop at punctuation, pause at commas, and use expression)
- c) I can read on-level text accurately and fluently to support my understanding.

b. 2.RF. 4.b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

LEARNING TARGETS

- a) I know how to read orally at an appropriate rate to support my understanding.
- b) I know what good reading sounds like. (e.g., stop at punctuation, pause at commas, and use expression)
- c) I can orally read on-level text accurately and fluently to support my understanding.

c. 2.RF. 4.c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LEARNING TARGETS

- a) I know to self-correct to understand what I have read
- b) I know when to reread
- c) I can read fluently, and accurately
- d) I can reread or self-correct when necessary

Writing Standards

Text Types and Purposes

1. 2.WR. 1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

LEARNING TARGETS

- a) I know the difference between opinion and fact
- b) I know the opinions need support via reasons
- c) I know what linking words are
- d) I know how to write a concluding statement
- e) I can write opinion pieces about a topic or book in which I state my opinion, with supporting reasons and a conclusion

2. **2.WR. 2** - Write informative/explanatory texts in which they **introduce a topic**, use facts and **definitions to develop points**, and provide a **concluding statement or section**.

LEARNING TARGETS

- a) I know what a fact is
- b) I know how to find definitions
- c) I know how to write a concluding statement
- d) I know what it means to inform and/or explain
- e) I can write an informative/explanatory piece about a topic with supporting facts and definitions

3. **2.WR. 3** - Write narratives in which they recount **a well-elaborated event or short sequence of events**, include details to **describe actions, thoughts, and feelings**, use temporal words to signal event order, and provide a sense of closure.

LEARNING TARGETS

- a) I know what a narratives is
- b) I know how to sequence events
- c) I know how to use ordinal words
- d) I can write a detailed narrative in sequential order including temporal words and a concluding statement

Production and Distribution of Writing

5. **2.WR. 5** - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

LEARNING TARGETS

- a) I know how to write about a topic
- b) I know the steps in the writing process
- c) I know what good writing sounds like and looks like
- d) I know how to change word choice and sentence structure
- e) I can improve my writing by revising and editing

6. **2.WR. 6** - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

LEARNING TARGETS

- a) I know to use a variety of digital tools to publish and share with peers.
- b) I can use a variety of digital tools to be creative in my writing. (e.g., computer, iPads, Netbooks)

- c) I can use a variety of digital tools to share with my peers. (e.g., computer, iPads, Netbooks)

Research to Build and Present Knowledge

7. **2.WR. 7** - Participate in shared research and writing projects (e.g., read a number of books on a **single topic to produce a report; record science observations**). Include sources by and about American Indians.

LEARNING TARGETS

- a) I know how to locate information about a topic from books, the internet and other sources
- b) I know how to write about a single topic
- c) I know how to record my scientific observations
- d) I know how to work with other students on a research project
- e) I can participate in a shared research and writing project

8. **2.WR. 8 - Recall information** from experiences or gather information from provided sources to answer a question. Include Stories by and about American Indians.

LEARNING TARGETS

- a) I know how to use personal background knowledge
- b) I know how to find information from a variety of sources provided to me.
- c) I can recount and describe details to answer a question

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in collaborative **conversations** with diverse partners **about grade 2 topics and texts** with peers and adults in small and larger groups.

a. **2.SL. 1.a** - Follow agreed-upon rules for discussions (e.g., **gaining the floor in respectful ways**, listening to others with care, speaking one at a time about the topics and texts under discussion).

LEARNING TARGETS

- a) I know the rules for speaking and listening
- b) I know how to wait for my turn and speak when called upon
- c) I know how to actively listen
- d) I can participate in discussions responsibly and respectfully

b. **2.SL. 1.b** - Build on others' talk in conversations by **linking their comments to the remarks of others**.

LEARNING TARGETS

- a) I know how to actively listen to others
- b) I know how to engage in collaborative conversations
- c) I know how to participate responsibly and respectfully in a conversations
- d) I can engage in conversations about grade appropriate topics and text

c. **2.SL. 1.c** - Ask for **clarification and further explanation** as needed about the topics and texts under discussion.

LEARNING TARGETS

- a) I know how to actively listen to others
- b) I know how to ask questions when I don't understand
- c) I can ask for clarification and explanations about a topic/text being discussed

2. **2.SL. 2** - **Recount or describe key ideas or details** from a text read aloud or information presented orally or through other media.

LEARNING TARGETS

- a) I know how to recall and present information
- b) I know how to identify key ideas
- c) I know how to report facts and relevant details
- d) I can describe and present ideas/details orally or through other media

3. **2.SL. 3** - Ask and answer questions about what a speaker says in order to **clarify comprehension**, gather additional information, or **deepen understanding of a topic or issue**.

LEARNING TARGETS

- a) I know how to actively listen to others
- b) I know how to ask questions
- c) I can ask and answer questions to clarify and deepen my understanding about a topic/issue

Presentation of Knowledge and Ideas

4. **2.SL. 4** - **Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**

LEARNING TARGETS

- a) I know to speak clearly when retelling a story or event.
- b) I know to use descriptive details when retelling a story or event.
- c) I can share my ideas in a clear voice.
- d) I can retell stories and events using descriptive words and facts.

5. **2.SL. 5** - **Create audio recordings of stories or poems;** add drawings or other visual displays to **stories or recounts of experiences** when appropriate to clarify ideas, thoughts, and feelings.

LEARNING TARGETS

- a) I know to use technology tools to record stories and poems.
- b) I know to use appropriate pictures to describe facts and details.
- c) I know to be clear about ideas, thoughts and feelings.
- d) I can use a variety of technology tools to record stories and poems.
- e) I can find and use appropriate pictures to support my stories and poems.
- f) I can share my ideas clearly.

6. **2.SL. 6** - Produce complete sentences when appropriate to task and situation **in order to provide requested detail or clarification.**

LEARNING TARGETS

- a) I know to use details to write clear and complete sentences.
- b) I can verbally express my ideas in complete sentences.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. 2.LS. 1.a - Use collective nouns (e.g., group).

LEARNING TARGETS

- a) I know what a noun is
- b) I know the difference between a singular and plural noun
- c) I know the importance of effective communication
- d) I can use the correct conventions of collective nouns (e.g., group) when writing or speaking

b. 2.LS. 1.b - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

LEARNING TARGETS

- a) I know what a irregular noun is
- b) I know what a plural noun is
- c) I know the importance of effective communication
- d) I can use the correct conventions of irregular plural nouns (e.g., feet, children, teeth) when writing or speaking

c. 2.LS. 1.c - Use reflexive pronouns (e.g., myself, ourselves).

LEARNING TARGETS

- a) I know what a noun is
- b) I know what a pronoun is
- c) I know what a reflexive pronoun is
- d) I know the importance of effective communication
- e) I can use the correct conventions of reflexive pronouns (e.g., myself, ourselves) when writing or speaking

d. 2.LS. 1.d - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

LEARNING TARGETS

- a) I know what a verb is
- b) I know what an irregular verb is
- c) I know what past, present and future tenses are
- d) I know the importance of effective communication

- e) I can use the correct conventions of past tense irregular verbs (e.g., sat, hid, told) when writing or speaking

e. 2.LS. 1.e - Use adjectives and adverbs, and choose between them depending on what is to be modified.

LEARNING TARGETS

- a) I know what a noun is
- b) I know what a verb is
- c) I know what an adjective is
- d) I know what an adverb is
- e) I know the importance of effective communication
- f) I can use the correct adjective or adverb when writing or speaking

f. 2.LS. 1.f - Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

LEARNING TARGETS

- a) I know what a simple sentence is
- b) I know what a compound sentence is
- c) I know sentences can start in different ways
- d) I know the importance of effective communication
- e) I can produce, expand, and rearrange simple and compound sentences (e.g., The boy watched the movie: The little boy watched the movie; The action movie was watched by the little boy.) when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 2.LS. 2.a - Capitalize holidays, product names, and geographic names.

LEARNING TARGETS

- a) I know how to identify a proper noun
- b) I know proper nouns are capitalized
- c) I know the importance of effective communication
- d) I can capitalize proper nouns (e.g., holidays, product names and geographic names) when writing

b. 2.LS. 2.b - Use commas in greetings and closings of letters.

LEARNING TARGETS

- a) I know what a comma is
- b) I know commas are used in greeting and closing of letters
- c) I can use commas correctly in greetings and closing of letters

c. 2.LS. 2.c - Use an apostrophe to form contractions and frequently occurring possessives.

LEARNING TARGETS

- a) I know what an apostrophe is
- b) I know what a contraction is
- c) I know what a possessive noun is
- d) I know the importance of effective communication
- e) I can use an apostrophe to form contractions and possessive nouns

d. 2.LS. 2.d - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

LEARNING TARGETS

- a) I know there are patterns in spelling
- b) I know some spelling pattern can help me write other words
- c) I can use spelling patterns I have learned to write similar words

e. 2.LS. 2.e - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

LEARNING TARGETS

- a) I know what a beginning dictionary is
- b) I know how to use a dictionary
- c) I know I make mistakes in my spelling
- d) I know how to use a word wall
- e) I know how use a personal dictionary
- f) I can use reference materials as needed to check and correct my spelling

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. 2.LS. 3.a - Compare formal and informal uses of English.

LEARNING TARGETS

- a) I know there are different uses of English
- b) I know there are formal and informal uses of English (They are going to the store - formal; They're going to the store - informal)
- c) I can compare formal and informal uses of English

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

a. 2.LS. 4.a - Use sentence-level context as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I know that sentences can provide clues to unknown words
- b) I know that words can have more than one meaning
- c) I know I can use the sentence context to help me figure out the meaning of a word or phrase
- d) I can use sentence level context as a clue to the meaning of a word or phrase

b. 2.LS. 4.b - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

LEARNING TARGETS

- a) I know what a prefix is
- b) I know prefixes have meaning
- c) I know adding a prefix to a word can change its meaning
- d) I can determine the meaning of a new word when a prefix is added to a known word (e.g., happy/unhappy, tell/retell)

c. 2.LS. 4.c - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

LEARNING TARGETS

- a) I know what a root word is
- b) I know the meaning of a root word can help me determine the meaning of an unknown word that has the same root
- c) I can use a known root word to figure out the meaning of a new word that contains the same root (addition/additional)

d. 2.LS. 4.d - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

LEARNING TARGETS

- a) I know words have meanings
- b) I know what a compound word is
- c) I can use knowledge of the meaning of individual words to predict the meaning of compound words

e. 2.LS. 4.e - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

LEARNING TARGETS

- a) I know what a glossary is and how to use it
- b) I know what a beginning dictionary is and how to use it
- c) I know how to access glossaries and dictionaries digitally
- d) I can use glossaries and dictionaries to figure out the meaning of words and phrases

5. Demonstrate understanding of word relationships and nuances in word meanings.

a. 2.LS. 5.a - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

LEARNING TARGETS

- a) I know what nouns and verbs are
- b) I know specific words can describe relationships more clearly
- c) I know words can have different shades of meaning (describe foods that are spicy or juicy)
- d) I can show understanding of word meanings by connecting the word and its use in sentences

b. 2.LS. 5.b - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

LEARNING TARGETS

- a) I know what a verb is
- b) I know verbs can have different shades of meaning
- c) I know what an adjective is
- d) I know adjectives can have different shades of meaning
- e) I can show understanding of word relationships by using a variety of closely related verbs and adjectives

6. 2.LS. 6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using **adjectives and adverbs to describe (e.g., **When other kids are happy that makes me happy**).**

LEARNING TARGETS

- c) I know how to actively listen to conversations and stories.
- d) I know how to use adjectives and adverbs in my speaking.
- e) I know how to make connections between what I hear, read, think and do.
- f) I can use words and phrases acquired from conversations, reading, and my responses to text to describe.

GRADE 3

Course Overview

MCPS English Language Arts teaching and learning in third grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking, and listening, and language.

The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Students:

- refer to text to ask and answer questions about characters, events, and concepts;
- determine the theme and main idea;
- describe and explain in-depth story elements;
- describe and explain themes and topics using literature and informational text;
- compare and contrast themes, characters, setting and plots of text;
- know and apply phonics and word analysis to read accurately and fluently;
- distinguish own point of view from that of author, narrator, or characters in text.

Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative (opinion), informative/explanatory, and narrative pieces that draw upon literary and informational texts they read. With guidance and support, students:

- routinely produce clear, coherent, and organized writing appropriate for third grade;
- conduct short research projects
- use technology to produce and publish writing;
- recall information from experiences, and draw evidence from both literary and informational text to answer a question.

Students develop a broad range of oral communication and interpersonal skills through varied opportunities and experiences with both information and text. Students:

- engage in a range of collaborative discussion formats following agreed-upon rules; conversations build from class contributions;
- determine main idea and details of text read aloud or information presented in various media and formats;
- report on a topic or text, tell a story, or describe an experience with appropriate facts and details;
- create media recordings of stories and poems, and add visuals to emphasize and enhance facts and details.

Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout the lessons and exercises. Students:

- demonstrate command of Standard English conventions when writing or speaking at a third grade level;
- distinguish the literal and nonliteral meanings of words and phrases;
- use strategies and resources to clarify meaning of unknown words and phrases.

Major Units

Indian Education for All Titles

- *Beaver Steals Fire* by Confederated Salish/Kootenai Tribes
- *War Shirt* by Bently Spang
- *When the Shadbush Blooms* by Carla Messinger

Science

- Geology: Earth Materials and Changes
- Weather and the Water Cycle
- Simple Machines

Social Studies

Community and Change:

- Our Community and Its Heritage
- Comparing Past to Present
- Meeting Ordinary and Extraordinary People

The MCPS standards-based learning targets listed below build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Reading Standards for Literature

Key Ideas and Details

1. **3.RL. 1** - Ask and answer questions to **demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**

LEARNING TARGETS

- a) I know how to answer questions by referring to a text.
- b) I can ask and answer questions to demonstrate my understanding of a text.

2. **3.RL. 2** - Recount stories, including fables, folktales, and myths from diverse cultures including those by and about American Indians; determine the central message, lesson, or moral and **explain how it is conveyed through key details in the text.**

LEARNING TARGETS

- a) I know how to interpret inferred meaning from a multicultural genre.
- b) Using key details from the text, I can retell stories from multicultural genre and interpret the message, lesson, or moral.

3. **3.RL. 3** - Describe characters in a story (e.g., **their traits, motivations, or feelings**) and **explain how their actions contribute to the sequence of events.**

LEARNING TARGETS

- a) I know how characters affect the sequence of the story.

- b) I can describe how the characters' actions affect the sequence of the story.

Craft and Structure

4. 3.RL. 4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

LEARNING TARGETS

- a) I know the difference between literal and figurative language.
- b) I can determine the difference between literal and figurative language within a text.

5. 3.RL. 5 - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

LEARNING TARGETS

- a) I know the proper terms to identify the *parts* of a text.
- b) I can use the proper terms (chapter, scene, & stanza) to describe the details in the text.

6. 3.RL. 6 - Distinguish their own point of view from that of the narrator or those of the characters. Include works by and about American Indians.

LEARNING TARGETS

- a) I know that my voice may be different from that of the narrator and characters.
- b) I can identify the difference between my own voice and that of the narrator and characters.

Integration of Knowledge and Ideas

7. 3.RL. 7 - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

LEARNING TARGETS

- a) I know that illustrations add meaning to a story.
- b) I can make meaningful connections between the illustrations and the text.

8. *(Not applicable to literature)*

9. 3.RL. 9 - Compare and contrast the themes, settings, and plots of stories written by the same author (including American Indian authors) about the same or similar characters (e.g., in books from a series).

LEARNING TARGETS

- a) I know how to compare and contrast story elements.
- b) I can compare and contrast story elements among similar books written by the same author.

Range of Reading and Level of Text Complexity

10. 3.RL. 10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

LEARNING TARGETS

- a) I know how to read and comprehend literature at grade level.

- b) I can proficiently and independently read and comprehend literature at grade level.

Reading Standards for Informational Text

Key Ideas and Details

1. **3.RI. 1** - Ask and answer questions to demonstrate understanding of a text, **referring explicitly to the text as the basis for the answers.**

LEARNING TARGETS

- a) I know how to answer questions by referring to a text.
- b) I can ask and answer questions to demonstrate my understanding of a text.

2. **3.RI. 2** - **Determine the main idea of a text; recount the key details and explain how they support the main idea.**

LEARNING TARGETS

- a) I know the main idea of a text and understand how details support the main idea.
- b) I can describe the main idea using supporting details from the text.

3. **3.RI. 3** - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, **using language that pertains to time, sequence, and cause/effect.** Include texts by and about American Indians.

LEARNING TARGETS

- a) I know specific language that relates to time, sequence, and cause/effect.
- b) I can analyze non-fiction text or events using language relating to time, sequence, and cause/effect.

Craft and Structure

4. **3.RI. 4** - Determine the meaning of **general academic and domain-specific** words and phrases in a text relevant to a **grade 3 topic** or subject area.

LEARNING TARGETS

- a) I know the meaning of content area vocabulary.
- b) I can understand content area vocabulary.

5. **3.RI. 5** - Use text features and **search tools (e.g., key words, sidebars, hyperlinks)** to locate information **relevant to a given topic efficiently.**

LEARNING TARGETS

- a) I know how to use text features/search tools.
- b) I can use text features/search tools to efficiently research a given topic.

6. **3.RI. 6** - **Distinguish their own point of view from that of the author of a text.**

LEARNING TARGETS

- a) I know the author's purpose and point of view.
- b) I can compare my point of view to the author's viewpoint.

Integration of Knowledge and Ideas

7. 3.RI. 7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

LEARNING TARGETS

- a) I know illustrations help me understand the text.
- b) I can use illustrations to gain meaning from the text.

8. 3.RI. 8 - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

LEARNING TARGETS

- a) I know authors create connections between sentences and paragraphs within a text.
- b) I can interpret relationships between sentences and paragraphs within a text.

9. 3.RI. 9 - Compare and contrast the most important points and key details presented in two texts on the same topic.

LEARNING TARGETS

- a) I know two texts on the same topic contain important points and key details.
- b) I can identify key details in comparing and contrasting two texts on the same topic.

Range of Reading and Level of Text Complexity

10. 3.RI. 10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

LEARNING TARGETS

- a) I know how to read and comprehend informational texts at grade level.
- b) I can read and comprehend informational texts independently and proficiently at grade level.

Reading Standards: Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. 3.RF. 3.a - Identify and know the meaning of the most common prefixes and derivational suffixes.

LEARNING TARGETS

- a) I know how to decode words and use phonics to understand vocabulary.
- b) I can identify prefixes and suffixes and apply phonics and decoding skills while reading.

b. 3.RF. 3.b - Decode words with common Latin suffixes.

LEARNING TARGETS

- a) I know how to use my grade level word study skills.
- b) I can decode words with common suffixes.

c. 3.RF. 3.c - Decode multisyllable words.

LEARNING TARGETS

- a) I know how to apply grade level word study skills with irregularly spelled words.
- b) I can decode irregularly spelled grade level words.

d. 3.RF. 3.d - Read grade-appropriate irregularly spelled words.

LEARNING TARGETS

- a) I know how to apply grade level word study skills with irregularly spelled words.
- b) I can decode irregularly spelled grade level words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

a. 3.RF. 4.a - Read on-level text with purpose and understanding.

LEARNING TARGETS

- a) I know how to reread to help my understanding of a text.
- b) I can understand the meaning of the text when I read fluently.
- c) I can read text at my grade level for meaning and enjoyment.

b. 3.RF. 4.b - Read on-level **prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.**

LEARNING TARGETS

- a) I know how to read prose and poetry.
- b) I can orally read prose and poetry with fluency and accuracy with comprehension.
- c) I can orally read prose and poetry at an appropriate rate with expression.

c. 3.RF. 4.c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LEARNING TARGETS

- a) I know using context clues and rereading helps me improve my accuracy, fluency, and comprehension.
- b) I can use context clues and rereading to understand what I've read.

Writing Standards

Text Types and Purposes

1. Write opinion pieces on topics or texts, **supporting a point of view with reasons.**

a. 3.WR. 1.a - **Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.**

LEARNING TARGETS

- a) I know how to write an opinion piece that supports a point of view.
- b) I can write an opinion piece using an organizational structure.

b. 3.WR. 1.b - Provide reasons that support the opinion.

LEARNING TARGETS

- a) I know how to write an opinion piece.
- b) I can write an opinion piece providing reasons that support my point of view.

c. **3.WR. 1.c - Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.**

LEARNING TARGETS

- a) I know how to write an opinion piece to support my point of view.
- b) I can write an opinion piece using linking words and phrases to support my point of view.

d. 3.WR. 1.d - Provide a concluding statement or section.

LEARNING TARGETS

- a) I know how to write an opinion piece to support my point of view.
- b) I can write an opinion piece using a concluding statement to support my point of view.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. 3.WR. 2.a - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

LEARNING TARGETS

- a) I know how to convey my ideas on a specific topic in writing.
- b) I can write about a topic expressing my ideas in an organized way.
- c) I can write about a topic including illustrations that support my writing.

b. 3.WR. 2.b - Develop the topic with facts, definitions, and details.

LEARNING TARGETS

- a) I know how to convey my ideas on a specific topic in writing.
- b) I can write about a topic with facts, definitions, and details.

c. **3.WR. 2.c - Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.**

LEARNING TARGETS

- a) I know how to convey my ideas on a specific topic in writing.
- b) I can write about a topic using linking words and phrases to connect my ideas.

d. 3.WR. 2.d - Provide a concluding statement or section.

LEARNING TARGETS

- a) I know how to convey my ideas on a specific topic in writing.
- b) I can write about a topic with a strong conclusion.

3. Write narratives to **develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

a. 3.WR. 3.a - Write narratives to develop real or imagined experiences or events and establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

LEARNING TARGETS

- a) I know how to write a narrative story.
- b) I can write a narrative story with an organized sequence of events.

b. 3.WR. 3.b - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

LEARNING TARGETS

- a) I know how to write a story using a sequence of events.
- b) I can write an organized story, including dialogue, to develop the plot.

c. 3.WR. 3.c - Use temporal words and phrases to signal event order.

LEARNING TARGETS

- a) I know how to write a narrative story with a sequence of events.
- b) I can write a narrative story using descriptive details, transition words, and phrases.

d. 3.WR. 3.d - Provide a sense of closure.

LEARNING TARGETS

- a) I know how to write a narrative story with a sequence of events.
- b) I can write a narrative story using descriptive details to provide a strong closure.

Production and Distribution of Writing

4. 3.WR. 4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

LEARNING TARGETS

- a) I know how to write an organized piece.
- b) I can write an organized piece for a specific purpose

5. 3.WR. 5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

LEARNING TARGETS

- a) I know how to use the writing process.
- b) I can write a piece using the writing process (planning, revising, and editing).

6. 3.WR. 6 - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

LEARNING TARGETS

- a) I know how to use the writing process.
- b) I can write, collaborate, and publish a piece using technology.

Research to Build and Present Knowledge

7. 3.WR. 7 - Conduct short research projects that build knowledge about a topic. Include sources by and about American Indians.

LEARNING TARGETS

- a) I know how to conduct research about a topic.
- b) I can record the information I collect for my research (science log, journal, etc.).

8. 3.WR. 8 - Recall information from experiences or gather information from **print and digital sources; take brief notes on sources and sort evidence into provided categories.** Include sources by and about American Indians.

LEARNING TARGETS

- a) I know how to gather information from digital sources.
- b) I can record, organize, and recall my information.

Range of Writing

10. 3.WR. 10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LEARNING TARGETS

- a) I know how to use the writing process (pre-write, draft, edit, revise, publish).
- b) I know how to write for different purposes and audiences.
- c) I can use the writing process to write for different purposes and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

a. 3.SL. 1.a - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

LEARNING TARGETS

- a) I know how to participate in collaborative conversations.
- b) I can come prepared to participate in discussions and make connections about information related to the topic.

b. 3.SL. 1.b - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

LEARNING TARGETS

- a) I know how to participate in collaborative conversations.
- b) I can participate respectfully in the discussion about the topics and texts.

c. 3.SL. 1.c - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

LEARNING TARGETS

- a) I know how to ask questions for information and deeper understanding of a topic.
- b) I can ask questions that deepen my understanding of the topic and make connections with others.

d. 3.SL. 1.d - Explain their own ideas and understanding in light of the discussion.

LEARNING TARGETS

- a) I know how to express my understanding of a discussion.
- b) I can express my understanding of ideas and make connections to the discussion.

2. 3.SL. 2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LEARNING TARGETS

- a) I know how to determine the main idea and supporting details.
- b) I can determine the main idea and supporting details of information presented orally or in multi-media formats.

3. 3.SL. 3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

LEARNING TARGETS

- I know how to ask and answer questions about information from a speaker.
- I can ask and answer questions about information from a speaker and include elaboration and detail.

Presentation of Knowledge and Ideas

4. 3.SL. 4 - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Include sources by and about American Indians.

LEARNING TARGETS

- a) I know how to retell a story or describe an experience with facts and descriptive details.
- b) I can give a report, retell a story, or describe an experience using facts and descriptive details in a clear speaking voice.

5. 3.SL. 5 - Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

LEARNING TARGETS

- a) I know how to read stories and poems fluently, adding a visual display.
- b) I can read stories or poems fluently, adding visual displays to clarify the understanding of the text.

6. **3.SL.6 - Speak** in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LEARNING TARGETS

- a) I know how to answer questions clearly in complete sentences.
- b) I can answer questions clearly in complete sentences using details.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. 3.LS. 1.a - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

LEARNING TARGETS

- a) I know what nouns, pronouns, verbs, adjectives, and adverbs are.
- b) I can use nouns, pronouns, verbs, adjectives, and adverbs correctly.
- c) I can explain the role of a noun, pronoun, verb, adjective, and adverb in a sentence (i.e. a noun is a person, place, or thing).

b. 3.LS. 1.b - Form and use **regular and irregular plural nouns.**

LEARNING TARGETS

- a) I know how to form and use frequently occurring regular and irregular plural nouns.
- b) I can use regular and irregular plural nouns when writing and speaking.

c. 3.LS. 1.c - Use abstract nouns (e.g., *childhood*).

LEARNING TARGETS

- a) I know how to use reflective nouns when writing or speaking.
- b) I can use reflective and abstract nouns when writing or speaking (Abstract nouns have no physical existence: you can't see, hear, touch, smell, or taste them. Example: joy).

d. 3.LS. 1.d - Form and use **regular and irregular verbs.**

LEARNING TARGETS

- a) I know how to use frequently occurring irregular verbs.
- b) I can use regular and irregular verbs.

e. 3.LS. 1.e - Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

LEARNING TARGETS

- a) I know how to form verb tenses.
- b) I can form and use verb tenses.

f. 3.LS. 1.f - Ensure subject-verb and pronoun-antecedent agreement.

LEARNING TARGETS

- a) I know how to use subject - verb agreement correctly in a sentence.
- b) I know how to identify pronoun - antecedent agreement within a sentence.

- c) I can use subject - verb and pronoun - antecedent agreement correctly in a sentence.

g. 3.LS. 1.g - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

LEARNING TARGETS

- a) I know how to use comparative and superlative adjectives and adverbs.
- b) I can use comparative and superlative adjectives and adverbs to modify a sentence.

h. 3.LS. 1.h - Use coordinating and subordinating conjunctions.

LEARNING TARGETS

- a) I know how to identify coordinating and subordinating conjunctions.
- b) I can use coordinating and subordinating conjunctions in a sentence.

i. 3.LS. 1.i - Produce simple, compound, and complex sentences.

LEARNING TARGETS

- a) I know how to identify simple, compound, and complex sentences.
- b) I can use simple, compound, and complex sentences.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 3.LS. 2.a - Capitalize appropriate words in titles.

LEARNING TARGETS

- a) I know how to identify words that need to be capitalized within a title.
- b) I can write a title with correct capitalization.

b. 3.LS. 2.b - Use commas in addresses.

LEARNING TARGETS

- a) I know how to identify commas used correctly in an address.
- b) I can write an address correctly using commas.

c. 3.LS. 2.c - Use commas and quotation marks in dialogue.

LEARNING TARGETS

- a) I know how to identify commas and quotation marks used correctly in dialogue.
- b) I can use commas and quotation marks correctly in writing dialogue.

d. 3.LS. 2.d - Form and use possessives.

LEARNING TARGETS

- a) I know how to identify when possessives are correctly used.
- b) I can write a sentence using possessives correctly.

e. 3.LS. 2.e - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

LEARNING TARGETS

- a) I know how to spell high frequency and other grade level words.
- b) I know how to add suffixes to grade level words.
- c) I can spell high frequency and grade level words correctly in my writing.

f. 3.LS. 2.f - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

LEARNING TARGETS

- a) I know how to identify spelling patterns and generalizations in words.
- b) I can use spelling patterns and generalizations correctly in my writing.

g. 3.LS. 2.g - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

LEARNING TARGETS

- a) I know how to use reference materials and dictionaries.
- b) I can use reference materials and dictionaries to edit my writing.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. 3.LS..3.a - Choose words and phrases for effect.

LEARNING TARGETS

- a) I know how to identify words and phrases that clarify ideas.
- b) I can use words and phrases that clarify my ideas.

b. 3.LS. 3.b - Recognize and observe differences between the conventions of spoken and written standard English.

LEARNING TARGETS

- a) I know how to identify the differences between spoken and written language.
- b) I can use spoken or written language and distinguish the difference between the two.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on **grade 3** reading and content, choosing flexibly from a range of strategies.

a. 3.LS. 4.a - Use sentence-level context as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I know how to use context clues.
- b) I can use context clues to deepen my understanding of a text.

b. **3.LS. 4.b** - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

LEARNING TARGETS

- a) I know how to identify the meaning of third grade level words when an affix is added.
- b) I can use strategies to find the meaning of third grade level words with affixes in context.

c. **3.LS. 4.c** - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

LEARNING TARGETS

- a) I know how to use root words to find the meaning of a new word.
- b) I can apply strategies to find the meaning of new words using the root word.

d. **3.LS. 4.d** - **Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.**

LEARNING TARGETS

- a) I know how to use glossaries and dictionaries (print or digital).
- b) I can use glossaries and dictionaries to find the meaning of words.

5. Demonstrate understanding of word relationships and nuances in word meanings.

a. **3.LS. 5.a** - **Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).**

LEARNING TARGETS

- a) I know how to distinguish the difference between literal and nonliteral language.
- b) I can use literal and nonliteral language to express my thoughts.

b. **3.LS. 5.b** - **Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).**

LEARNING TARGETS

- a) I know how to identify figurative language.
- b) I can use figurative language to identify real-life connections between words and their use (i.e., She was as sly as a fox.).

c. **3.LS. 5.c** - **Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).**

LEARNING TARGETS

- a) I know how to identify figurative language.
- b) I can use figurative language to express degrees of certainty among related words (I *know* I forgot my lunch. I *think* I forgot my lunch.).

6. 3.LS. 6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

LEARNING TARGETS

- a) I know how to use content area vocabulary.
- b) I know how to use spatial and temporal relationships in language.
- c) I can use content area vocabulary including spatial and temporal relationships in language.

Grades 4-5 Text Exemplars

Stories

Carroll, Lewis. *Alice's Adventures in Wonderland*
Burnett, Frances Hodgson. *The Secret Garden*
Farley, Walter. *The Black Stallion*
Saint-Exupery, Antoine de. *The Little Prince*
Babbitt, Natalie. *Tuck Everlasting*
Singer, Isaac Bashevis. "Zlateh the Goat."
Hamilton, Virginia. M. C. *Higgins, the Great*
Erdrich, Louise. *The Birchbark House*
Curtis, Christopher Paul. *Bud, Not Buddy*
Lin, Grace. *Where the Mountain Meets the Moon*

Poetry

Blake, William. "The Echoing Green."
Lazarus, Emma. "The New Colossus."
Thayer, Ernest Lawrence. "Casey at the Bat."
Dickinson, Emily. "A Bird Came Down the Walk."
Sandburg, Carl. "Fog."
Frost, Robert. "Dust of Snow."
Dahl, Roald. "Little Red Riding Hood and the Wolf."
Nichols, Grace. "They Were My People."
Mora, Pat. "Words Free As Confetti."

Informational Texts

Berger, Melvin. *Discovering Mars: The Amazing Story of the Red Planet*
Carlisle, Madelyn Wood. *Let's Investigate Marvelously Meaningful Maps*
Lauber, Patricia. *Hurricanes: Earth's Mightiest Storms*
Otfinoski, Steve. *The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It*
Wulffson, Don. *Toys!: Amazing Stories Behind Some Great Inventions*
Schleichert, Elizabeth. "Good Pet, Bad Pet."
Kavash, E. Barrie. "Ancient Mound Builders."
Koscielniak, Bruce. *About Time: A First Look at Time and Clocks*
Banting, Erinn. *England the Land*
Hakim, Joy. *A History of US*
Ruurs, Margriet. *My Librarian Is a Camel: How Books Are Brought to Children Around the World*
Simon, Seymour. *Horses*
Montgomery, Sy. *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea*
Simon, Seymour. *Volcanoes*
Nelson, Kadir. *We Are the Ship: The Story of Negro League Baseball*
Cutler, Nellie Gonzalez. "Kenya's Long Dry Season."
Hall, Leslie. "Seeing Eye to Eye."
Ronan, Colin A. "Telescopes."

Buckmaster, Henrietta. "Underground Railroad."

Grades 4-5 Sample Performance Tasks for Stories and Poetry

- Students *make connections between the visual presentation* of John Tenniel's illustrations in Lewis Carroll's *Alice's Adventures in Wonderland* and the text of the story to *identify* how the pictures of Alice reflect *specific descriptions* of her in the text. [RL.4.7]
- Students *explain* the selfish behavior by Mary and make *inferences* regarding the impact of the cholera outbreak in Frances Hodgson Burnett's *The Secret Garden* by *explicitly referring to details and examples from the text*. [RL.4.1]
- Students *describe how the narrator's point of view* in Walter Farley's *The Black Stallion* *influences how events are described* and how the reader perceives the character of Alexander Ramsay, Jr. [RL.5.6]
- Students *summarize* the plot of Antoine de Saint-Exupery's *The Little Prince* and then reflect on the *challenges* facing the *characters in the story* while employing those and other *details in the text* to discuss the value of inquisitiveness and exploration as a *theme* of the story. [RL.5.2]
- Students read Natalie Babbitt's *Tuck Everlasting* and *describe in depth* the idyllic *setting* of the story, *drawing on specific details in the text*, from the color of the sky to the sounds of the pond, to describe the scene. [RL.4.3]
- Students *compare and contrast* coming-of-age stories by Christopher Paul Curtis (*Bud, Not Buddy*) and Louise Erdrich (*The Birchbark House*) by identifying *similar themes* and examining the stories' *approach* to the topic of growing up. [RL.5.9]
- Students *refer to the structural elements* (e.g., *verse, rhythm, meter*) of Ernest Lawrence Thayer's "Casey at the Bat" when analyzing the *poem* and contrasting the impact and *differences* of those *elements* to a prose summary of the *poem*. [RL.4.5]
- Students *determine the meaning* of the *metaphor* of a cat in Carl Sandburg's poem "Fog" and contrast that *figurative language* to the meaning of the *simile* in William Blake's "The Echoing Green." [RL.5.4]

Grades 4-5 Sample Performance Tasks for Informational Texts

- Students *explain how* Melvin Berger *uses reasons and evidence* in his book *Discovering Mars: The Amazing Story of the Red Planet* to *support particular points* regarding the topology of the planet. [RI.4.8]
- Students *identify the overall structure of ideas, concepts, and information* in Seymour Simon's *Horses* (based on factors such as their speed and color) and *compare and contrast* that scheme to the one employed by Patricia Lauber in her book *Hurricanes: Earth's Mightiest Storms*. [RI.5.5]
- Students *interpret* the visual *chart* that accompanies Steve Otfinoski's *The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It* and *explain how the information* found within it *contributes to an understanding of* how to create a budget. [RI.4.7]
- Students *explain the relationship between* time and clocks using *specific information* drawn from Bruce Koscielniak's *About Time: A First Look at Time and Clocks*. [RI.5.3]
- Students *determine the meaning* of *domain-specific words or phrases*, such as *crust, mantle, magma, and lava*, and important *general academic words and phrases* that appear in Seymour Simon's *Volcanoes*. [RI.4.4]

- Students *compare and contrast a firsthand account* of African American ballplayers in the Negro Leagues to a *secondhand account* of their treatment found in books such as Kadir Nelson’s *We Are the Ship: The Story of Negro League Baseball*, attending to the *focus* of each account *and the information provided* by each. [RI.4.6]
- Students *quote accurately and explicitly from* Leslie Hall’s “Seeing Eye to Eye” to *explain statements* they make and ideas they *infer* regarding sight and light. [RI.5.1]
- Students *determine the main idea* of Colin A. Ronan’s “Telescopes” and create a *summary* by *explaining how key details support* his distinctions regarding different types of telescopes. [RI.4.2]

GRADE 4

Course Overview

MCPS English Language Arts teaching and learning in fourth grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening and language.

The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Students:

- refer to details and draw inferences;
- determine the theme and main idea;
- describe and explain in-depth story elements;
- describe and explain themes and topics using literature and informational text;
- compare and contrast;
- know and apply phonics and word analysis to read accurately and fluently.

Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon literary and informational texts they read. With some guidance and support, students:

- routinely produce clear, coherent, and organized writing appropriate for fourth grade;
- conduct short research projects that build knowledge through investigation of different aspects of a topic;
- use technology to produce and publish writing;
- recall information from experiences, and draw evidence from both literary and informational text to answer a question.

Students develop a broad range of oral communication and interpersonal skills through varied opportunities and experiences with both information and text. Students:

- engage effectively in a range of collaborative discussion formats;
- paraphrase text read aloud or information presented in various media and formats;
- report on a topic, tell a story, or describe an experience in an organized manner using appropriate facts and details;
- add audio recordings and visuals to presentations to enhance the development of main ideas or themes;
- use appropriate language (formal or informal) based on audience or situation.

Language and the “rules” of standard written and spoken English as well as the acquisition of both general and academic vocabulary are integrated throughout the lessons and exercises. Students:

- demonstrate command of Standard English conventions when writing or speaking at a fourth grade level;
- explain the meaning of simple similes and metaphors;
- use strategies and resources to clarify meaning of unknown words and phrases.

Major Units

Indian Education for All Titles

- *Less Than Half, More Than Whole* by Kathleen Lacapa
- *Powwow* by George Ancona
- *Shi-shi-etko* by Nicola L. Campbell

Science

- Energy: Heat, Light, and Sound
- Energy: Electricity and Magnetism
- Local Ecosystems: Plant and Animal Interactions – Adaptations and Behavior

Social Studies

Montana and Regions of the United States:

- Learning Geography Skills
- Learning About Our State and Region
- Becoming Effective Citizens

The MCPS standards-based learning targets listed below build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Reading Standards for Literature

Key Ideas and Details

1. 4.RL. 1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LEARNING TARGETS

- a) I know that an inference is a conclusion or prediction drawn by using context clues.
- b) I can refer to details and examples in a text when explaining what I have read.
- c) I can refer to details and examples in a text when drawing inferences from the text.

2. 4.RL. 2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text. Include texts by and about American Indians.

LEARNING TARGETS

- a) I know that a theme is a broad idea, message, or moral of a story.
- b) I can determine a theme of a story, drama, or poem from details in the text.
- c) I can summarize a text.

3. 4.RL. 3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

LEARNING TARGETS

- a) I know how to find specific details in a text.

- b) I can describe, in depth a character, setting, or event in a story or drama by drawing on specific details in the text (such as a character's thoughts, words, or actions).

Craft and Structure

4. 4.RL. 4 - Determine the meaning of words and phrases as they are used in a text, **including those that allude to significant characters found in mythology** (e.g., Herculean).

LEARNING TARGETS

- a) I know how to use context clues to understand the meanings of words used in a text.
- b) I can determine the meaning of words and phrases as they are used in a text, including those that allude or refer to significant characters found in mythology (such as Herculean).

5. 4.RL. 5 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

LEARNING TARGETS

- a) I know the structural elements of poems, drama and prose.
- b) I can explain the major differences between poems, drama, and prose.
- c) I can refer to the structural elements of poems and drama when writing or speaking about a text.

6. 4.RL. 6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Include works by and about American Indians.

LEARNING TARGETS

- a) I can understand point of view.
- b) I can understand first- and third-person narrations.
- c) I can compare and contrast the point of view from which different stories are narrated.
- d) I can compare and contract first- and third-person narrations.

Integration of Knowledge and Ideas

7. 4.RL. 7 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

LEARNING TARGETS

- a) I know that the text of a story or drama and its visual or oral presentation need to be connected.
- b) I can make connections between the text of a story or drama and a visual or oral presentation of the text.
- c) I can identify where the visual presentation and oral presentation each match specific descriptions and dramatic directions from the text.

8. (Not applicable to literature)

9. 4.RL. 9 - Compare and contrast **the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures**, including those by and about American Indians.

LEARNING TARGETS

- a) I know that there are similarities and variations between stories, myths and traditional literature from different cultures.
- b) I can compare and contrast how similar themes and topics (such as the opposition of good and evil) are used in stories, myths, and traditional literature from different cultures.
- c) I can compare and contrast how patterns of events are used in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity

10. 4.RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, **in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

LEARNING TARGETS

- a) I know how to find stories, dramas, poems, and books within my grade level and above.
- b) I know how to use comprehension strategies when I read.
- c) I can, by the end of the year, read and understand literature, including stories, dramas, and poetry at my grade level or above.
- d) I can ask for help with comprehension strategies when reading at the higher level of my reading ability.

Reading Standards for Informational Text

Key Ideas and Details

1. 4.RI. 1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LEARNING TARGETS

- a) I know that an inference is a conclusion or prediction drawn by using context clues.
- b) I can refer to details and examples in a text when explaining what I have read.
- c) I can refer to details and examples in a text when drawing inferences from the text.

2. 4.RI. 2 - Determine the main idea of a text and **explain how it is supported by key details; summarize the text.**

LEARNING TARGETS

- a) I know how to find the main idea in a text.
- b) I know how to highlight the details of the text.
- c) I can find the main idea of a text and explain how it is supported by details within the text.
- d) I can summarize the text.

3. 4.RI. 3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Include texts by and about American Indians.

LEARNING TARGETS

- a) I know how to find specific details in informational text.
- b) I can explain events, procedures, ideas, or concepts in informational text.
- c) I can explain what happened and why, based on specific details in the text.

Craft and Structure

4. **4.RI. 4** - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a **grade 4** topic or subject area.

LEARNING TARGETS

- a) I know vocabulary words and phrases from the 4th grade content area.
- b) I can identify 4th grade content area words and phrases in content specific text.

5. **4.RI. 5** - Describe the overall structure (e.g., **chronology, comparison, cause/effect, problem/solution**) of events, ideas, concepts, or information in a text or part of a text.

LEARNING TARGETS

- a) I know the overall structure of the details and content in a text or part of a text.
- b) I can describe the overall structure of the details and content in a text or part of a text.

6. **4.RI. 6** - Compare and contrast a **firsthand and secondhand account of the same event or topic**, including those of American Indians; **describe the differences in focus and the information provided.**

LEARNING TARGETS

- a) I know what the difference between a firsthand and secondhand account of an event or topic.
- b) I can compare and contrast a firsthand and secondhand account of the same event or topic.
- c) I can describe the differences in key points in firsthand and secondhand accounts based on the information provided.

Integration of Knowledge and Ideas

7. **4.RI. 7** - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

LEARNING TARGETS

- a) I know how to interpret information through pictures, words, and numbers.
- b) I can interpret information presented in different formats.
- c) I can explain how information helps me understand what I read.

8. **4.RI. 8** - Explain how an author uses reasons and evidence to support particular points in a text.

LEARNING TARGETS

- a) I know an author supports points in a text with reasons and evidence.
- b) I can explain how an author uses reasons and evidence to support particular points in a text.

9. **4.RI. 9 - Integrate information** from two texts on the same topic **in order to write or speak about the subject knowledgeably.**

LEARNING TARGETS

- a) I know how to gather information from two texts to help me understand a topic better.
- b) I can combine information from two texts on the same topic.
- c) I can use this information to write or speak effectively about the subject.

Range of Reading and Level of Text Complexity

10. **4.RI.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the **grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

LEARNING TARGETS

- a) I know the comprehension strategies for informational text.
- b) I can choose informational texts that are at my grade level or above.
- c) I can, by the end of year, read and comprehend informational texts at my grade level or above.
- d) I can ask for help while using comprehension strategies when I read informational texts at the high end of my reading range.

Reading Standards: Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. **4.RF. 3.a** - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

LEARNING TARGETS

- a) I know how to use phonics and word skills to decode unfamiliar words.
- b) I can use my knowledge of phonics and multi-syllabic words to read accurately unfamiliar words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

a. **4.RF. 4.a** - Read on-level text with purpose and understanding.

LEARNING TARGETS

- a) I know how to reread to help my understanding of a text.
- b) I can understand the meaning of the text when I read fluently.
- c) I can read text at my grade level for meaning and enjoyment.

b. **4.RF. 4.b** - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

LEARNING TARGETS

- a) I know how to orally read prose and poetry.

- b) I can orally read prose and poetry fluently and accurately with comprehension.
- c) I can orally read prose and poetry at an appropriate rate and with expression.

c. 4.RF. 4.c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LEARNING TARGETS

- a) I know that using context clues helps me improve my accuracy, fluency and comprehension.
- b) I can use context and re-reading to understand what I've read.

Writing Standards

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. 4.WR. 1.a - Introduce a topic or text **clearly**, state an opinion, and create an organizational structure in which **related ideas are grouped to support the writer's purpose**.

LEARNING TARGETS

- a) I know how to state my opinion in writing and back it up with ideas.
- b) I can write opinion pieces that clearly state my preference and reasoning in an organized way.

b. 4.WR. 1.b - Provide reasons that are supported **by facts and details**.

LEARNING TARGETS

- a) I know how to find facts and details that support my viewpoint.
- b) I can write opinion pieces that are supported by facts and details.

c. 4.WR. 1.c - Link **opinion and reasons** using words and phrases (**e.g., for instance, in order to, in addition**).

LEARNING TARGET

- a) I know how to use words and phrases to link ideas together.
- b) I can build my argument by linking ideas together (e.g., for instance, in order to, in addition)

d. 4.WR. 1.d - Provide a concluding statement or section **related to the opinion presented**.

LEARNING TARGETS

- a) I know how to write a conclusion that supports my viewpoint.
- b) I can write a conclusion that supports my point of view with reasons and information.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. 4.WR. 2.a - Introduce a topic **clearly** and group related information in **paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension**.

LEARNING TARGETS

- a) I know how to research a topic (gather data), select relevant information (take notes), group like ideas and format and organize a written presentation.
- b) I can find information and a group it together in a logical way, using paragraphs and sections, to create a written presentation.

b. 4.WR.2.b - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

LEARNING TARGETS

- a) I can choose precise vocabulary, facts and details to explain my thinking about a topic.
- b) I can clearly develop a topic when writing an informative or explanatory text with facts, definitions, concrete details, quotations, or other information.

c. 4.WR. 2.c - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

LEARNING TARGETS

- a) I can link ideas together using words and phrases.
- b) I can clearly link words and phrases together when I write informative and explanatory texts to explain a topic and inform my audience.

d. 4.WR. 2.d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

LEARNING TARGETS

- a) I know how to choose content area vocabulary to write about a topic
- b) I can use content area vocabulary to write about and explain a topic.

e. 4.WR. 2.e - Provide a concluding statement or section related to the information or explanation presented.

LEARNING TARGETS

- a) I know how to write conclusions.
- b) I can write a conclusion when I write informative text.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. 4.WR. 3.a - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

LEARNING TARGETS

- a) I know the organizational structure of narrative writing.
- b) I can establish the outline of a narrative.
- c) I can introduce the narrator and/or characters and organize the events of the story so that it makes sense.

b. **4.WR. 3.b** - Use dialogue and description to develop experiences and events or show the responses of characters to situations.

LEARNING TARGETS

- a) I know the structure of narrative writing and understand descriptive details and dialogue.
- b) I can use descriptive details and sequence events in my writing.
- c) I can write dialogue that expresses how the characters respond to the events in my story.

c. **4.WR. 3.c** - Use a **variety of transitional words** and phrases to **manage the sequence of events**.

LEARNING TARGETS

- a) I know a variety of transitional words and phrases.
- b) I can use a variety of transitional words and phrases as I write to arrange the sequence of a story.

d. **4.WR. 3.d** - Use **concrete words and phrases and sensory details to convey experiences and events precisely**.

LEARNING TARGETS

- a) I know concrete words, phrases and sensory details in my story.
- b) I can use words, phrases and sensory details in my story to help my audience experience my story.

e. **4.WR. 3.e** - **Provide a conclusion that follows from the narrated experiences or events**.

LEARNING TARGETS

- a) I know that a conclusion brings a story to a close.
- b) I can write a conclusion to my narrative.

Production and Distribution of Writing

4. **4.WR. 4** - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I know how to organize my writing to make it understandable for the reader.
- b) I can use organization in my writing that will help my audience understand what they read.

5. **4.WR. 5** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

LEARNING TARGETS

- a) I know how to use the writing process.
- b) I can write a piece using the writing process (planning, revising, and editing).

6. **4.WR. 6** - With some guidance and support from adults, use technology, including the **Internet**, to produce and publish writing as well as to interact and collaborate with others; **demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting**.

LEARNING TARGETS

- a) I know how to use technology and the internet to interact and work with others.

- b) I can use technology to engage and work with others and ask for help from adults as needed to produce and publish my work.
- c) I can keyboard a minimum of one page in a single sitting.

Research to Build and Present Knowledge

7. 4.WR. 7 - Conduct short research projects that build knowledge through **investigation of different aspects of a topic**. Include topics and/or sources by and about American Indians.

LEARNING TARGETS

- a) I know how to research a topic.
- b) I can investigate a topic to gain knowledge. This means that I will explore a topic in greater detail and I will be lead by a research question.

8. 4.WR. 8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and **categorize information, and provide a list of sources**.

LEARNING TARGETS

- a) I know that information can be gathered from my own experiences, print and digital sources.
- b) I know how to take notes and group information in a way that makes sense.
- c) I can locate information from print and digital sources as well as integrate information from my own experiences.
- d) I can take notes and organize my information into categories and list the sources I used.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. 4.WR. 9.a - Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].))

LEARNING TARGETS

- a) I know the grade 4 Reading standards (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].))
- b) I can apply the grade 4 Reading standards which means that I can describe in depth a character, setting or event by using details in the text.

b. 4.WR. 9.b - Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text).)

LEARNING TARGETS

- a) I know the grade 4 Reading Standards for informational texts (how the author uses reasons and evidence to support particular points in a text).
- b) I can explain how an author uses reason and evidence to support particular points in a text.

Range of Writing

10. 4.WR. 10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific

tasks, purposes, and audiences.

LEARNING TARGETS

- a) I know how to use the writing process (pre-write, draft, edit, revise, publish).
- b) I know how to write for different purposes and audiences.
- c) I can utilize the writing process to write for different purposes and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 4 topics and texts**, 'building on others' ideas and expressing their own clearly.

a. **4.SL. 1.a** - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

LEARNING TARGETS

- a) I know that the best way to be involved in a discussion is to have knowledge about a topic.
- b) I can prepare myself for discussions by reading and studying materials.

b. **4.SL. 1.b** - Follow agreed-upon rules for discussions and **carry out assigned roles**.

LEARNING TARGETS

- a) I know what it takes to have an orderly discussion.
- b) I can follow agreed-upon rules for discussions and carry out assigned roles such as looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc.

c. **4.SL. 1.c** - **Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion** and link to the remarks of others.

LEARNING TARGETS

- a) I know how to contribute to a discussion by asking and responding to questions and making comments that are related to the discussion.
- b) I can ask and respond to specific questions to for clarification or to follow up on information.
- c) I can and make comments and remarks that contribute to the discussion.

d. **4.SL. 1.d** - **Review the key ideas expressed** and explain their own ideas and understanding in light of the discussion.

LEARNING TARGETS

- a) I know how to express the key points of my ideas as well as the ideas of others.
- b) I can relate my ideas as well as the ideas of others in light of the discussion.

2. 4.SL. 2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LEARNING TARGETS

- a) I know how to paraphrase what I read.
- b) I know how to paraphrase information that comes to me in a variety of formats.
- c) I can paraphrase portions of a text read aloud or information presented in multiple formats.

3. 4.SL. 3 - Identify the reasons and evidence a speaker provides to support particular points.

LEARNING TARGETS

- a) I know a speaker needs reasons and evidence to support his point of view.
- b) I can identify the reasons a speaker provides to support particular points. This can be done through listening, questioning, and gathering information for a deeper understanding of a topic.

Presentation of Knowledge and Ideas

4. 4.SL. 4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to **support main ideas or themes; speak clearly at an understandable pace. Include sources by and about American Indians**

LEARNING TARGETS

- a) I know how to recount an experience by being organized in my thoughts so that the facts and details support my ideas.
- b) I know the importance of speaking clearly and articulately for my audience.
- c) I can tell a story or recount an event in an organized and logical manner with attention to details that support the main idea.
- d) I can speak articulately in coherent sentences at an appropriate pace.

5. 4.SL. 5 - Add audio recordings and visual displays to **presentations when appropriate to enhance the **development of main ideas or themes**.**

LEARNING TARGETS

- a) I know how to use multiple forms of media.
- b) I can combine audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes.

6. 4.SL. 6 - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

LEARNING TARGETS

- a) I know the difference between formal and informal conversation.
- b) I can choose the appropriate form of language based on the conversation that is taking place such as small group discussion and formal presentations.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. 4.LS. 1.a - Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

LEARNING TARGETS

- a) I know when it is appropriate to use pronouns and adverbs.
- b) I can use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

b. 4.LS. 1.b - Form and use the **progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.**

LEARNING TARGETS

- a) I know when to use verbs to express time when I write and speak.
- b) I can change the verb tense according to the situation in my writing and speaking.

c. 4.LS. 1.c - Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

LEARNING TARGETS

- a) I know that a modal verb (also modal, modal auxiliary verb, modal auxiliary) is a type of auxiliary verb that is used to indicate modality -- that is, likelihood, ability, permission, and obligation
- b) I can use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

d. 4.LS. 1.d - Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

LEARNING TARGETS

- a) I know that when I use more than one adjective to describe a noun that I place the adjectives in the following order before the noun: opinion, size, age, shape, color, origin, material, purpose.
- b) I can order adjectives according to conventional patterns.

e. 4.LS. 1.e - Form and use **prepositional phrases.**

LEARNING TARGETS

- a) I know that a prepositional phrase begins with a preposition (such as *at, in, from, with, by*) and ends with the object of the preposition (nouns, pronouns, or clause).
- b) I can form and use prepositional phrases when I am writing or speaking.

f. 4.LS. 1.f - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

LEARNING TARGETS

- a) I know how to speak and write clearly so my audience understands.
- b) I can write and speak using complete sentences.

g. 4.LS. 1.g - Correctly use frequently confused words (e.g., *to, too, two; there, their*).

LEARNING TARGETS

- a) I know that some words sound the same, but have different meanings.
- b) I can use the correct homophone in my writing.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 4.LS. 2.a - Use correct capitalization.

LEARNING TARGETS

- a) I know capitals are used to show the beginning of a sentence and for proper nouns.
- b) I can capitalize appropriately in my writing.

b. 4.LS. 2.b - Use commas and quotation marks to mark direct speech and quotations from a text.

LEARNING TARGETS

- a) I know to use commas and quotation marks to show what someone is saying or quotes from text.
- b) I can use commas and quotation marks appropriately in my writing.

c. 4.LS. 2.c - Use a comma before a coordinating conjunction in a compound sentence.

LEARNING TARGETS

- a) I know that a comma is needed before coordinating conjunction (i.e. for, and, nor, but, or, yet, such as) in a compound sentence.
- b) I can use a comma and conjunction to join two sentences.

d. 4.LS. 2.d - Spell grade-appropriate words correctly, consulting references as needed.

LEARNING TARGETS

- a) I know what references to use to spell words correctly.
- b) I can use a dictionary, spell check, and other resources to check my spelling.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. 4.LS. 3.a - Choose words and phrases to convey ideas precisely.

LEARNING TARGETS

- a) I know the importance of choosing words to help my audience understand.
- b) I can use a variety of words and phrases to express myself clearly and accurately.

b. 4.LS. 3.b - Choose punctuation for effect.

LEARNING TARGETS

- a) I know what punctuation is and how it affects the meaning of words.
- b) I can use punctuation to express myself effectively in my writing.
- c) I can use punctuation to better understand what I am reading.

c. 4.LS. 3.c - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

LEARNING TARGETS

- a) I know informal English is spoken among friends and family and used in some writing such as journaling and friendly letters.
- b) I know formal English is used under certain circumstances such as writing essays, reports, emails, and business letters.
- c) I can decide when I need to use formal or informal English.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 4 reading and content**, choosing flexibly from a range of strategies.

a. 4.LS. 4.a - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I know how to use context clues (words, phrases, and/or pictures) to help determine meaning while I am reading.
- b) I can use other words and phrases in a sentence, and/or pictures on the page to help me determine meaning.

b. 4.LS. 4.b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

LEARNING TARGETS

- a) I know words are made up of a combination of roots and affixes (prefixes and suffixes).
- b) I can use affixes and root words to understand the meaning of a word.

c. 4.LS. 4.c - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

LEARNING TARGETS

- a) I know where to locate reference materials that will help me with pronunciation and meaning of words and phrases.
- b) I can use resources to determine the pronunciation and definitions of words and phrases.

5. Demonstrate understanding of **figurative language**, word relationships, and nuances in word meanings.

a. 4.LS. 5.a - Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

LEARNING TARGETS

- a) I know that a simile is figure of speech that compares two different things using the words like, as, or than.
- b) I know that a metaphor is a figure of speech that uses images to compare two unlike things that actually have something in common. (Her eyes were glistening jewels.)
- c) I can explain the meaning of similes and metaphors in context.

b. 4.LS. 5.b - Recognize and explain the meaning of common idioms, adages, and proverbs.

LEARNING TARGETS

- a) I know an idiom is a phrase or expression that can not be understood by the context of the words in the expression. (raining cats and dogs, In a New York minute)
- b) I know an adage or a proverb is a traditional saying that is true or partially true. (If the shoe fits, wear it.)
- c) I can use and understand idioms, adages, and proverbs.

c. 4.LS. 5.c - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

LEARNING TARGETS

- a) I know that an antonym is a word that means the opposite of another word.
- b) I know that synonyms are different words with almost identical or similar meanings.
- c) I can understand and use antonyms and synonyms.

6. 4.LS. 6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

LEARNING TARGETS

- a) I know domain specific words and phrases that relate to a particular topic.
- b) I can discuss ideas on a particular topic so that my audience understands.

GRADE 5

Course Overview

MCPS English Language Arts teaching and learning in fifth grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening and language.

The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Students:

- quote details in and draw inferences from text;
- determine the theme and main idea in text and write a summary;
- compare and contrast two or more characters, setting, or events in a story or drama;
- determine word meaning based on context clues;
- compare and contrast story details and also different genre;
- use comprehension strategies to understand fiction and informational text.

Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon literary and informational texts they read. Students:

- routinely produce clear, coherent, and organized writing appropriate for fifth grade;
- conduct short research projects using multiple sources;
- use technology to research, produce and publish writing and to collaborate with others;
- recall information from experiences, and draw evidence from both literary and informational text to support analysis, reflection, and research.

Students develop a broad range of oral communication and interpersonal skills through varied opportunities and experiences with both information and text. Students:

- engage effectively in a range of collaborative discussion formats;
- summarize text, points a speaker makes, or information presented in various media and formats;
- report on a topic or text or present an opinion, sequencing ideas and using appropriate facts and details;
- include multimedia components and visual displays to presentations to enhance the development of main ideas or themes.
- use appropriate language (formal or informal) based on audience or situation.

Language and the “rules” of standard written and spoken English as well as the acquisition of both general and academic vocabulary are integrated throughout the lessons and exercises. Students:

- demonstrate command of Standard English conventions when writing or speaking at a fifth grade level;
- interpret figurative language, including similes and metaphors;
- use strategies and resources to clarify meaning of unknown words and phrases.

Major Units

Indian Education for All Titles

- *Arrow Over the Door* by Joseph Bruchac
- *Navajo Long Walk* by Joseph Bruchac
- *A New Look at Thanksgiving* by Catherine O'Neill Grace

Science

- Using Variables in the Inquiry Process
- Astronomy: Earth, Sun, Moon, Planets (Solar System) and Beyond
- Elements and Compounds

Social Studies

United States History and Geography – Beginnings to 1850:

- Pre-Columbian America
- Age of Exploration
- American Indians
- Settling Colonies
- Causes of the American Revolution
- War of Independence
- Constitution
- Life in the Young Republic and Westward Expansion

The MCPS standards-based learning targets listed below build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Reading Standards for Literature

Key Ideas and Details

1. **5.RL. 1 - Quote accurately from a text when explaining** what the text says explicitly and when drawing inferences from the text.

LEARNING TARGETS

- a) I know how to accurately quote a text.
- b) I know how to make an inference.
- c) I can quote accurately from a text when explaining what I have read.
- d) I can make inferences from the text.

2. **5.RL. 2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.** Include texts by and about American Indians.

LEARNING TARGETS

- a) I know that theme and challenges are found in stories, drama, and poems.

- b) I know what it means to reflect on a topic.
- c) I can determine a theme of a story, drama, or poem from details in the text.
- d) I can determine how characters in a story or drama respond to challenges.
- e) I can determine how the speaker in a poem reflects upon a topic.
- f) I can summarize the text.

3. 5.RL. 3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

LEARNING TARGETS

- a) I know how to compare and contrast the elements of a story.
- b) I can compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (for example, how characters interact).

Craft and Structure

4. 5.RL. 4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

LEARNING TARGETS

- a) I know the definitions for figurative language, metaphor and simile.
- b) I can determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

5. 5.RL. 5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

LEARNING TARGETS

- a) I know the structure of stories, drama, and poems.
- b) I can explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

6. 5.RL. 6 - Describe how a narrator's or speaker's point of view influences how events are described, including perspectives of American Indians.

LEARNING TARGETS

- a) I know a narrator's or speaker's point of view can influence the description of events in a story.
- b) I can explain how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

7. 5.RL. 7 - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

LEARNING TARGETS

- a) I know that visual and multimedia elements can contribute to text.
- b) I can analyze how visual and multimedia elements contribute to the meaning of a text.

8. (Not applicable to literature)

9. 5.RL. 9 – Compare and contrast **stories in the same genre (e.g., mysteries and adventure stories including traditional and contemporary stories by and about American Indians) on their approaches to similar themes and topics.**

LEARNING TARGETS

- a) I know that in the same genre different stories may treat a theme or topic the same and/or differently.
- b) I can compare and contrast similar themes and topics for stories in the same genre.

Range of Reading and Level of Text Complexity

10. 5.RL. 10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band **independently and proficiently.**

LEARNING TARGETS

- a) I know how to find stories, dramas, and books within my grade level and above.
- b) I know how to use comprehension strategies when I read.
- c) I can, by the end of the year, read and understand literature (stories, dramas, poems, and books) in my grade level and above on my own, asking questions and using the comprehension strategies when needed.

Reading Standards for Informational Text

Key Ideas and Details

1. 5.RI. 1 - **Quote accurately** from a text when explaining what the text says explicitly and when drawing inferences from the text.

LEARNING TARGETS

- a) I know how to accurately quote a text.
- b) I know how to make an inference.
- c) I can quote accurately from a text when explaining what I have read.
- d) I can make inferences from the text.

2. 5.RI. 2 - Determine **two or more** main ideas of a text and explain how they are supported by key details; summarize the text.

LEARNING TARGETS

- a) I know the key details that identify the main ideas in a story.
- b) I can find the key details in a story which identify two or more main ideas in that story.
- c) I can summarize a text.

3. **5.RI. 3**-Explain the **relationships or interactions between two or more individuals**, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Include texts by and about American Indians.

LEARNING TARGETS

- a) I know how to use specific information in informational text to explain relationships or interactions found in the text.
- b) I can use specific information in informational text to explain the relationships or interactions between two or more individuals, events, ideas, or concepts.

Craft and Structure

4. **5.RI. 4** - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a **grade 5** topic or subject area.

LEARNING TARGETS

- a) I know vocabulary words and phrases from the 5th grade content areas.
- b) I can identify 5th grade content area words and phrases in a content specific text.

5. **5.RI. 5** - **Compare and contrast** the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in **two or more** texts.

LEARNING TARGETS

- a) I know the similarities and differences in overall structure of the details and content in two or more texts.
- b) I can compare and contrast the overall structure of the details and content in two or more texts.

6. **5.RI. 6** - **Analyze multiple accounts of the same event or topic, including those of historical and contemporary Indian events and topics, noting important similarities and differences in the point of view they represent.**

LEARNING TARGETS

- a) I know and understand point of view from multiple accounts of an event.
- b) I can explain important similarities and differences in the point of view of multiple accounts of the same event or topic.

Integration of Knowledge and Ideas

7. **5.RI. 7** - **Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.**

LEARNING TARGETS

- a) I know how to use print and digital sources to find information.
- b) I can locate information from multiple print or digital sources, to answer a question or solve a problem.

8. **5.RI.8** - Explain how an author uses reasons and evidence to support particular points in a text, **identifying which reasons and evidence support which point(s).**

LEARNING TARGETS

- a) I know an author supports points in a text with reasons and evidence.

- b) I can explain how an author uses reasons and evidence to support particular points in a text.
- c) I can identify which reasons and evidence support which point(s).

9. **5.RI. 9** - Integrate information from **several texts** on the same topic in order to write or speak about the subject knowledgeably.

LEARNING TARGETS

- a) I know how to use several texts to gather information.
- b) I can combine information from several texts on the same topic.
- c) I can use this information to write or speak effectively about the subject.

Range of Reading and Level of Text Complexity

10. **5.RI. 10** - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, **at the high end of the grades 4–5 text complexity band independently and proficiently.**

LEARNING TARGETS

- a) I can choose informational texts that are at my grade level or above.
- b) I know the comprehension strategies for informational text.
- c) I can, by the end of the year, read and comprehend informational texts, at my grade level or above.
- d) I can use the comprehension strategies when I read informational texts.

Reading Standards: Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. **5.RF. 3.a** - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

LEARNING TARGETS

- a) I know how to use my phonics and word skills to decode unfamiliar words.
- b) I can use my knowledge of phonics and multisyllabic words to read accurately unfamiliar words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

a. **5.RF. 4.a** - Read on-level text with purpose and understanding.

LEARNING TARGETS

- a) I know how to reread to help my understanding of a text.
- b) I can understand the meaning of the text when I read fluently.
- c) I can read text at my grade level for meaning and enjoyment.

b. **5.RF. 4.b** - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

LEARNING TARGETS

- a) I know how to read prose and poetry.

- b) I can orally read prose and poetry with fluency and accuracy with comprehension.
- c) I can orally read prose and poetry at an appropriate rate with expression.

c. **5.RF. 4.c** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LEARNING TARGETS

- a) I know using context clues and rereading helps me improve my accuracy, fluency, and comprehension.
- b) I can use context clues and rereading to understand what I've read.

Writing Standards

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. **5.WR.1.a** - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are **logically grouped** to support the writer's purpose.

LEARNING TARGETS

- a) I know how to write my opinion in text in an organized manner that helps my reader understand my purpose.
- b) I can write opinion pieces that convey my purpose in an organized and logical manner.

b. **5.WR. 1.b** - Provide **logically ordered** reasons that are supported by facts and details.

LEARNING TARGETS

- a) I know how to use facts and details to write an opinion piece that supports my viewpoint.
- b) I can write opinion pieces that support my viewpoint with facts and details.

c. **5.WR. 1.c** - Link opinion and reasons using words, **phrases, and clauses (e.g., consequently, specifically)**.

LEARNING TARGETS

- a) I know how to use words, phrases, and clauses to link ideas together.
- b) I can build my argument by linking ideas together.

d. **5.WR. 1.d** - Provide a concluding statement or section related to the opinion presented.

LEARNING TARGETS

- a) I know how to write a conclusion that supports my viewpoint.
- b) I can write a conclusion that supports my point of view with reasons and information.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. **5.WR. 2.a** - Introduce a topic clearly, provide a **general observation and focus**, and group related information **logically**; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I know how to use visual tools with my writing.

- b) I can use visual tools to introduce a topic that will help my audience understand what I've written.

b. **5.WR. 2.b** - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

LEARNING TARGETS

- a) I know how to choose precise vocabulary, facts and details to explain my thinking about a topic.
- b) I can clearly develop a topic when writing an informative or explanatory text with facts, definitions, concrete details, quotations, or other information.

c. **5.WR.2.c** - Link ideas **within and across** categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

LEARNING TARGETS

- a) I know how to link ideas together using words, phrases, and clauses.
- b) I can clearly link words, phrases, and clauses together when I write informative/explanatory texts to explain a topic and inform my audience.

d. **5.WR. 2.d** - Use precise language and domain-specific vocabulary to inform about or explain the topic.

LEARNING TARGETS

- a) I know how to choose content area vocabulary to write about a topic
- b) I use content area vocabulary to write about and explain a topic.

e. **5.WR. 2.e** - Provide a concluding statement or section related to the information or explanation presented.

LEARNING TARGETS

- a) I know how to write conclusions.
- b) I can write a conclusion when I write informative text.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. **5.WR. 3.a** - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

LEARNING TARGETS

- a) I know what the sequence of events is for my story.
- b) I can introduce characters or a narrator in my story.
- c) I can write the events in my story so my reader will understand its sequence.

b. **5.WR. 3.b** - Use **narrative techniques**, such as dialogue, **description**, and **pacing**, to develop experiences and events or show the responses of characters to situations.

LEARNING TARGETS

- a) I know how to use dialogue, description, pacing and other writing techniques when I write narrative stories.

b) I can use narrative techniques to show how characters respond to situations in the story.

c. **5.WR. 3.c** - Use a variety of transitional words, phrases, and **clauses** to manage the sequence of events.

LEARNING TARGETS

- a) I know how to use a variety of transitional words, phrases, and clauses.
- b) When I write narratives, I can use a variety of transitional words, phrases, and clauses to organize the sequence of events in my story.

d. **5.WR. 3.d** - Use concrete words and phrases and sensory details to convey experiences and events precisely.

LEARNING TARGETS

- a) I know sensory details and understand good word choice.
- b) I can use specific words, phrases, and sensory details to engage my reader.

e. **5.WR. 3.e** - Provide a conclusion that follows from the narrated experiences or events.

LEARNING TARGETS

- a) I know how to write a satisfying narrative conclusion for my reader.
- b) I can write a conclusion that that will clearly follow the experiences or events in my narrative.

Production and Distribution of Writing

4. **5.WR. 4** - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I know how to organize my writing to make it understandable for the reader.
- b) I use organization in my writing that will help my audience understand what they read.

5. **5.WR. 5** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, **or trying a new approach**.

LEARNING TARGETS

- a) I know the parts of the writing process.
- b) I can use the writing process, with help from my peers and adults, to improve my writing.

6. **5.WR. 6** - Produce and publish writing as well as to interact and collaborate with others demonstrate sufficient command of keyboarding skills to type a minimum of **two** pages in a single sitting.

LEARNING TARGETS

- a) I know how to keyboard effectively.
- b) I know how to use peer editing.
- c) I can use the peer editing process in my writing.
- d) I can type a minimum of two pages in a class period.

Research to Build and Present Knowledge

7. **5.WR. 7** - Conduct short research projects that use several sources to build knowledge through investigation of **different aspects of a topic**. Include sources and/or topics by and about American Indians.

LEARNING TARGETS

- a) I know where to find information for a research project.
- b) I can do a short research project.
- c) I can use several sources to find the information I need to understand a topic.

8. **5.WR. 8** - Recall relevant information from experiences or gather relevant information from print and digital sources; **summarize or paraphrase information in notes and finished work**, and provide a list of sources.

LEARNING TARGETS

- a) I know how to use digital and print resources to find information.
- b) I know how to summarize or paraphrase information.
- c) I know how to list my research sources.
- d) I can use my experiences and/or print and digital sources to write a summary or paraphrase information.
- e) I can summarize or paraphrase in notes and finished work.
- f) I can list the sources I used for my research.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. **5.WR. 9.a** - Apply **grade 5** Reading standards to literature (e.g., **Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]**).

LEARNING TARGETS

- a) I know the elements of literature include character development, setting, plot, and theme.
- b) I can apply the elements of literature when I read.

b. **5.WR. 9.b** - Apply grade 5 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, **identifying which reasons and evidence support which points**).

LEARNING TARGETS

- a) I know how an author supports claims with evidence.
- b) I can explain how an author uses reasons and evidence to support claims.
- c) I can identify when an author has supported a claim with reasons and evidence.

Range of Writing

10. **5.WR. 10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LEARNING TARGETS

- a) I know how to use the writing process (pre-write, draft, edit, revise, publish).
- b) I know how to write for different purposes and audiences.

- c) I utilize the writing process to write for different purposes and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 5** topics and texts, building on others' ideas and expressing their own clearly.

a. **5.SL. 1.a** - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

LEARNING TARGETS

- a) I know how to prepare for discussions by gathering information about the topic.
- b) I can come to discussions prepared by doing my pre-assigned work.
- c) I can use my preparation work to contribute to the discussion.

b. **5.SL. 1.b** - Follow agreed-upon rules for discussions and carry out assigned roles.

LEARNING TARGETS

- a) I know what the rules are for discussion.
- b) I know what my role is for discussion.
- c) I can follow the rules and my assigned role for discussion.

c. **5.SL. 1.c** - Pose and respond to specific questions **by making comments** that contribute to the discussion and **elaborate** on the remarks of others.

LEARNING TARGETS

- a) I know active involvement in discussion contributes to the discussion.
- b) I can ask and answer appropriate questions in discussion.
- c) I can make comments in discussion that contribute to the remarks of others.

d. **5.SL. 1.d** - Review the key ideas expressed and **draw conclusions** in light of information and knowledge gained from the discussions.

LEARNING TARGETS

- a) I know how to be a thoughtful listener during class discussion.
- b) I can listen to and gain information from my peers during class discussion.
- c) I can draw conclusions from class discussion.

2. **5.SL. 2** - **Summarize a written text** read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LEARNING TARGETS

- a) I know how to summarize information from presentations.
- b) I can summarize what is read aloud.
- c) I can summarize information presented in different media and formats.

3. 5.SL. 3 - Summarize the points a speaker makes and **explain how each claim is supported by reasons and evidence.**

LEARNING TARGETS

- a) I know how to summarize the points made by a speaker.
- b) I know how to identify reasons and evidence to support a claim.
- c) I can summarize the points a speaker makes.
- d) I can identify the reasons and evidence a speaker provides to support claims.

Presentation of Knowledge and Ideas

4. 5.SL. 4 - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include sources by and about American Indians.

LEARNING TARGETS

- a) I know how to support a main idea of a topic, text, or opinion.
- b) I know how to identify the main idea or theme of a topic, text, or opinion.
- c) I can support a topic, text, or opinion by using facts and details that support the main idea or theme.
- d) I can speak clearly at an understandable pace.

5. 5.SL. 5 - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

LEARNING TARGETS

- a) I know how to use multimedia and visuals.
- b) I can use multimedia and visuals when I present to an audience to explain the main ideas or themes.

6. 5.SL. 6 - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

LEARNING TARGETS

- a) I know how to use formal English.
- b) I can use formal English, when appropriate, for specific situations and expectations.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. 5.LS. 1.a - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

- a) I know how to use conjunctions, prepositions, and interjections in a sentence or when speaking.
- b) I can correctly use conventions when writing or speaking.

- c) I can explain the function of conjunctions, prepositions, and interjections and their jobs in a sentence.

b. 5.LS. 1.b - Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.

LEARNING TARGETS

- a) I know perfect forms of verbs.
- b) I can form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.

c. 5.LS. 1.c - Use verb tense to convey various times, sequences, states, and conditions.

LEARNING TARGETS

- a) I know verb tenses.
- b) I use verb tense to help my audience understand various times, sequences, states, and conditions.

d. 5.LS. 1.d - Recognize and correct inappropriate shifts in verb tense.

LEARNING TARGETS

- a) I know how to identify the incorrect change in a verb tense.
- b) When I write or speak, I can correct incorrect changes in a verb tense.

e. 5.LS. 1.e - Use correlative conjunctions (e.g., *either/or, neither/nor*).

LEARNING TARGETS

- a) I know how to identify correlative conjunctions (e.g., *either/or, neither/nor*).
- b) I can use correlative conjunctions (e.g., *either/or, neither/nor*) when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 5.LS. 2.a - Use punctuation to separate items in a series.

LEARNING TARGETS

- a) I know the importance of commas in writing.
- b) I can use commas to separate items in a series.

b. 5.LS. 2.b - Use a comma to separate an introductory element from the rest of the sentence.

LEARNING TARGETS

- a) I know how to define introductory element in writing.
- b) I can correctly use a comma to separate an introductory element in a sentence.

c. 5.LS. 2.c - Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

LEARNING TARGETS

- a) I know that a comma sets off the words *yes* or *no* in writing.
- b) I know that a comma is used when I change a declarative sentence by adding a tag question within the sentence.

- c) I know what a tag question is.
- d) I know how to use a comma to indicate when one person is speaking directly to another in my writing.
- e) I can use commas to offset yes, no, or a tag question in my writing.
- f) I can use a comma to indicate when a person in my writing is speaking directly to another person.

d. 5.LS. 2.d - Use underlining, quotation marks, or italics to indicate titles of works.

LEARNING TARGETS

- a) I know the rules of punctuation for titles when writing.
- b) When writing, I can use underlining, quotation marks, or italics to indicate a title.

e. 5.LS. 2.e - Spell grade-appropriate words correctly, consulting references as needed.

LEARNING TARGETS

- a) I know how to use an online or book dictionary.
- b) When writing, I can spell words correctly by using online or book dictionaries.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. 5.LS. 3.a - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

LEARNING TARGETS

- a) I know how to expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b) I can expand, combine, and reduce sentences for meaning, reader/listener interest, and style when I write, speak, read, or listen.

b. 5.LS. 3.b - Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

LEARNING TARGETS

- a) I know how to recognize different English varieties when I read (e.g., dialects, registers).
- b) I can compare and contrast different English varieties used in stories, drama, or poems.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 5** reading and content, choosing flexibly from a range of strategies.

a. 5.LS. 4.a - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I know how to identify context clues in text.
- b) I can use context clues such as cause and effect to determine word meaning.

b. **5.LS. 4.b** - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

LEARNING TARGETS

- a) I know how to identify Greek and Latin suffixes, prefixes, and roots.
- b) I can use Greek and Latin suffixes, prefixes, and roots to determine the meaning of a word.

c. **5.LS. 4.c** - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

LEARNING TARGETS

- a) I know how to use reference materials such as dictionaries, thesauruses, and glossaries.
- b) I can use reference materials such as dictionaries, thesauruses, and glossaries (books and online) to find the meaning and pronunciation of words.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. **5.LS. 5.a - Interpret figurative language**, including similes and metaphors, in context.

LEARNING TARGETS

- a) I know how to identify similes and metaphors.
- b) I can interpret figurative language, including similes and metaphors, when I read.

b. **5.LS. 5.b** - Recognize and explain the meaning of common idioms, adages, and proverbs.

LEARNING TARGETS

- a) I know how to recognize idioms, adages, and proverbs.
- b) I can recognize and explain the meaning of common idioms, adages, and proverbs.

c. **5.LS. 5.c - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.**

LEARNING TARGETS

- a) I know how to identify synonyms, antonyms, and homographs.
- b) I can understand words by using the the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

6. **5.LS. 6** - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that **signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).**

LEARNING TARGETS

- a) I know words that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
- b) I can use words that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Middle School English Language Arts Program

Grades 6-8

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9-10	11-12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

* Subsumed by L.7.3a

† Subsumed by L.9–10.1a

‡ Subsumed by L.11–12.3a

Montana Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects by Grade-Band Denise Juneau, State Superintendent • Montana Office of Public Instruction
 • <http://www.opi.mt.gov> November 2011

Grades 6-8 Texts

Illustrating the Complexity, Quality, and Range of Student Reading

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction
6–8	<ul style="list-style-type: none"> • <i>Little Women</i> by Louisa May Alcott (1869) • <i>The Adventures of Tom Sawyer</i> by Mark Twain (1876) • “The Road Not Taken” by Robert Frost (1915) • <i>The Dark Is Rising</i> by Susan Cooper (1973) • <i>Dragonwings</i> by Laurence Yep (1975) • <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976) 	<ul style="list-style-type: none"> • “Letter on Thomas Jefferson” by John Adams (1776) • <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (1845) • “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill (1940) • <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry (1955) • <i>Travels with Charley: In Search of America</i> by John Steinbeck (1962)
Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres.		
<i>Montana Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects by Grade-Band Denise Juneau, State Superintendent • Montana Office of Public Instruction • http://www.opi.mt.gov November 2011</i>		

Grades 6-8 Text Exemplars

Stories

Alcott, Louisa May. *Little Women*
 Twain, Mark. *The Adventures of Tom Sawyer*
 L’Engle, Madeleine. *A Wrinkle in Time*
 Cooper, Susan. *The Dark Is Rising*
 Yep, Laurence. *Dragonwings*
 Taylor, Mildred D. *Roll of Thunder, Hear My Cry*
 Hamilton, Virginia. “The People Could Fly.”
 Paterson, Katherine. *The Tale of the Mandarin Ducks*
 Cisneros, Sandra. “Eleven.”
 Sutcliff, Rosemary. *Black Ships Before Troy: The Story of the Iliad*

Drama

Fletcher, Louise. *Sorry, Wrong Number*
 Goodrich, Frances and Albert Hackett. *The Diary of Anne Frank: A Play*

Poetry

Longfellow, Henry Wadsworth. “Paul Revere’s Ride.”
 Whitman, Walt. “O Captain! My Captain!”
 Carroll, Lewis. “Jabberwocky.”
 Navajo tradition. “Twelfth Song of Thunder.”
 Dickinson, Emily. “The Railway Train.”
 Yeats, William Butler. “The Song of Wandering Aengus.”

Frost, Robert. "The Road Not Taken."
 Sandburg, Carl. "Chicago."
 Hughes, Langston. "I, Too, Sing America."
 Neruda, Pablo. "The Book of Questions."
 Soto, Gary. "Oranges."
 Giovanni, Nikki. "A Poem for My Librarian, Mrs. Long."

Informational Texts: English Language Arts.

Adams, John. "Letter on Thomas Jefferson."
 Douglass, Frederick. *Narrative of the Life of Frederick Douglass an American Slave, Written by Himself*
 Churchill, Winston. "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940."
 Petry, Ann. *Harriet Tubman: Conductor on the Underground Railroad*
 Steinbeck, John. *Travels with Charley: In Search of America*

Informational Texts: History/Social Studies

United States. Preamble and First Amendment to the United States Constitution. (1787, 1791)
 Lord, Walter. *A Night to Remember*
 Isaacson, Phillip. *A Short Walk through the Pyramids and through the World of Art*
 Murphy, Jim. *The Great Fire*.
 Greenberg, Jan, and Sandra Jordan. *Vincent Van Gogh: Portrait of an Artist*.
 Partridge, Elizabeth. *This Land Was Made for You and Me: The Life and Songs of Woody Guthrie*
 Monk, Linda R. *Words We Live By: Your Annotated Guide to the Constitution*
 Freedman, Russell. *Freedom Walkers: The Story of the Montgomery Bus Boycott*

Informational Texts: Science, Mathematics, and Technical Subjects

Macaulay, David. *Cathedral: The Story of Its Construction*
 Mackay, Donald. *The Building of Manhattan*
 Enzensberger, Hans Magnus. *The Number Devil: A Mathematical Adventure*
 Peterson, Ivars and Nancy Henderson. *Math Trek: Adventures in the Math Zone*
 Katz, John. *Geeks: How Two Lost Boys Rode the Internet out of Idaho*
 Petroski, Henry. "The Evolution of the Grocery Bag."
 "Geology." *U*X*L Encyclopedia of Science*
 "Space Probe." *Astronomy & Space: From the Big Bang to the Big Crunch*
 "Elementary Particles." *New Book of Popular Science*
 California Invasive Plant Council. *Invasive Plant Inventory*

Grades 6-8 Sample Performance Tasks for Stories, Drama, and Poetry

- Students *summarize the development* of the morality of Tom Sawyer in Mark Twain's novel of the same name and analyze its connection to themes of accountability and authenticity by noting how it is conveyed *through characters, setting, and plot*. [RL.8.2]
- Students *compare and contrast* Laurence Yep's *fictional portrayal* of Chinese immigrants in turn-of-the-twentieth-century San Francisco in *Dragonwings* to *historical accounts of the same period* (using materials detailing the 1906 San Francisco earthquake) in order to glean a deeper

understanding of how authors use or alter historical sources to create a sense of time and place as well as make fictional characters lifelike and real. [RL.7.9]

- Students *cite explicit textual evidence* as well as draw *inferences* about the drake and the duck from Katherine Paterson’s *The Tale of the Mandarin Ducks* to support their *analysis* of the perils of vanity. [RL.6.1]
- Students *explain* how Sandra Cisneros’s choice of words *develops the point of view of the young speaker* in her story “Eleven.” [RL.6.6]
- Students *analyze* how the playwright Louise Fletcher uses *particular elements of drama* (e.g., setting and dialogue) to create dramatic tension in her play *Sorry, Wrong Number*. [RL.7.3]
- Students *compare and contrast* the effect Henry Wadsworth Longfellow’s poem “Paul Revere’s Ride” has on them to the effect they experience from a *multimedia* dramatization of the event presented in an interactive digital map (<http://www.paulreverehouse.org/ride/>), *analyzing* the impact of different *techniques* employed that are *unique to each medium*. [RL.6.7]
- Students *analyze* Walt Whitman’s “O Captain! My Captain!” to uncover the poem’s *analogies* and *allusions*. They *analyze the impact of specific word choices* by Whitman, such as *rack* and *grim*, and *determine* how they contribute to the overall *meaning and tone* of the poem. [RL.8.4]
- Students *analyze how* the opening *stanza* of Robert Frost’s “The Road Not Taken” *structures* the rhythm and meter for the poem and how the *themes* introduced by the speaker *develop* over the course of the text. [RL.6.5]

Grades 6-8 Sample Performance Tasks for Informational Texts: English Language Arts

- Students *determine* the *point of view* of John Adams in his “Letter on Thomas Jefferson” and *analyze how* he *distinguishes* his position *from* an alternative approach articulated by Thomas Jefferson. [RI.7.6]
- Students *provide an objective summary* of Frederick Douglass’s Narrative. They *analyze how the central idea* regarding the evils of slavery is *conveyed through supporting ideas* and *developed over the course of the text*. [RI.8.2]
- Students *trace* the line of *argument* in Winston Churchill’s “Blood, Toil, Tears and Sweat” address to Parliament and *evaluate* his *specific claims* and opinions *in the text, distinguishing* which *claims* are *supported by facts, reasons, and evidence*, and which *are not*. [RI.6.8]
- Students *analyze in detail how* the early years of Harriet Tubman (as related by author Ann Petry) contributed to her later becoming a conductor on the Underground Railroad, attending to how the author *introduces, illustrates, and elaborates* upon the events in Tubman’s life. [RI.6.3]
- Students *determine* the *figurative and connotative meanings* of words such as *wayfaring*, *laconic*, and *taciturnity* as well as of *phrases* such as *hold his peace* in John Steinbeck’s *Travels with Charley: In Search of America*. They *analyze how* Steinbeck’s *specific word choices* and diction impact the *meaning and tone* of his writing and the characterization of the individuals and places he describes. [RI.7.4]

Grades 6-8 Sample Performance Tasks for Informational Texts: History/Social Studies & Science, Mathematics, and Technical Subjects

- Students analyze the governmental structure of the United States and *support* their *analysis* by *citing specific textual evidence* from *primary sources* such as the Preamble and First Amendment of the U.S. Constitution as well as secondary sources such as Linda R. Monk’s *Words We Live By: Your Annotated Guide to the Constitution*. [RH.6–8.1]
- Students evaluate Jim Murphy’s *The Great Fire* to *identify* which *aspects of the text* (e.g., *loaded language* and the *inclusion of particular facts*) *reveal* his purpose; presenting Chicago as a city that was “ready to burn.” [RH.6–8.6]
- Students *describe* how Russell Freedman in his book *Freedom Walkers: The Story of the Montgomery Bus Boycott* integrates and *presents information* both *sequentially* and *causally* to explain how the civil rights movement began. [RH.6–8.5]
- Students *integrate* the *quantitative or technical information expressed* in the *text* of David Macaulay’s *Cathedral: The Story of Its Construction* with the information conveyed by the *diagrams* and *models* Macaulay *provides*, developing a deeper understanding of Gothic architecture. [RST.6–8.7]
- Students construct a holistic picture of the history of Manhattan by *comparing and contrasting the information gained* from Donald Mackay’s *The Building of Manhattan* with the *multimedia sources* available on the “Manhattan on the Web” portal hosted by the New York Public Library (<http://legacy.www.nypl.org/branch/manhattan/index2.cfm?Trg=1&d1=865>). [RST.6–8.9]
- Students learn about fractal geometry by reading Ivars Peterson and Nancy Henderson’s *Math Trek: Adventures in the Math Zone* and then generate their own fractal geometric structure by *following the multistep procedure* for creating a Koch’s curve. [RST.6–8.3]

College and Career Readiness Anchor Standards

The K–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GRADE 6

Course Overview

MCPS English Language Arts teaching and learning in Sixth Grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

While in sixth grade, students take their knowledge to new levels as they begin to explore deeper and subtler themes. Students reflect on several guiding questions within these themes, including *What distinguishes childhood from adulthood?*; *What makes a story worth remembering and retelling?*; and *How are acts of courage revealed in writing?* Focused on and guided by these essential historical, scientific, and technical questions, students read, evaluate, and analyze a variety of literature, first-hand narratives, and informational texts.

Throughout the units, students produce clear, coherent argumentative, informational, and narrative writing in a variety of genres in which they use the Internet to produce and publish their work. They write short essays in which they articulate a central idea and support it with specific examples from texts. They use graphic organizers to lay out their ideas and plan their essays. They write for multiple purposes and participate in the writing process of prewriting, writing drafts, revising, editing, and publishing their papers. Students use the Six Traits of Writing, paying particular attention to language usage, grammar conventions, and sentence fluency.

Students engage in a range of collaborative discussions, practice reading literature expressively, and create and deliver presentations incorporating a diverse range of media and technology.

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Major Thematic Units, Guiding Questions, Related Texts, and Performance Tasks

Won't Grow Up

What distinguishes childhood from adulthood?

Related Texts:

- Glencoe Literature: Course I, Theme 3: “Growing Times”
- *Peter Pan* by J.M. Barrie

- *Peter and the Starcatchers* by Dave Barry and Ridley Pearson
 - *Freak the Mighty* by Rodman Philbrick
 - *The Misfits* by Howe
 - Author Study with Jerry Spinnelli: *Milkweed*, *Loser*
 - *Esperanza Rising* by Pam Muñoz Ryan
 - *Flipped* by Carl Hiaasen
 - *Hoot* by Carl Hiaasen
 - *Holes* by Louis Sachar
 - Margaret Peterson Haddix Series (*Among the Hidden*, *Double Identity*, *Among the Imposters*)
 - “Eleven” by Sandra Cisneros (E)
- (E=Common Core Standards Exemplar Text)

Related Performance Tasks:

- **Reading Poetry, Reading Literature**

How is the treatment of growing up similar and different in the poems and the prose we’ve read? Write your ideas in your journal prior to class discussion. (SL.6.6)

- **Informative Writing, Language Usage, Language Mechanics**

Write an informative/explanatory essay in response to the essential question (What distinguishes childhood from adulthood?). Choose at least three things learned from a character or an author and explain what you learned from them. Prepare the essay for publication by editing, especially for pronouns, punctuation, and spelling. Upload your essay to the classroom blog or a class wiki. Be prepared to make an audio recording of your essay and upload it as a podcast on the class web page for this unit. (W.6.9a,b, W.6.4, L.6.1a,b, L.6.2a,b)

- **Music, Reading Literature, Speaking and Listening**

What does the phrase “I won’t grow up” mean to you? Based on the lyrics from the musical version of *Peter Pan*, what does growing up mean to Peter? Does this song include all aspects of growing up? Your teacher may ask you to first write your own response in your journal and share it with a partner prior to discussing as a class. (SL.6.1a,b) (*Note:* Alternatively, you may watch the “I Won’t Grow Up” scene from the movie or on YouTube and then discuss.) (RL.6.7)

- **Reading Literature, Speaking and Listening**

As you read the original and prequel versions of *Peter Pan*, take notes about the following in your journal:

- Setting
- List of characters and their traits
- The characters’ internal responses and external behaviors to events in the story
- The events that lead up to climax, and, ultimately, the character’s development

- "I Won't Grow Up"—how do Peter Pan's actions reflect these famous words?

Be sure to write down the page numbers of relevant information, or mark your book with sticky notes, so you can go back and cite the text during class discussion. You will be given an opportunity to talk through your ideas with a partner prior to class discussion. (RL.6.1)

Blasts from the Past : Greek and Roman Mythology

What makes a story worth remembering and retelling?

Related Texts:

- Glencoe Literature: Course I, Theme 7: "Old Tales, New Twists"
 - *Lightning Thief and Lost Hero Series* by Rick Riordan
 - *Percy Jackson and the Olympians: The Ultimate Guide* by Mary-Jane Knight
 - *Treasury of Greek Mythology* by Jo Donna Napoli
- (E=Common Core Standards Exemplar Text)

Related Performance Tasks:

● **Narrative Writing, Language Usage**

Write your own myth or legend. As discussed in class, myths and legends were written to explain natural phenomena (often before scientific explanations were found). Follow the typical pattern (as in the following list), but also build on your insights from the graphic organizer in the first activity.

- Explanation of the setting
- The problem
- The failure to solve the problem
- The main character comes along
- A plan s/he has
- The solution found
- Conclusion (usually a happy ending)

Your well-developed myth or legend should clearly and logically include the characteristics of myth and legends (cited in the preceding list). Edit your writing for pronoun shifts and vagueness. Your teacher may ask you to draw and scan an illustration or find relevant visuals from the web for publication on the class web page. (W.6.3, W.6.4, W.6.5, L.6.1, L.6.2a,b)

● **Media, Reading Literature, Opinion Writing**

How is listening to *Just So Stories* as an audiobook similar to or different from reading the book? Which do you prefer? Why? Your teacher may ask you to write your own responses in your journal and share them with a partner before class discussion. Alternatively, you may respond to the prompt posted on the classroom blog by your teacher. (RL.6.7)

● **Reading Literature, Speaking and Listening**

Be prepared to compare and contrast two or more characters, settings, or events across stories, drawing on specific information from the stories that you and your classmates read. (SL.6.1, RL.6.2, RL.6.3)

Courageous Characters: Bravery in the Face of Danger
How are acts of courage revealed in writing?

Related Texts:

- Glencoe Literature: Course I, Theme 5: “Will to Win”
- Glencoe Literature: Course 1, Theme 6: “Getting through Hard Times”
- *Hatchet* by Gary Paulsen
- *Peak* by Roland Smith
- *Iceberg Hermit* by Arthur Roth
- *The Cay* by Theodore Taylor
- *My Side of the Mountain* by Jean Craighead George
- *The Red Kayak* by Priscilla Cummings
- *Julie of the Wolves* by Jean Craighead George
- *The Schwa Was Here* by Neil Shusterman
- Nonfiction: *National Geographic*, *On Thin Ice*, National Parks Book Series
(E=Common Core Standards Exemplar Text)

Related Performance Tasks:

- **Informative Writing, Language Usage, Language Mechanics**

After reading one of the stories with a courageous character, write a well-developed paper about how the character possessed “the courage to follow his/her convictions.” What were his/her convictions? What challenges arose when the character followed these convictions? Be sure to cite at least three specific examples from the text to justify your response. Edit your writing for the grammar conventions studied so far this year. Your teacher may ask you to post your essay on the classroom blog. (W.6.9a, RL.6.3, L.6.1, L.6.2a, b)

- **Opinion Writing, Informative Writing**

Does courage always require overt acts of bravery? What are other ways of thinking about courageous characters? Write your responses to the questions in your journal and share them with a partner. Then, work with classmates to create your own class blog about unrecognized courageous characters, either in literature or real life. (RI.6.8, W.6.4, W.6.9a,b)

- **Reading Literature, Reading Fluency, Performance**

Choose an emotional passage from a story we’ve read that exemplifies a character’s courage. Work with classmates to present it as a dramatic reading. After the reading, ask your classmates to point out language that enhanced meaning, conveyed style, and helped achieve a feeling of strong emotion. Record the reading using a video camera so you can evaluate your performance. (SL.6.6, RL.6.4, L.6.5a, b, c)

- **Speaking and Listening, Language Usage**

What is meant by the word *courage*? Look up the word in a dictionary (print or online) and write your ideas down on a sticky note. (Note: Answers may include the quality of mind or spirit that enables a person to face difficulty, danger, pain, or sorrow.) Create a class word map of the word *courage*. As you find examples of courage in texts read during this unit,

write them on sticky notes and add them to our word map. Your teacher may ask you to create an online concept map with a web tool. (SL.6.1a, b, c, d)

Fiction and nonfiction titles including:

Alan and Naomi, Levoy
Bearstone, Hobbs
**Birchbark House*, Erdrich
Blizzard, Murphy
The Book of Three, Alexander
Call It Courage, Sperry
The Cay, Taylor
**Counting Coup*, Medicine Crow
Dragonwings, Yep
The Great Gilly Hopkins, Paterson
Freak the Mighty, Philbrick
The Iceberg Hermit, Roth
Invitation to the Game, Huges

Kokopelli's Flute, Hobbs
Maniac Magee, Spinelli
Maroo of the Winter Caves, Turnbull
The Missing Gator of Gumbo Limbo, George
**My Name is Seepeetza*, Sterling
Night Journeys, Avi
Pushcart War, Merrill
**Rain is Not My Indian Name*, Smith
Touching Spirit Bear, Mikaelson
Tuck Everlasting, Babbitt
The Witch of Blackbird Pond, Speare
A Wrinkle in Time, L'Engle

Poetry/short stories

**Rising Voices: Writing of Young Native Americans* – edited by Arlene Hirschfelder and Beverly Singer
**A Cheyenne Sketchbook: Selected Poems 1970-1991* by Lance Henson
**Moccasin Thunder: American Indian Stories for Today* by Carlson, Lori Marie, editor

* denotes Native American Literature

Reading Standards for Literature

Key Ideas and Details

1. **6.RL. 1** - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LEARNING TARGETS

- a) I know how to cite textual evidence.
- b) I know how to make inferences from the text.
- c) I can use information from the text to analyze what I've read and to make inferences.

2. **6.RL. 2** - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

LEARNING TARGETS

- a) I know how to determine the theme or central idea of a text.
- b) I know how to provide an impartial summary using details from the text.
- c) I can determine a theme and write a summary using specific details.

3. **6.RL. 3** - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

LEARNING TARGETS

- a) I know how to describe the sequence of events.
- b) I know how to describe the character's change within a story.
- c) I can describe the way a character changes as the plot moves toward resolution.

Craft and Structure

4. **6.RL. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

LEARNING TARGETS

- a) I know how to use context to determine meanings of words and phrases.
- b) I know figurative language and connotative meanings.
- c) I know specific word choices impact tone.
- d) I can evaluate how different words and phrases affect tone and meaning.

5. **6.RL. 5** - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

LEARNING TARGETS

- a) I know how to examine the structure of the text and its effect on theme, setting, or plot.
- b) I can analyze how structure of the text affects the meaning.

6. 6.RL. 6 - Explain how an author develops the point of view of the narrator or speaker in a text.

LEARNING TARGETS

- a) I know how to identify the narrator's or speaker's point of view.
- b) I can explain how the point of view of the speaker or narrator is developed by an author.

Integration of Knowledge and Ideas

7. 6.RL. 7 - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.

LEARNING TARGETS

- a) I know that there are differences between reading a story/drama/poem compared to listening to an audio version or viewing a video or live version.
- b) I can compare and contrast the differences in my experience in reading a story/drama/poem, listening to an audio version, and viewing a video or live version.

8. *(Not applicable to literature)*

9. 6.RL. 9 - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; traditional and contemporary stories by and about American Indians) in terms of their approaches to similar themes and topics.

LEARNING TARGETS

- a) I know how to identify important themes and topics in a variety of texts (e.g., stories, poems, historical novels, American Indian stories, and fantasy stories).
- b) I can compare and contrast similar themes and topics in different forms and/or genres of text (e.g., stories, poems, historical novels, American Indian stories and fantasy stories).

Range of Reading and Level of Text Complexity

10. 6.RL. 10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LEARNING TARGETS

- a) I know how to find stories, dramas, poems, and books within my grade level age band and reading ability.
- b) I know how to use the comprehension strategies to understand what I read on my own.
- c) I can read and understand literature (stories, dramas, poems, and books) in my grade level and above on my own, ask questions and use the comprehension strategies when needed.

Reading Standards for Informational Text

Key Ideas and Details

1. 6.RI. 1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LEARNING TARGETS

- a) I know how to cite textual evidence.
- b) I know how to make inferences from the text.
- c) I can use information from the text to analyze what I've read and to make inferences.

2. **6.RI. 2** - Determine a **central idea** of a text and **how it is conveyed through particular details**; provide a summary of the text **distinct from personal opinions or judgments**.

LEARNING TARGETS

- a) I know how to determine the theme or central idea of a text.
- b) I know how to provide an impartial summary using details from the text.
- c) I can determine the theme of the text and write an impartial summary using specific details.

3. **6.RI. 3** - **Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).**

LEARNING TARGETS

- a) I know how to identify key events, individuals, or ideas in a text.
- b) I know how to identify how the key event is presented in the text.
- c) I can analyze how key events, individuals, or ideas in a text are presented to the reader.

Craft and Structure

4. **6.RI. 4** - Determine the meaning of words and phrases as they are used in a text, **including figurative, connotative, and technical meanings**.

LEARNING TARGETS

- a) I know how to determine the meaning of words in a text.
- b) I know figurative language as it applies to the text.
- c) I can interpret figurative language to understand the meaning of words in a text.

5. **6.RI. 5** - **Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.**

LEARNING TARGETS

- a) I know how sentences, paragraphs and sections fit together in a text.
- b) I know the structure of a text helps to develop ideas.
- c) I can analyze how the structure of a text creates ideas.

6. **6.RI. 6** - **Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Include texts by and about American Indians.**

LEARNING TARGETS

- a) I know that authors have a point of view in a text.
- b) I know that authors have a purpose when writing a text.
- c) I can understand how author's point of view is understood across a text.

Integration of Knowledge and Ideas

7. 6.RI. 7 - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

LEARNING TARGETS

- a) I know how to integrate information from different media or formats.
- b) I know how to use words to integrate information from different resources.
- c) I can integrate information from different media and formats to develop a deep understanding of a topic or issue.

8. 6.RI. 8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Include text by and about American Indians.

LEARNING TARGETS

- a) I know how to trace and evaluate an argument and/or specific claims in a text.
- b) I know how to distinguish claims that are supported by reason and evidence from claims which are not supported.
- c) I can trace and evaluate an argument and/or specific claims in a text and distinguish claims which are supported by reason and evidence from those which are not supported in the text.

9. 6.RI. 9 - Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Include texts by and about American Indians.

LEARNING TARGETS

- a) I know how to compare and contrast one author's presentation of events with a different author's presentation of the same events.
- b) I can compare and contrast two different author's presentations of the same event.

Range of Reading and Level of Text Complexity

10. 6.RI. 10 - By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LEARNING TARGETS

- a) I know how to read and understand non-fiction texts appropriate to my grade level.
- b) I know how to use scaffolding to be a proficient reader.
- c) I can read and understand a variety of literary non-fiction and use scaffolding as needed to gain further understanding.

Writing Standards

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.

a. 6.WR. 1.a - Introduce claim(s) and organize the reasons and evidence clearly.

LEARNING TARGETS

- a) I know how to write arguments that support my opinion using clear reasons.

- b) I know how to state claims and organize facts to support them.
- c) I can write using clear reasons to support my stance on topics.

b. 6.WR. 1.b - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

LEARNING TARGETS

- a) I know how to find reliable outside sources to support my written arguments.
- b) I know how to demonstrate my understanding of a topic using reliable sources.
- c) I can write arguments using outside information from reliable sources to show my understanding of a topic.

c. 6.WR. 1.c - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

LEARNING TARGETS

- a) I know how to use words and phrases to show relationships in claims.
- b) I know how to clarify my reasons that support my claim.
- c) I can use words and phrases to show how my thoughts relate to and support my opinions in writing.

d. 6.WR. 1.d - Establish and maintain a formal style.

LEARNING TARGETS

- a) I know how to create and hold to a certain style in my writing.
- b) I know formal style used for a specific audience in writing.
- c) I can write an argument suited to my audience using a formal style.

e. 6.WR. 1.e - Provide a concluding statement or section that follows from the argument presented.

LEARNING TARGETS

- a) I know how to end my writing with a statement that sums up my opinion on an argument.
- b) I can write a conclusion that sums up my stance on an argument.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. 6.WR. 2.a - Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I know how to introduce a topic clearly, organizing my ideas, and grouping information logically.
- b) I know how to use helpful formatting, illustrations, and multimedia to help my reader understand my topic and ideas.

- c) I know how to use definition, classification, comparison/contrast, and cause/effect to prove my points.
- d) I can write in a clear, organized manner, which presents my topic in a variety of formats that effectively communicates my ideas and reasons to my reader.

b. 6.WR. 2.b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

LEARNING TARGETS

- a) I know how to identify facts, definitions, specific quotations, and information that is relevant to my topic.
- b) I know that I need to select information on my topic carefully, including only that which is relevant.
- c) I can include relevant facts, definitions, specific quotations, and other information to support my topic.

c. 6.WR. 2.c - Use appropriate transitions to clarify the relationships among ideas and concepts.

LEARNING TARGETS

- a) I know how to link thoughts using words, phrases, and clauses (transitions).
- b) I know what transitions are and how to use them in writing.
- c) I can clarify relationships between ideas and concepts using appropriate transitions.

d. 6.WR. 2.d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

LEARNING TARGETS

- a) I know how to identify the important terms relevant to my topic.
- b) I know how to use precise language to sharpen my ideas and show my understanding of the topic.
- c) I can write with appropriate, topic-specific vocabulary in order to share my understanding of the topic with my reader.

e. 6.WR. 2.e - Establish and maintain a formal style.

LEARNING TARGETS

- a) I know the difference between a formal and informal style of writing and know when to use each.
- b) I can write my ideas, concepts, and information in a formal style appropriate for my audience.

f. 6.WR. 2.f - Provide a concluding statement or section that follows from the information or explanation presented.

LEARNING TARGETS

- a) I know how to organize my ideas and points in a logical manner, ending with a conclusion.
- b) I know that my conclusion sums up my main points and information presented.
- c) I can write in an organized manner, ending with a summative conclusion.

3. Write narratives to develop real or imagined experiences or events using effective technique, **relevant** descriptive details, and **well-structured** event sequences.

a. **6.WR. 3.a** - **Engage** and orient the reader by establishing **a context** and introducing a narrator and/or characters; organize an event sequence that unfolds naturally **and logically**.

LEARNING TARGETS

- a) I know how to engage my reader.
- b) I know how to establish context.
- c) I know how to introduce narrators and characters.
- d) I know how to organize using sequence and logic.
- e) I can engage my reader by introducing context, narrators, and characters in a logical sequence that unfolds naturally.

b. **6.WR. 3.b** - Use narrative techniques such as dialogue, pacing, and description, to develop experiences, events, **and/or characters**.

LEARNING TARGETS

- a) I know narrative techniques (dialogue, pacing, description).
- b) I know how to use these techniques to develop experiences, events and characters.
- c) I can use narrative techniques in my writing to develop the characters and the plot.

c. **6.WR. 3.c** - Use a variety of transition words, phrases, and clauses to **convey** sequence **and signal shifts from one time frame or setting to another**.

LEARNING TARGETS

- a) I know what transition words, phrases and clauses are as they relate to writing.
- b) I know how to use transitions to convey changes in my writing.
- c) I can use transitional words and phrases to show sequence of events, shifts in time frame, and setting in my writing.

d. **6.WR. 3.d** - Use precise words and phrases, **relevant descriptive details**, and sensory **language** to convey experiences and events.

LEARNING TARGETS

- a) I know how to use precise words and phrases.
- b) I know relevant descriptive details.
- c) I know how to use sensory language to express experiences and events.
- d) I can use precise words and phrases and meaningful descriptive details, along with sensory language, to convey experiences and events.

e. **6.WR. 3.e** - Provide a conclusion that follows from the narrated experiences or events.

LEARNING TARGETS

- a) I know how to write a conclusion to my narrative.
- b) I can create narratives including appropriately sequenced events and a conclusion.

Production and Distribution of Writing

4. **6.WR. 4** - Produce clear and coherent writing in which the development, organization, **and style** are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I know how to pay attention to development, organization, and style.
- b) I know task, purpose, and audience.
- c) I know how and when to write and produce arguments, informative/explanatory texts and narratives.
- d) I can produce writing that is clearly organized and appropriate to task, purpose, and audience.

5. 6.WR. 5 - With **some** guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING TARGETS

- a) I know how to use the steps in the writing process (i.e. planning, revising, editing, rewriting, trying a new approach).
- b) I know how to strengthen my writing as needed using the writing process and adult and peer guidance.
- c) I can develop and strengthen my writing.

6. 6.WR. 6 - Use **technology, including the Internet**, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

LEARNING TARGETS

- a) I know how to use technology to produce, publish and interact with others.
- b) I know keyboarding skills.
- c) I can use technology including the internet to produce writing and work with others.
- d) I can keyboard a minimum of three pages in one sitting.

Research to Build and Present Knowledge

7. 6.WR. 7 - Conduct short research projects **to answer a question, drawing on** several sources and **refocusing the inquiry when appropriate**. Include sources and/or topics by and about American Indians.

LEARNING TARGETS

- a) I know how to use several sources when seeking to answer a question through a short research project.
- b) I know how to refocus the inquiry (question) when appropriate.
- c) I can answer a question in a short research project by drawing on several sources and refocusing (changing) the inquiry (question) when necessary.

8. 6.WR. 8 - **Gather** relevant information from **multiple** print and digital sources; **assess the credibility of each source**; and **quote or paraphrase the data and conclusions** of others while avoiding plagiarism and providing basic bibliographic information for sources.

LEARNING TARGETS

- a) In a writing project, I know how to use multiple sources to gather information.
- b) I know how to check (assess) the reliability of my sources.

- c) I know how to paraphrase (use my own words) when using data and conclusions of my sources.
- d) I know how to use quotation marks when I use words which were written by my sources.
- e) I know that I do not copy someone else's words and how to avoid plagiarism.
- f) I know the form to provide basic bibliographic information for my sources.
- g) I can check multiple print and digital sources for relevant information and reliability and give credit for sources used in my writing.
- h) I do not plagiarize and can use my own words to express someone else's ideas, data, and conclusions, using quotation marks when copying words from my sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. 6.WR. 9.a - Apply **grade 6** Reading standards to literature (e.g., “Compare and contrast **texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics**”).

LEARNING TARGETS

- a) I know how to draw evidence from literary or informational texts.
- b) I know how to support analysis, reflection, and research.
- c) I can draw evidence from a variety of texts to support my analysis, reflection, and research.

b. 6.WR. 9.b - Apply **grade 6** Reading standards to **literary nonfiction** (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

LEARNING TARGETS

- a) I know how to trace and evaluate arguments and claims.
- b) I know how to distinguish between claims that are supported.
- c) I know how to recognize claims that are not supported by evidence.
- d) I can trace and evaluate an argument and distinguish claims that are supported by evidence and those that are not.

Range of Writing

10. **6.WR.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LEARNING TARGETS

- a) I know the writing process (pre-write, draft, revise, edit, publish).
- b) I know how to write for different purposes and audiences.
- c) I can engage in the writing process and am able to write for different purposes and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 6 topics, texts, and issues**, building on others' ideas and

expressing their own clearly.

a. **6.SL. 1.a** - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation **by referring to evidence on the topic, text, or issue to probe and reflect** on ideas under discussion.

LEARNING TARGETS

- a) I know how to prepare for discussions by reading necessary material.
- b) I know how to use materials to find evidence about a topic, text, or issue.
- c) I know how to reflect upon ideas that are discussed.
- d) I can prepare for discussions using required material to provide evidence on a topic, text, or issue when reflecting on ideas that are being discussed.

b. **6.SL. 1.b** - Follow rules for **collegial discussions, set specific goals and deadlines, and define individual roles as needed.**

LEARNING TARGETS

- a) I know how to follow rules for classroom discussions.
- b) I know how to set goals and deadlines.
- c) I know that roles need to be assigned as needed.
- d) I can follow rules and set goals for discussions as well as assign individual roles as needed.

c. **6.SL. 1.c** - Pose and respond to specific questions **with elaboration and detail by making comments** that contribute to the **topic, text, or issue** under discussion.

LEARNING TARGETS

- a) I know how to ask and respond to questions.
- b) I know how to elaborate on my questions using details.
- c) I know how to contribute to discussions.
- d) I can pose and respond to questions using clear details to make comments that contribute to what is being discussed.

d. **6.SL. 1.d** - Review the key ideas expressed and **demonstrate understanding of multiple perspectives through reflection and paraphrasing.**

LEARNING TARGETS

- a) I know how to identify key ideas.
- b) I know how to recognize multiple perspectives.
- c) I know how to reflect and paraphrase.
- d) I can review key ideas and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

2. 6.SL. 2 - **Interpret information** presented in diverse media and formats (e.g., visually, quantitatively, orally) **and explain how it contributes to a topic, text, or issue under study.**

LEARNING TARGETS

- a) I know how to interpret information from diverse media and formats.
- b) I know how the media and formats contribute to the topic of the text.
- c) I can communicate interpreted information from diverse media formats and explain its contribution to the overall topic of the text.

3. 6.SL. 3 - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

LEARNING TARGETS

- a) I know that a speaker's claims can be based in evidence.
- b) I know that a speaker's claims are not always based in evidence.
- c) I can evaluate a speaker's claims and arguments, deciding which are justified by evidence and which are not.

Presentation of Knowledge and Ideas

4. 6.SL. 4 - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

LEARNING TARGETS

- a) I know how to use research and statements.
- b) I know how to sequence my ideas.
- c) I know how to bring attention to main ideas and themes.
- d) I know how to use appropriate eye contact when presenting.
- e) I know how to speak up and enunciate when presenting.
- f) I can use tools such as eye contact, volume, and clear pronunciation, to present ideas and bring attention to main themes.

5. 6.SL. 5 - Include multimedia components (e.g., graphics, **images, music, sound) and visual displays in presentations to **clarify information**.**

LEARNING TARGETS

- a) I know how to use a variety of multimedia tools.
- b) I know that using these tools will help me to illustrate information.
- c) I can use a variety of multimedia tools (i.e. graphics, images, music, sound and visual displays) to illustrate information in a presentation.

6. 6.SL. 6 - Adapt speech to a variety of contexts and tasks, **demonstrating command of formal English when **indicated or appropriate**.**

LEARNING TARGETS

- a) I know how to change my speech according to audience and assignment.
- b) I know that English can be used formally and informally.
- c) I can change my speech as a result of audience and task.
- d) I can use the English language correctly and formally.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. 6.LS. 1.a - Ensure that pronouns are in the proper case (subjective, objective, possessive).

LEARNING TARGETS

- a) I know standard English grammar when writing and speaking.
- b) I know pronouns (subjective, objective, possessive).
- c) I can correctly use pronouns in my writing and speaking.

b. 6.LS. 1.b - Use intensive pronouns (e.g., *myself*, *ourselves*)

LEARNING TARGETS

- a) I can identify a pronoun.
- b) I know how to use pronouns.
- c) I can use intensive pronouns correctly.

c. 6.LS. 1.c - Recognize and correct inappropriate shifts in pronoun number and person.

LEARNING TARGETS

- a) I know the relationship between a pronoun and the number of people the pronoun represents.
- b) I can correctly use pronouns to represent different numbers of people in my writing and speaking.

d. 6.LS. 1.d - Recognize and correct **vague pronouns (i.e., ones with unclear or ambiguous antecedents).**

LEARNING TARGETS

- a) I know pronouns need to *clearly* represent the words they are supposed to represent (i.e. their antecedents).
- b) I can correctly use pronouns to express their antecedents.

e. 6.LS. 1.e - Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

LEARNING TARGETS

- a) I know how to recognize differences in language in other's writing and speaking.
- b) I know how to use strategies to improve expression.
- c) I can recognize variations in standard English.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 6.LS. 2.a - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

LEARNING TARGETS

- a) I know correct punctuation needed when including parentheses in my writing.
- b) I can include correct punctuation (commas, dashes, etc) when using parentheses in my writing.

b. 6.LS. 2.b - Spell correctly.

LEARNING TARGETS

- a) I know how to understand and recognize correct spelling.
- b) I can spell correctly in my writing.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. 6.LS. 3.a - Vary sentence patterns for meaning, reader/listener interest, and style.

LEARNING TARGETS

- a) I know sentence fluency and variety affects the interest level and style of my writing.
- b) I can vary my sentence structure to improve the interest and style of my writing in order to keep the reader engaged.

b. 6.LS. 3.b - Maintain consistency in style and tone.

LEARNING TARGETS

- a) I know the style and tone in writing needs to be consistent.
- b) I can continue to write in a consistent tone and style.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

a. 6.LS. 4.a - Use context, the overall meaning of a sentence or paragraph; a word's position or function in a sentence, as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I know how to understand how context and overall meaning of sentences and paragraphs are related.
- b) I know how to use context clues to create meaning.
- c) I can use context and word position and function in a sentence to make meaning of words or phrases.

b. 6.LS. 4.b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; audience, auditory, audible.

LEARNING TARGETS

- a) I know that Greek and Latin affixes (beginnings) or roots can be clues to help me find the meaning of the word (i.e. au- sound).
- b) I can apply what I know about Greek and Latin affixes to help me understand the meanings of words.

c. 6.LS. 4.c - Consult reference materials, dictionaries, glossaries, thesauruses, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

LEARNING TARGETS

- a) I know how to use print and digital reference materials such as dictionaries, glossaries, and thesauruses.

- b) I know how to use reference materials to help me understand a word's meaning, pronunciation, or part of speech.
- c) I can consult digital and print reference materials to learn specific details about a word.

d. 6.LS. 4.d - Verify the preliminary determination of the meaning of a word or phrase, by checking the inferred meaning in context or in a dictionary.

LEARNING TARGETS

- a) I know the tools available to me to find the meaning of a word.
- b) I know how to check my understanding of a word using what I know, context, and the dictionary.
- c) I can verify the meaning of a word or phrase by checking its context or a dictionary, if I am unsure of its meaning.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. 6.LS. 5.a - Interpret figures of speech (e.g., personification) in context.

LEARNING TARGETS

- a) I know how to define figurative language.
- b) I know how to show my understanding of different types of words and types of language.
- c) I know how to explain and identify figures of speech.
- d) I can use context clues to determine word meaning in figurative language and figures of speech.

b. 6.LS. 5.b - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

LEARNING TARGETS

- a) I know how words are related.
- b) I know how word relationships create meaning.
- c) I can identify word relationships.

c. 6.LS. 5.c - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrumping*, *economical*, *unwasteful*, *thrifty*).

LEARNING TARGETS

- a) I know how to define words with similar meanings (synonyms).
- b) I know how to identify relationships between words and their meanings using connotation.
- c) I can defend my word choice based on context clues.

6. 6.LS. 6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I know topic-specific words and phrases.
- b) I know vocabulary appropriate to my age and grade.
- c) I know to choose the most appropriate word or phrase to express myself so that my reader understands my meaning.

- d) I can use topic-specific words and phrases.
- e) I can choose vocabulary appropriate for my grade.
- f) I can build my vocabulary in order to be better understood and to express myself.

GRADE 7

Course Overview

MCPS English Language Arts teaching and learning in Seventh Grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

Prior to beginning seventh grade, students have had the opportunity to explore an array of texts and write in a variety of genres. While in seventh grade, students will investigate complex and challenging themes. As they work toward a deeper understanding of the complexities of literature, students reflect on several guiding questions within these themes, including *What makes characters in historical fiction believable?*; *How do characters, real and fictional, use words and actions to demonstrate perseverance?*; and *Is literature always a reflection of life?* Students explore, analyze, compare, and contrast related literature and informational historical and scientific texts, film, media and art in an attempt to answer these essential questions and apply their knowledge through various performance tasks.

Throughout the units, students use technology to produce and publish argumentative, informative, and narrative essays with a targeted focus on language use and mechanics. They will use graphic organizers to lay out their ideas and plan their essays, which will draw on several oral, print, and digital resources. They will construct responses to literature, study essential vocabulary, engage in speaking and listening activities, and present digital and multi-media reports to demonstrate their understanding.

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Major Thematic Units, Guiding Questions, Related Texts, and Performance Tasks

Characters with Character

What makes characters in historical fiction believable?

Related Texts:

- Glencoe Literature: Course 2, Theme 1: “What I am, What I want to be”
- *Crispin: Cross of Lead* by Avi
- *Catherine Called Birdie* by Karen Cushman

- *Of Nightingales that Weep* by Katherine Paterson
 - *Master Puppeteer* by Katherine Paterson
 - *Sword of the Samurai* by Steve Jackson
 - *A Christmas Carol* by Charles Dickens
 - *The Midwife's Apprentice* by Karen Cushman
 - *A Single Shard* by Linda Sue Park (E)
 - *Adam of the Road* by Elizabeth Janet Gray (E)
 - *Anna of Byzantium* by Tracy Barrett (E)
 - *Castle Diary: The Journal of Tobias Burgess* by Richard Platt (E)
 - *Favorite Medieval Tales* by Mary Pope Osborne (E)
 - *Good Masters! Sweet Ladies! Voices from a Medieval Village* by John Schwartz (E)
 - *Old English Riddles: From the Exeter Book* by Craig Williamson (E)
 - *The Seeing Stone* (Arthur Trilogy, Book One) by Kevin Crossley-Holland (E)
 - *The World of King Arthur and His Court: People, Places, Legend, and Lore* by Kevin Crossley-Holland (E)
 - *Cathedral: The Story of Its Construction* by David Macaulay (E)
 - *The Horrible, Miserable Middle Ages: The Disgusting Details About Life During Medieval Times* (Fact Finders: Disgusting History Series) by Karen Allen (E)
 - *The Middle Ages: An Illustrated History* (The Royal Kingdoms of Ghana, Mali and Songhay: Life in Medieval Africa) by Barbara Hanawalt (E)
- (E=Common Core Standards Exemplar Text)

Related Performance Tasks:

- **Narrative Writing, Language Usage, Language Mechanics**

Write your own well-developed "Character with Character" story. It can take place during the Middle Ages or in another time period of your choosing. Incorporate elements and techniques learned in this unit. Your characterization techniques should help develop the theme of the story. You will have the opportunity to talk with a partner prior to writing the first draft, and again at the end, to revise and strengthen your story. Edit your writing for phrases and clauses, as well as commas separating coordinate adjectives. Feel free to add visual aids or illustrations to your story once it is complete. Be prepared to publish your story on the class web page. (RL.7.2, W.7.3, L.7.1a, L.7.2a)

- **Reading Literature, Argument Writing, Language Usage, Language Mechanics**

While reading a historical fiction novel, such as *Crispin* or *A Single Shard*, think about where Tree-ear gets courage for his dangerous mission. First write a response to this question in your journal: "Are characters born brave, or is courage developed by facing fears?" Then compose a well-developed paper that includes an engaging opening statement, at least three clear reasons for your answer, and relevant evidence cited from the text read. Edit your writing for phrases and clauses, as well as commas separating coordinate adjectives. Your teacher may ask you to upload your essay to the classroom blog. (RL.7.9, RL.7.1, W.7.1, L.7.1a, L.7.2a)

- **Informative Writing, Reading Literature, Language Usage, Language Mechanics**
Write a written response to this question based on the novels read and discussed in class: "What makes characters in historical fiction believable?" Cite specific details from texts read. After your teacher reviews your first draft, work with a partner to strengthen your writing and edit for phrases and clauses, as well as commas separating coordinate adjectives. Be prepared to record your essay and upload it as a podcast on the class web page for this unit. (RL.7.9, W.7.9a,b, L.7.1a, L.7.2a)

Perseverance

How do characters, real and fictional, use words and actions to demonstrate perseverance?

Related Texts:

- Glencoe Literature: Course 2, Theme 3: Facing Challenge
- *The Watsons Go to Birmingham* by Christopher Paul Curtis
- *Roll of Thunder, Hear my Cry* by Mildred D. Taylor (E)
- *A 66 Dollar Summer* by John Armistead
- *Sweetgrass Basket* by Marlene Carvell
- "I, Too, Sing America" by Langston Hughes
- Glencoe Literature: Course 2, My Story: Rosa Parks
- Various Maya Angelou texts

(E=Common Core Standards Exemplar Text)

Related Performance Tasks:

- **Research, Argument Writing, Language Usage, Language Mechanics**
Research a famous person (such as Martin Luther King Jr., Geronimo, or another person of your choosing) who persevered in spite of significant challenges. Use a wide range of credible print and electronic, primary, and secondary resources for your research. See if you can find a video clip of him or her speaking on YouTube. Write and present your multimedia report to the class, making a case for why the person you chose is a striking example of determination and perseverance in the face of difficult circumstances. Edit your work for sentence variety and spelling. (W.7.1, W.7.7, RI.7.2, SL.7.2, SL.7.5, L.7.1a,b, L.7.2a,b)
- **Narrative Writing, Performance**
Write a bio-poem about an individual, real or fictional, who demonstrates the essence of perseverance. Memorize and/or recite the poem for the class. Record your recitation using a video camera so you can evaluate your performance. (SL.7.6, RL.7.4)
- **Film, Reading Literature, Speaking and Listening**
Discuss the similarities and differences among reading about Rosa Parks and seeing the film *The Awakenings 1954-1956*. Write your ideas in your journal. Then, share your ideas with a partner prior to discussing as a class. (RL.7.5, RL.7.7)

Literature Reflects Life
Is literature always a reflection of life?

Related Texts:

- Glencoe Literature, Course 2, Theme 4: Where the Heart Is
 - *My Forbidden Face* by Latifa
 - *Kiss the Dust* by Elizabeth Laird
 - *Shooting Kabul* by N.H. Senzai
 - *The Bread Winner* by Deborah Ellis
 - *Under the Persimmon Tree* by Suzanne Fisher Staples
 - *Does My Head Look Big In This?* by Randa Abdel-Fattah
- (E=Common Core Standards Exemplar Text)

Related Performance Tasks:

- **Argument Writing, Language Usage, Language Mechanics**

While reading *Shooting Kabul* or any other novel with this unit, take notes in your journal about the main character's experience. Is this experience a reflection of real life? Choose a position and defend your answer in a well-developed paper that includes an engaging opening statement of your position, at least three clear reasons for your position and relevant evidence cited from the text. Edit your writing for the grammar conventions studied so far this year. After your teacher reviews your essay, post it to the class blog and ask your classmates to find weaknesses in your argument and help strengthen your position. (W.7.1, L.7.1, L.7.2, L.7.3, L.7.5, L.7.6)

- **Argument Writing, Language Usage, Language Mechanics**

The human spirit can be defined as a combination of the traits that all human beings have in common. Select three of these traits that you think are present in the characters from the novels from this unit and discuss why you think these traits are essential to the human spirit. Why did you choose these traits? Justify your answer by citing specific information and examples from texts read, not only in this unit, but all year long. Edit your writing for the grammar conventions studied so far this year. Upload your essay to the classroom blog for your classmates to see and compare the traits you chose with those chosen by others. (W.7.1a,b,c,d,e; W.7.4, W.7.10, SL.7.3, L.7.1, L.7.2, L.7.3a, L.7.5, L.7.6)

- **Informative Writing, Language Usage, Language Mechanics**

Select a genre studied this year and write an informative/explanatory essay in response to the essential question: Is literature always a reflection of life? Make sure to include elements that make it apparent to the reader which genre you chose, cite specific details from texts you've read, and use as many words as possible learned in Word Study this year. After your teacher reviews your first draft, work with a partner to edit and strengthen your writing before presenting it to the class. Edit your writing for the grammar conventions studied so far this year. Publish a well-developed paper in written or multimedia format on the class web page. (RL.7.10, W.7.1, W.7.4, W.7.5, W.7.6, W.7.8, W.7.9a,b, W.7.10, SL.7.3, L.7.1, L.7.2, L.7.3, L.7.5, L.7.6)

- **Reading Literature, Speaking and Listening**

As you read the novels and short stories from this unit, take notes about the story genre, setting, and characters in your journal or on a shared spreadsheet. Be sure to note page numbers with relevant information or mark the text with sticky notes so you can cite the text during class discussion.

- What is the genre of the novel?
- What is the setting?
- Who are the major character(s)?
- Who are the minor characters?
- What is the problem faced by the character(s)? How do he/she/they resolve the problem?
- What is the primary theme of the novel (i.e., good vs. evil)?

Prior to class discussion, your teacher may give you the opportunity to share your notes with a partner who read the same text. (RL.7.1, RL.7.2 RL.7.6, RL.7.10)

Fiction and nonfiction titles including:

Aladdin and Other Tales, Dawood
Boston Jane, Holm
The Breadwinner, Ellis
Catherine Called Birdy, Cushman
**Children of the Longhouse*,
Chinese Cinderella, Mah
Crispin, Avi
A Christmas Carol, Dickens
A Day No Pigs Would Die, Peck
Esperanza Rising, Ryan
Little Britches, Moody
Master Puppeteer, Paterson
My Daniel, Conrad

Of Nightingales That Weep, Paterson
One More River, Banks
Only Earth and Sky Last Forever, Benchley
Sacajawea, Bruchac
Shabanu, Staples
The Samurai's Tale, Haaugaard
Thunder Rolling in the Mountains, O'Dell
Treasure Island, Stevenson
Tunes for Bears to Dance To, Cormeir
Walk Two Moons, Creech
Where the Lillies Bloom, Cleaver
Where the Red Fern Grows, Rawls
White Mountains, Christopher

Poetry/short stories

**Rising Voices: Writing of Young Native Americans* – edited by Arlene Hirschfelder and Beverly Singer

**A Cheyenne Sketchbook: Selected Poems 1970-1991* by Lance Henson

**Moccasin Thunder: American Indian Stories for Today* by Carlson, Lori Marie, editor

* denotes Native American Literature

Reading Standards for Literature

Key Ideas and Details

1. **7.RL. 1** - Cite **several pieces** of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LEARNING TARGETS

- a) I know how to cite several pieces of textual evidence.
- b) I know how to make inferences from the text.
- c) I can use several pieces from a text to analyze what I have read and to make inferences.

2. **7.RL. 2** - Determine a theme or central idea of a text **and analyze its development over the course of the text**; provide an **objective** summary of the text.

LEARNING TARGETS

- a) I know how to determine the theme and its contribution to the development of a text.
- b) I know how to provide an objective summary using specific details from the text.
- c) I can determine a theme and analyze its development as well as write a summary using specific details from the text.

3. **7.RL. 3** - Analyze how **particular elements** of a story or drama **interact** (e.g., how **setting shapes the characters or plot**).

LEARNING TARGETS

- a) I know how to analyze and relate elements of a story.
- b) I can analyze how particular elements of a story shape the characters or plot.

Craft and Structure

4. **7.RL. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of **rhymes and other repetitions of sounds** (e.g., **alliteration**) **on a specific verse or stanza of a poem or section of a story or drama**.

LEARNING TARGETS

- a) I know how to determine meanings of words and phrases.
- b) I know how to identify figurative meanings and contextual clues.
- c) I know how to analyze the impact of rhymes, sounds, and repetitions in verses, stanzas, or sections of text.
- d) I can determine the meaning of words and sounds and the impact of various types of literary devices in verses, stanzas of poems, and sections of text.

5. **7.RL. 5** - Analyze **how a drama or poem's form or structure** (e.g., **soliloquy, sonnet**) **contributes to its meaning**.

LEARNING TARGETS

- a) I know how to analyze form in a poem or drama.
- b) I know how form contributes to meaning.
- c) I can identify how form and structure contribute to meaning.

6. **7.RL. 6** - Analyze how an author develops and **contrasts** the points of view of **different characters** or narrators in a text.

LEARNING TARGETS

- a) I know how to compare and contrast different points of view.
- b) I can analyze different characters, narrators and points of view in a text.

Integration of Knowledge and Ideas

7. **7.RL. 7** - Compare and contrast a **written** story, drama, or poem to its **audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).**

LEARNING TARGETS

- a) I know how to listen and watch for differences between a story, drama, or poem I have read and an audio, film, stage, or multimedia version.
- b) I know how to describe the common techniques used in audio, film, stage, and multimedia productions (e.g., lighting, sound, color, camera focus, and camera angles).
- c) I can compare and contrast a written story, drama, or poem with a multimedia version, and analyze the techniques used in the medium to support my thoughts.

8. *(Not applicable to literature)*

9. **7.RL. 9** - Compare and contrast a **fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.** Include texts that **contain portrayals and/or accounts by and about American Indians.**

LEARNING TARGETS

- a) I know the difference between historical accounts and historical fiction.
- b) I know how to use the time, place, or character to gain an understanding of the author's perspective.
- c) After reading an historical account and a fictional portrayal including those by and about American Indians, I can explain how an author uses or alters a time, place, or character in history in order to make a statement.

Range of Reading and Level of Text Complexity

10. **7.RL. 10** - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LEARNING TARGETS

- a) I know how to find stories, dramas, poems, and books within my grade-level age band and reading ability.
- b) I know how to use the comprehension strategies to understand what I read on my own.
- c) I can read and understand literature (stories, dramas, poems, and books) in my grade level and above on my own, ask questions and use the comprehension strategies when needed.

Reading Standards for Informational Text

Key Ideas and Details

1. **7.RI. 1** - Cite **several pieces** of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LEARNING TARGETS

- a) I know how to cite several pieces of textual evidence.
- b) I know how to make inferences from the text.
- c) I can use several pieces from the text to analyze what I have read and to make inferences.

2. **7.RI. 2** - Determine **two or more** central ideas in a text **in order to analyze their development over the course of the text**; provide an **objective** summary of the text.

LEARNING TARGETS

- a) I can determine a central idea in a text.
- b) I know how to analyze the development of a central idea.
- c) I know how to summarize using information from the text.
- d) I can extract central ideas and understand how they develop in a text, and create a summary.

3. **7.RI. 3** - Analyze the **interactions between** individuals, events, and ideas in a text (**e.g., how ideas influence individuals or events, or how individuals influence ideas or events**).

LEARNING TARGETS

- a) I know how to acknowledge interaction between individuals, events, and ideas in a text.
- b) I know how to analyze how these interactions influence individuals or events.
- c) I can look critically at the interactions between individuals, ideas, or events in a text.

Craft and Structure

4. **7.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; **analyze the impact of a specific word choice on meaning and tone**.

LEARNING TARGETS

- a) I know how to determine the meanings of words and phrases including figurative language.
- b) I know how to analyze how word choice affects meaning and tone.
- c) I can identify words and phrases and understand their impact on meaning and tone in a text.

5. **7.RI. 5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

LEARNING TARGETS

- a) I know how to look critically at the layout of a text.
- b) I know how major sections contribute to the text as a whole.
- c) I can analyze text structure and understand how it contributes to the development of ideas.

6. **7.RI. 6** - Determine an author's point of view or purpose in a text, including those by and about American Indians, and **analyze how the author distinguishes his or her position from that of others.**

LEARNING TARGETS

- a) I know how to recognize the author's point of view as I read.
- b) I know how the author's position differs from others.
- c) I can differentiate between the author's point of view and the point of view of others in a text, including in texts of and about American Indians.

Integration of Knowledge and Ideas

7. **7.RI. 7** - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

LEARNING TARGETS

- a) I know how to compare and contrast text and multiple forms of multimedia (i.e. audio or video).
- b) I can analyze various mediums and understand how different forms impact how the subject is presented.

8. **7.RI. 8** - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is **sound and the evidence is relevant and sufficient to support the claims.** Include texts by and about American Indians.

LEARNING TARGETS

- a) I know how to identify specific claims in a text.
- b) I know whether the reasoning supports the claim or not.
- c) As I read, I can assess whether the reasoning behind an argument is sound or not, including texts by and about American Indians.

9. **7.RI. 9** - Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Include text by and about American Indians.

LEARNING TARGETS

- a) I know author's interpretations can impact how the facts are presented.
- b) I know that different authors have different ideas on the same topic.
- c) I can analyze how authors present information differently based on their own interpretations, including texts of and about American Indians.

Range of Reading and Level of Text Complexity

10. **7.RI. 10** - By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LEARNING TARGETS

- a) I know how to read and understand non-fiction texts appropriate to my grade level.
- b) I know how to use scaffolding to be a proficient reader.

- c) I can read and understand a variety of literary non-fiction texts and use scaffolding as needed to gain further understanding.

Writing Standards

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.

a. **7.WR. 1.a** - Introduce claim(s), **acknowledge alternate or opposing claims**, and organize the reasons and evidence **logically**.

LEARNING TARGETS

- a) I know how to write arguments that support my opinion using clear reasons as proof.
- b) I know how to state claims and organize facts using well thought out logic and information.
- c) I can write an organized argument using clear reasoning and also acknowledge opposing points of view.

b. **7.WR. 1.b** - Support claim(s) with **logical** reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

LEARNING TARGETS

- a) I know how to find reliable outside sources to support my written arguments.
- b) I know how to verify my sources to ensure accuracy of information.
- c) I know how to demonstrate understanding of a topic using evidence from reliable sources.
- d) I can write arguments using relevant information from reliable sources to demonstrate my understanding of a topic.

c. **7.WR. 1.c** - Use words, phrases, and clauses **to create cohesion** and clarify the relationships among claim(s), reasons, **and evidence**.

LEARNING TARGETS

- a) I know how to write arguments using clear reasons and relevant evidence.
- b) I know how to use words, phrases, and clauses to break down relationships between claims, reasons and evidence.
- c) I can use words, phrases and clauses to write arguments with clear reasoning and relevant evidence.

d. **7.WR. 1.d** - Establish and maintain a formal style.

LEARNING TARGETS

- a) I know how to create and maintain a certain style in my writing.
- b) I know formal style in writing.
- c) I can write an argument suited to my audience and use a formal style.

e. **7.WR. 1.e** - Provide a concluding statement or section that follows from **and supports** the argument presented.

LEARNING TARGETS

- a) I know how to end my writing with a statement that sums up my opinion.
- b) I know how to use clear reasoning and relevant evidence to close my written argument.

- c) I can write an evidence-based concluding statement that supports the argument originally presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. **7.WR. 2.a** - Introduce a topic clearly, **previewing what is to follow**; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I know how to introduce a topic clearly and preview upcoming topics.
- b) I know how to include a preview of format, graphics and multimedia to help my reader understand my writing.
- c) I can write a clear introduction that readies my reader for what is to follow.

b. **7.WR. 2.b** - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

LEARNING TARGETS

- a) I know how to identify facts, definitions, specific quotations, and information relevant to my topic.
- b) I know how to carefully select relevant information on my topic.
- c) I can include relevant facts, definitions, specific quotations, and other information to develop my topic.

c. **7.WR. 2.c** - Use appropriate transitions to create **cohesion** and clarify the relationships among ideas and concepts.

LEARNING TARGETS

- a) I can identify a transition.
- b) I know how to use transition words and phrases to connect my ideas clearly.
- c) I can use transitions effectively to make my writing clear and cohesive.

d. **7.WR. 2.d** - Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. **7.WR. 2.e** - Establish and maintain a formal style.

LEARNING TARGETS

- a) I know how to define and when to use a formal style of writing.
- b) I know how to write informative or explanatory texts to convey ideas.
- c) I can examine a topic, convey my ideas, and write in an organized, formal style.

f. **7.WR. 2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented.

LEARNING TARGETS

- a) I know how to arrive at and develop an effective conclusion.

- b) I can reinforce my organization with an effective conclusion that supports the explanation.
- c) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing the information.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. **7.WR. 3.a** - Engage and orient the reader by establishing a context **and point of view** and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

LEARNING TARGETS

- a) I know how to engage my reader by introducing context, point of view, a narrator or characters.
- b) I know how to organize events and sequences in a logical manner.
- c) I can establish necessary information and create a logical series of events that makes my writing engaging and easy to understand for my reader.

b. **7.WR. 3.b** - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

LEARNING TARGETS

- a) I know narrative techniques (dialogue, pacing, description).
- b) I know how to use these techniques to develop experiences, events and characters.
- c) I can use narrative techniques in my writing to develop the characters and the plot.

c. **7.WR. 3.c** - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

LEARNING TARGETS

- a) I know what transition words, phrases, and clauses are as they relate to writing.
- b) I know how to use transitions to convey changes in my writing.
- c) I can use transitional words and phrases to show sequence of events, time frame shifts, and setting changes in my writing.

d. **7.WR. 3.d** - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

LEARNING TARGETS

- a) I know how to use and understand words, phrases, details, and sensory language.
- b) I know how to use precise language to vividly depict experiences and events in my writing.
- c) I can use appropriate language (phrases, description and details) to communicate the events in my writing.

e. **7.WR. 3.e** - Provide a **concluding statement or section** that follows from the **information or explanation presented**.

LEARNING TARGETS

- a) I know how to logically organize my ideas and points and end with a conclusion.

- b) I know that my conclusion sums up my main points and information presented.
- c) I can write in an organized manner and end with a summative conclusion.

Production and Distribution of Writing

4. **7.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I know how to pay attention to development, organization, and style.
- b) I know task, purpose, and audience.
- c) I know how and when to write and produce arguments, informative/explanatory texts, and narratives.
- d) I can produce writing that is clearly organized and appropriate to the task, purpose, and audience.

5. **7.WR. 5** - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, **focusing on how well purpose and audience have been addressed.**

LEARNING TARGETS

- a) I know how to use the steps in the writing process (i.e. planning, revising, editing, rewriting, or trying a new approach).
- b) I know how to develop my writing through adult and peer guidance.
- c) I know how to focus on my purpose and audience.
- d) I can develop and strengthen my writing through the use of the writing process and support from peers and adults.
- e) I can maintain focus on the purpose and audience in my writing.

6. **7.WR. 6** - Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, **including linking to and citing sources.**

LEARNING TARGETS

- a) I know how to use technology to produce, publish and collaborate with others.
- b) I know how to cite and link sources I find on the internet.
- c) I can collaboratively produce and publish writing using technology that includes links to sources cited.

Research to Build and Present Knowledge

7. **7.WR. 7** - Conduct short research projects to answer a question, drawing on several sources **and generating additional related, focused questions for further research and investigation.**

Include sources and/or topics by and about American Indians.

LEARNING TARGETS

- a) I know how to conduct a short research project using several sources.
- b) I know how to generate focused questions for further investigation.

- c) I can conduct short research projects using a variety of sources to answer a focus question and generate additional questions to deepen understanding including sources and topics by and about American Indians.

8. 7.WR. 8 - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions **of others while avoiding plagiarism and providing basic bibliographic information for sources.**

LEARNING TARGETS

- a) I know how to use several print and digital sources to gather information relevant to my topic.
- b) I know how to assess the credibility, relevance, and accuracy of my sources.
- c) I know how to paraphrase my researched information.
- d) I can evaluate the relevance, credibility, and accuracy of my print and digital sources and then paraphrase my researched information.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. **7.WR. 9.a** - Apply **grade 7** Reading standards to literature (e.g., “Compare and contrast a **fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history**”).

LEARNING TARGETS

- a) I know the difference between fictional portrayals and historical accounts.
- b) I know how to compare and contrast different accounts of the same time period, place, or events in history.
- c) I can compare and contrast a variety of fiction and non fiction accounts of a particular time period, place or character in order to gain deeper understanding.

b. **7.WR. 9.b** - Apply **grade 7** Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, **assessing whether the reasoning is sound** and the evidence is relevant and sufficient to support the claims”).

LEARNING TARGETS

- a) I know how to assess specific claims in literary nonfiction.
- b) I know how to recognize sound evidence to support claims.
- c) I can evaluate arguments and claims in a text to assess whether sound reasoning and strong evidence support the claims.

Range of Writing

10. **7.WR. 10** -Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LEARNING TARGETS

- a) I know the writing process.
- b) I know that different tasks take different amounts of time.
- c) I know that writing is used for a specific purpose, discipline, and audience.
- d) I can write using different time frames depending upon the purpose and audience.

Speaking and Listening Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 7** topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. **7.SL. 1.a** - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LEARNING TARGETS

- a) I know how to prepare for discussion by actively reading or researching assigned materials.
- b) I know how to draw on what I have read (i.e. referring to specific evidence in the text) to participate in discussions.
- c) I can prepare for discussions by reading or researching assigned materials and referencing what I have read.

b. **7.SL. 1.b** - Follow rules for collegial discussions, **track progress toward** specific goals and deadlines, and define individual roles as needed.

LEARNING TARGETS

- a) I know how to follow rules in academic discussions.
- b) I know how to track my progress to meet goals and deadlines.
- c) I know how to define individual roles.
- d) I can follow rules for academic discussions and track progress made toward meeting specific goals and deadlines.

c. **7.SL. 1.c** - Pose questions that **elicit** elaboration and **respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.**

LEARNING TARGETS

- a) I know how to elaborate on questions asked.
- b) I know how to ask relevant questions that allow others to respond.
- c) I know how to respond appropriately to others' questions by making relevant observations.
- d) I can ask and answer questions using relevant information.

d. **7.SL. 1.d** - **Acknowledge new information expressed by others and, when warranted, modify their own views.**

LEARNING TARGETS

- a) I know how to understand that different people have different views and ideas.
- b) I know how to understand that views can change as new information is presented.
- c) I can accept differing viewpoints and modify my own views as I learn new information.

2. **7.SL. 2** - **Analyze the main ideas and supporting details presented** in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

LEARNING TARGETS

- a) I know how to evaluate main ideas and supporting details in diverse media and formats (i.e. visually and orally).
- b) I know how ideas come together to clarify meaning in a text or issue I am studying.
- c) I can analyze ideas and details in different formats and can explain how the ideas presented can be used to better understand a topic or text.

3. **7.SL. 3** - Delineate a speaker's argument and specific claims, **evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.**

LEARNING TARGETS

- a) I know how to distinguish between arguments and claims.
- b) I know how to evaluate the legitimacy and relevance of the evidence.
- c) I can define a speaker's arguments and claims and evaluate the soundness of the evidence presented.

Presentation of Knowledge and Ideas

4. **7.SL. 4** - Present claims and findings, **emphasizing salient points in a focused, coherent manner** with pertinent descriptions, facts, details, **and examples**; use appropriate eye contact, adequate volume, and clear pronunciation.

LEARNING TARGETS

- a) I know how to present claims and findings in a focused manner.
- b) I know how to use descriptions, facts, details, and examples to support my claims.
- c) I know how to use appropriate eye contact, volume, and pronunciation to present my claims.
- d) I can offer my claims and findings in a focused, coherent manner using appropriate presentation skills.

5. **7.SL. 5** - Include multimedia components and visual displays in presentations to clarify **claims and findings and emphasize salient points.**

LEARNING TARGETS

- a) I know how to use a variety of multimedia tools and visual displays.
- b) I know that using these tools helps make points relevant and offers support for my claims.
- c) I can use a variety of multimedia tools in presentations.

6. **7.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I know how to choose a style of speech taking into account my audience and assignment.
- b) I know when to use English in a formal and informal manner.
- c) I can tailor my speech to suit a variety of contexts, tasks, and audiences.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. 7.LS. 1.a - Explain the function of phrases and clauses in general and their function in specific sentences.

LEARNING TARGETS

- a) I know how to understand standard English grammar and its use when speaking and writing.
- b) I know how to understand the function of phrases and clauses.
- c) I can correctly use the conventions of English, including phrases and clauses, when speaking and writing.

b. 7.LS. 1.b - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

LEARNING TARGETS

- a) I know different types of sentences (i.e. simple, compound, complex, and compound-complex).
- b) I know how to use sentences appropriately to help my reader or listener understand my ideas.
- c) I can choose the proper sentence type to signal differing relationships among my ideas.

c. 7.LS. 1.c - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

LEARNING TARGETS

- a) I know how to use phrases and clauses correctly within a sentence.
- b) I know how to recognize and correct when words and subjects do not match (i.e. dangling modifier).
- c) I can place phrases and clauses correctly within a sentence and acknowledge modifiers that are placed incorrectly.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 7.LS. 2.a - Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not).

LEARNING TARGETS

- a) I know the rules of capitalization, punctuation, and spelling when writing.
- b) I know how to recognize coordinate adjectives.
- c) I can correctly capitalize, punctuate, and spell.
- d) I can use commas to separate coordinate adjectives properly.

b. **7.LS. 2.b** - Spell correctly.

LEARNING TARGETS

- a) I know and recognize correct capitalization, punctuation, and spelling when writing.
- b) I can spell correctly using the conventions of standard English.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. **7.LS. 3.a** - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

LEARNING TARGETS

- a) I know how to choose language that expresses my ideas most clearly.
- b) I know how to recognize wordiness and repetition when writing, speaking, reading, or listening.
- c) I can express ideas in a precise manner eliminating wordiness and repetition.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

a. **7.LS. 4.a** - Use context, the overall meaning of a sentence or paragraph; a word's position or function in a sentence, as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I know how to recognize sentences and paragraphs.
- b) I can identify context clues.
- c) I can understand how sentences, paragraphs, and position of words can be used in context to create meaning.

b. **7.LS. 4.b** - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; **belligerent, bellicose, rebel**.

LEARNING TARGETS

- a) I know how to understand Greek or Latin affixes and roots of words.
- b) I know affixes and roots can be clues to make meaning.
- c) I can recognize and use grade appropriate Greek or Latin affixes and roots to make meaning in texts.

c. **7.LS. 4.c** - Consult **general and specialized** reference materials, dictionaries, glossaries, thesauruses, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

LEARNING TARGETS

- a) I know a variety of reference materials (i.e. dictionary, glossary, thesaurus).
- b) I can use reference materials properly to gain information about a word. (i.e., pronunciation, meaning, and part of speech).
- c) I can consult a variety of reference materials in digital and print form to clarify words and enhance meaning and understanding.

d. **7.LS. 4.d** - Verify the preliminary determination of the meaning of a word or phrase, by checking the inferred meaning in context or in a dictionary.

LEARNING TARGETS

- a) I know that word meanings change.
- b) I know how to verify word meanings and phrases.
- c) I can verify words and phrases within context to ensure of inferred meaning is corrected.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. **7.LS. 5.a** - Interpret figures of speech (e.g., **literary, biblical, and mythological allusions**) in context.

LEARNING TARGETS

- a) I know how to demonstrate an understanding of figurative language, relationships between words, and small differences in word meanings.
- b) I know different figures of speech and how they are used in context.
- c) I can use context to help me interpret figures of speech and word meaning.

b. **7.LS. 5.b** - Use the relationship between particular words (e.g., **synonym/antonym, analogy**) to better understand each of the words.

LEARNING TARGETS

- a) I know how to identify how words are related (i.e. synonym, antonym and analogy).
- b) I know how to use the relationships between words to make meaning.
- c) I can use what I know about word relationships to better understand word meanings.

c. **7.LS. 5.c** - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., **refined, respectful, polite, diplomatic, condescending**).

LEARNING TARGETS

- a) I know how to recognize connotations of words.
- b) I can distinguish between associations of words with similar definitions.

6. **7.LS. 6** - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I know topic-specific words and phrases.
- b) I know vocabulary appropriate to my age and grade.
- c) I know how to choose the most appropriate word or phrase to express myself clearly.
- d) I can use topic-specific words and phrases appropriate to my grade.

GRADE 8

Course Overview

MCPS English Language Arts teaching and learning in Eighth Grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

Prior to beginning eighth grade, students have had the opportunity to explore an array of texts and write in a variety of genres. While in eighth grade, students will continue to investigate complex and challenging themes through four major units and their guiding questions. In the first two: “Figure it Out: Mysteries” and “Science or Fiction?”, students will examine the questions *What makes us want to read?*; *How do we determine where the line should be drawn between what we consider as fiction and what we explore as science?*; and *Does fiction fuel science or does science drive the writing of fiction?* In the third unit “The Road Not Taken: Going Against Conventional Wisdom”, students will ponder questions such as *Does society always provide us with the best advice?*; *How do we learn what to value and what choices to make?*; and *Can literature help us define the greater good?* In the final unit, “Courage in Life and Literature”, students will explore the question *How can reading about the courage of real people inform our understanding of resilient literary characters?*

Throughout these units of study, students will work toward a deeper understanding of the complexities of these themes by reading related literature and informational texts from social studies and science and viewing films and other art forms. They will utilize the knowledge gained from these various sources in their attempt to answer these essential guiding questions and to apply their knowledge in a range of performance tasks.

Within the units, students will write a balance of argumentative, informative/explanatory, and narrative essays with a focus on language use, mechanics, and vocabulary development. They will use graphic organizers to lay out their ideas and plan their essays. They will construct responses to literature, engage in a wide variety of informal and formal speaking and listening activities, and present multi-media reports to demonstrate their understanding.

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Major Thematic Units, Guiding Questions, Related Texts, and Performance Tasks

Figure it Out: Mysteries **What makes us want to read?**

Related Texts:

- Glencoe Literature: Course 3, Theme 8: Hair-Raising Tales
 - *The Westing Game* by Ellen Raskin
 - *True Confessions of Charlotte Doyle* by Avi
 - *The Falcon's Malteser* by Anthony Horowitz
 - Selected Stories from *Two Minute Mysteries*, *Scene of the Crime*, *You be the Jury*, and *You be the Detective* by Marvin Miller
 - "The Eeny Weeny Beeny Ghost" by Bill Harley (recording from *The Battle of the Mad Scientists and other tales of survival* album)
- (E=Common Core Standards Exemplar Text)

Related Performance Tasks:

- **Narrative Writing, Language Usage**
After reading and discussing mysteries in class, write your own mystery that incorporates the new vocabulary words learned in this unit. Talk your ideas through with a partner, but don't give away the ending! See how long you can keep your reader engaged without giving away the resolution. Your well-developed mystery should hook the reader with a mysterious opening sentence and have a logical sequence of events that is made clear in the concluding section. Edit your writing for varied sentence patterns and consistency in style and tone (see Standards for more details) before publishing your mystery on a class web page. (W.8.3, W.8.4, W.8.5, W.8.6, L.8.1, L.8.2a, b, c L.8.3a)
- **Reading Literature, Opinion Writing**
Select a pivotal passage or scene from the mystery you are reading. How does this scene fit into the overall structure of the text? How does it contribute to your understanding of the plot? Write your thoughts down in your journal. Reevaluate your claim at the end of the book. Do you still think that passage was critical to the solution? Why or why not? Talk with a partner to justify your answer, and cite specific details from the text. (RL.8.5, W.8.2, SL.8.4)
- **Reading Literature, Speaking and Listening**
Since you and your classmates are reading different mysteries, keep track of this information in your journal or mark your book with sticky notes to facilitate class discussions about these points:
 - Title and author of your mystery
 - Each character's name, his/her traits, and his/her role in the mystery
 - List of clues, including page numbers on which they are found

- Make and revise predictions (because mystery stories continually evolve, it is important to make predictions and return to them each time new evidence is found)
- Solution

Your teacher may ask you to write your response in your journal and share it with a partner before class discussion. The class can also create a shared online spreadsheet to facilitate the exchange of information. (RI.8.4, RI.8.5)

Science or Fiction

How do we determine where the line should be drawn between what we consider as fiction and what we explore as science? Does fiction fuel science or does science drive the writing of fiction?

Related Texts:

- Glencoe Literature: Course 3, Related Stories: “Flowers for Algernon” by Daniel Keyes (Theme 2), “If I Forget Thee O’ Earth” (Theme 6)
- *The Giver* by Lois Lowry (read-aloud lessons from Making Meaning, Grade 8)
- Excerpts from *Spark!* by Dr. John J. Ratey and Eric Hagerman
- Excerpts from *Last Child in the Woods* by Richard Louv
- Excerpts from *Outliers* by Malcolm Gladwell
- “The Secrets Inside Your Dog’s Mind” by Carl Zimmer (Time Magazine, September 21, 2009)
- “The New Science of Feelings” by Richard J. Davidson with Sharon Begley (Newsweek, February 27 & March 5, 2012)

(E=Common Core Standards Exemplar Text)

Related Performance Tasks:

- **Media, Research, Oral Presentation, Multimedia Presentation**

After listening to the original 1938 radio broadcast of *The War of the Worlds*, discuss the following questions:

- Did the radio play hold your attention? Why or why not?
- Which techniques were effective in making the audio “come alive”?
- Were you invested in what happened to any of the characters? Why or why not?
- Does this remind you of any similar stories/broadcasts you have heard? (RL.8.7, SL.8.1)

Follow up by researching public reaction to the radio broadcast on the night before Halloween in 1938. What effect did the program have on listeners who tuned in late? What elements make the broadcast sound believable? Write your ideas in your journal (or on a shared spreadsheet) and share ideas with a partner prior to class discussion. Compile your own broadcast or other kind of multimedia presentation that exhibits the same elements. (SL.8.3, SL.8.4, SL.8.5)

- **Reading Literature, Speaking and Listening**

As you read one of the science fiction novels, take notes in your journal or on a spreadsheet about the elements of the story that would classify it as science fiction. Be sure to note page numbers with relevant information so you can cite the text during class discussion.

- What is the setting of the novel?
- Who are the character(s) you are studying?
- What is familiar or believable about these characters?
- What is unusual about the characters' circumstances?
- What is the primary theme of the novel (i.e., good vs. evil)?

Prior to class discussion, your teacher may give you the opportunity to share your notes with a partner who read the same text. (RL.8.1, RL.8.2, RL.8.3)

- **Informative Writing, Language Usage, Language Mechanics**

Write an essay response to the essential question: What makes science fiction believable? Cite specific details from texts read. After your teacher reviews your first draft, work with a partner to strengthen your writing, and edit it for the grammar conventions studied so far this year before presenting it to the class. Publish it in written or multimedia format, such as a podcast, on the class web page. (RL.8.2, W.8.4, W.8.5, W.8.6, W.8.8, W.8.9a, W.8.9b, L.8.1, L.8.3a, L.8.5c)

The Road Not Taken: Going Against Conventional Wisdom

Does society always provide us with the best advice? How do we learn what to value and what choices to make? Can literature help us define the greater good?

Related Texts:

- Glencoe Literature, Course 3, Theme 1: “No Place Like Home”
- Glencoe Literature, Course 3, Theme 3: “Which Way to Go?”
- Glencoe Literature, Course 3, Theme 4: “Fantastic Capers and MischiefMakers”
- *The Outsiders* by S.E. Hinton and poem “Nothing Gold”
- *Sports Shorts* by Joseph Bruchac, et al
- *When I Was Your Age* edited by Amy Ehrlich
- *Deathwatch* by Robb White
- *Call of the Wild* by Jack London
- “To Build a Fire” by Jack London
- *Jason’s Gold* by Will Hobbs

(E=Common Core Standards Exemplar Text)

Related Performance Tasks:

- **Reading Literature, Argument Writing, Narrative Writing, Language Usage, Language Mechanics**

Reflecting on your experiences reading novels and viewing related films in this unit, as

well as literature read all year, write an argument in response to the essential question: Can literature help us to define the greater good? Include at least three examples from texts to support your position. You may also choose to write a narrative that reveals your definition of the greater good or develop a multimedia presentation in which your definition is revealed and explained. In your narrative or presentation, include references to specific examples of what you learned from novels read and films viewed about characters, the effect of settings, and pivotal lines of dialogue. Incorporate a variety of words learned this year. Edit your writing for the grammar conventions studied this year. Publish your essay, story, or multimedia presentation as your culminating project for eighth grade. (W.8.3, W.8.5, W.8.6, W.8.8, W.8.9a,b, W.8.10, SL.8.4, SL.8.5, L.8.5, L.8.6, L.8.1, L.8.2, L.8.3)

- **Reading Literature, Speaking and Listening**

As you read the novels (and view the films) in this unit, take notes in your journal or on a spreadsheet about particular lines of dialogue or incidents that propel the action, reveal aspects of a character, or suggest the greater good. Be sure to note page numbers with relevant information so you can cite the text during class discussion.

- What is the setting of the novel?
- Who are the major and minor characters?
- What problems or challenges does (do) the character(s) face? How does he/she overcome these challenges?
- Which lines of dialogue or events are pivotal to the novel? Why?
- What elements were changed between the novel and the film version?
- What traditional, mythical, or Biblical references are made in the novel?
- What elements of the greater good are revealed, implicitly or explicitly, in the novel?

Prior to class discussion, your teacher may give you the opportunity to share your notes with a partner who read the same text. (RL.8.3, RL.8.7, RL.8.9, RL.8.1, RL.8.2, RL.8.10)

- **Reading Literature**

Compare the characters of *Hump and Larsen* from *The Sea-Wolf* by Jack London. How do their perspectives on life differ? Are there any similarities between the two characters? Write your responses to these questions in your journal. (RL.8.1, RL.8.3, RL.8.6, RL.8.10)

- **Speaking and Listening, Reading Fluency, Performance**

Re-read the first poem read in this unit, "The Road Not Taken." After this unit of study, describe how your understanding of this poem has changed. What new insights have you gained? After class discussion, practice reading the poem aloud emphasizing different words. How does changing emphasis change the meaning? Highlight the words and phrases you want to emphasize. Memorize and recite it for your class. How is your interpretation similar to and different from others? (RL.8.2, RL.8.4, SL.8).

Courage in Life and Literature

How can reading about the courage of real people inform our understanding of resilient literary characters?

Related Texts:

- Glencoe Literature, Course 3, Theme 6: “Flashes of Insight”
 - Glencoe Literature, Course 3, Theme 7: “Faces of Dignity”
 - *Diary of Anne Frank* (play version in Glencoe Literature Book, Theme 7) (E)
 - *Anne Frank Remembered* by Miep Gies
 - *Milkweed* by Jerry Spinelli
 - *The Cage* by Ruth Minsky
 - *Number the Stars* by Lois Lowry
- (E=Common Core Standards Exemplar Text)

Related Performance Tasks:

- **Informative Writing, Multimedia Presentation, Language Mechanics, Language Usage**

Reflecting on the novels read and discussed in class, write an informative/explanatory essay in response to the essential question: How can reading about the courage of real people inform our understanding of courageous literary characters? Cite specific details from texts read, not only from English class, but also from history class. After your teacher reviews your first draft, work with a partner to strengthen and edit your writing for phrases and clauses, modifiers, and precise language. Be prepared to summarize your thoughts on two digital slides that include visuals. All slides will be combined into a single presentation for posting on the class web page. (W.8.2, W.8.4, W.8.9a,b, L.8.1, L.8.2a,b, L.8.3a)

- **Research, Reading Informational Text, Informative Writing, Oral Presentation**

Many rights were taken away from the Jewish people during the Holocaust. Choose one of these rights to research in detail, following the research process through to the presentation of findings, either as an essay or other presentation. When you are done, write a note card about how the right you researched was taken away and include the date. As a class, create a bulletin board or spreadsheet of the note cards in order to share what you have learned with each other. Make sure that the events are arranged in correct chronological order. Discuss how people reacted with perseverance and courage at their rights being taken away. Enter your “takeaway” thoughts from this research and class conversation on the classroom blog so you can continue the conversation electronically. (W.8.7, RI.8.3, RI.8.6, W.8.2, W.8.8, SL.8.1, SL.8.2)

- **Reading Informational Text, Speaking and Listening**

Compare the speeches by Winston Churchill and Franklin D. Roosevelt. How are the styles and themes similar and different? In what ways does style contribute to the theme of each speech? Write your ideas on a T-chart or Venn diagram in your journal or online and share with a partner prior to class discussion. Cite specific examples of style, such as diction and the use of figurative language. (SL.8.3, RI.8.9, RI.8.6, RI.8.7)

- **Media, Speaking and Listening**

Watch the HBO documentary *Paper Clips*, which is about a project started by middle school students to remember the people affected by the Holocaust. How does the format contribute to the meaning or impact? As a class, discuss why it is important to learn from history and pass that learning from generation to generation. (RL.7.5, RL.7.7, SL.7.2)

- **Informative Writing, Reading Informational Text, Language Usage**

Analyze various accounts of World War II events from a variety of print and digital, primary, and secondary resources. In your journal (or a spreadsheet or text document), identify and distinguish among the facts, opinions, and reasoned judgments presented by different people. Include an analysis of the interactions among individuals, events, and ideas, drawing on various accounts from different authors. Include new vocabulary words learned during this unit. Edit your writing for phrases and clauses, modifiers, and precise language. You may even choose to prepare your essay as a podcast and present it to the class. (W.8.2, RI.8.6, RI.8.9, RI.8.3, L.8.6, W.8.4, L.8.1a,b,c,d; L.8.2a,b,c L.8.3a, SL.8.4)

- **Reading Literature, Speaking and Listening**

As you read one of the fictional stories compare it to *Anne Frank: The Diary of a Young Girl*, take notes in your journal or on a shared online document about how the characters' experiences are similar to and different from Anne Frank's. Be sure to note page numbers with relevant information or mark your text with sticky notes so you can cite the text during class discussion.

- Where did the character live?
- What was that character's context? What was happening in the world?
- What was a typical day like for this person?
- How is the character's experience similar to Anne Frank's?
- How is the character's experience different from Anne Frank's?
- What are some of the author's characterization techniques?

Prior to class discussion, your teacher may give you the opportunity to share your notes (and/or collaborate on shared online spreadsheet) with a partner who read the same text. (RL.8.2, RL.8.6)

Fiction and nonfiction titles including:

Across Five Aprils, Hunt
Anne Frank Remembered, Gies & Gold
As the Waltz Was Ending, Butterworth
The Cage, Sender
The Calendar Papers, Voight
Call of the Wild, London
**Code Talkers*, Bruchac
The Contender, Lipsyte
Death Watch, White
Diary of Anne Frank, Franke
Dog Song, Paulson

The Devil's Arithmetic, Yolen
The Endless Steppe: Growing Up in Siberia, Hautizig
Farewell to Manzanar, Houston
Fifth of March, Rinaldi
Fighting Ground, Avi
Finishing Becca, Rinaldi
Flowers for Algernon, Keyes
The Giver, Lowry
The Glory Field, Myers
Jason's Gold, Hobbs

**Jim Thorpe: Original All-American*, Bruchac
Johnny Tremain, Forbes
Leon's Story, Tillage
Lyddie, Paterson
No Promises in the Wind, Hunt
Nothing but the Truth, Avi
The Outsiders, Hinton
Petey, Mikaelson
The Pigman, Zindel

Rifle, Paulsen
Ruby in the Smoke, Pullman
The Slave Dancer, Fox
True Confessions of Charlotte Doyle, Avi
Transvaal, Paulsen
**Two Old Women*, Wallis
The Westing Game, Raskin
Winter Hero, Collier
With Every Drop of Blood, Collier

Poetry/short stories

**Rising Voices: Writing of Young Native Americans* – edited by Arlene Hirschfelder and Beverly Singer

**A Cheyenne Sketchbook: Selected Poems 1970-1991* by Lance Henson

**Moccasin Thunder: American Indian Stories for Today* by Carlson, Lori Marie, editor

* denotes Native American Literature

Reading Standards for Literature

Key Ideas and Details

1. **8.RL. 1** - Cite the textual evidence that **most strongly supports** an analysis of what the text says explicitly as well as inferences drawn from the text.

LEARNING TARGETS

- a) I know how to cite several pieces of evidence from a text.
- b) I know how to draw inferences from what I have read explicitly.
- c) I can prioritize the citations of evidence to support an analysis of the text and inferences drawn.

2. **8.RL. 2** - Determine a theme or central idea of a text and analyze its development over the course of the text, **including its relationship to the characters, setting, and plot**; provide an objective summary of the text.

LEARNING TARGETS

- a) I know how to find themes and central ideas of a text.
- b) I know how to describe how ideas and themes develop over the course of a text.
- c) I know that the theme and central ideas of a text are related to the characters, setting, and plot.
- d) I know how to give an objective summary of a text.
- e) After reading a text, I can determine a central theme or idea and describe its development over the course of the text in relation to the characters, setting, and plot.
- f) I can provide an objective summary of the text.

3. 8.RL. 3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

LEARNING TARGETS

- a) I know how to identify important events and specific lines of dialogue in a story or drama that affect the action, reveal aspects of a character, or provoke a decision.
- b) I can analyze how specific lines of dialogue or incidents propel action, reveal character traits, or provoke a decision in a story or drama.

Craft and Structure

4. 8.RL. 4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

LEARNING TARGETS

- a) I know how to use context clues to determine meanings as used in a text to create figurative and connotative meanings of words.
- b) I know specific word choice has an impact on meanings and tone of a text.
- c) I know how to describe analogies and allusions.
- d) I can evaluate the impact of specific word choices on meaning and tone, including analogies or allusions to other text.

5. 8.RL. 5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

LEARNING TARGETS

- a) I know how to describe the structure of a piece of writing.
- b) I know how to describe how text structure contributes to its meaning and style.
- c) I can compare and contrast the structure of two or more texts and analyze how the structures contribute to the meaning and style of each text.

6. 8.RL. 6 - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

LEARNING TARGETS

- a) I know how to identify differences in points of view of characters and the audience or reader.
- b) I know how to define and explain the terms suspense and humor.
- c) I can analyze how differences in characters' points of view create humor or suspense.

Integration of Knowledge and Ideas

7. 8.RL. 7 - Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

LEARNING TARGETS

- a) I know how to articulate the important parts of a story or drama.

- b) I know how to look for these important points within a film or live version of the story or drama.
- c) I know how to determine how these changes affect my opinion and experience of the story or drama.
- d) I can analyze and evaluate the differences between a written story or drama and the film or live version and can evaluate the choices made by the director or actor(s).

8. *(Not applicable to literature)*

9. 8.RL. 9 - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. Include texts by and about American Indians.

LEARNING TARGETS

- a) I know common themes, patterns of events, and character types from myths, traditional stories, American Indian texts, and/or religious works.
- b) I know when themes, patterns of events, and character types from myths, traditional stories, and/or religious works appear in modern fiction and can describe their importance.
- c) I can analyze how themes, patterns of events, or character types from myths, traditional stories, American Indian texts, and/or religious works influence modern works.

Range of Reading and Level of Text Complexity

10. 8.RL. 10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band **independently and proficiently.**

LEARNING TARGETS

- a) I know how to find stories, dramas, poems, and books within my grade-level age band and reading ability.
- b) I know how to use the comprehension strategies to understand what I read on my own.
- c) I can read and understand literature (stories, dramas, poems, and books) in my grade level and above on my own, ask questions, and use the comprehension strategies when needed.

Reading Standards for Informational Text

Key Ideas and Details

1. 8.RI. 1 - Cite the textual evidence that **most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**

LEARNING TARGETS

- a) I know how to cite several pieces of evidence from a text.
- b) I know how to draw inferences from what I have explicitly read.
- c) I can prioritize the citations of evidence to support an analysis of the text and inferences drawn.

2. **8.RI. 2** - Determine a **central idea** of a text and analyze its development over the course of the text, **including its relationship to supporting ideas**; provide an objective summary of the text.

LEARNING TARGETS

- a) I know how to identify the central idea of a text and describe its development over the course of the reading.
- b) I know how to identify supporting ideas essential to the central idea.
- c) I know how to provide an impartial summary using details from the text.
- d) I can determine the theme of the text including its relationship to supporting ideas and provide a detailed objective summary.

3. **8.RI. 3** - Analyze **how a text makes connections among and distinctions between** individuals, ideas, or events (**e.g., through comparisons, analogies, or categories**).

LEARNING TARGETS

- a) I know how to identify connections between individuals, ideas, and events in text.
- b) I know how to identify distinctions or differences between individuals, ideas, or events in text.
- c) I can analyze the connections and distinctions between individuals, ideas, or events in a text.

Craft and Structure

4. **8.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, **including analogies or allusions to other texts**.

LEARNING TARGETS

- a) I know how to interpret figurative, connotative, and technical meanings of words.
- b) I know analogies and allusions that appear in various texts.
- c) I know specific word choices influence the meaning and tone of a text.
- d) I can analyze the impact figurative language, including analogies and allusions to other texts, has on the meaning and tone of the text I am reading.

5. **8.RI. 5** - Analyze **in detail** the structure of **a specific paragraph in a text**, including the **role of particular sentences** in developing and **refining a key concept**.

LEARNING TARGETS

- a) I know how to describe the structure of the paragraphs and sentences with a text.
- b) I know how to describe how structure develops a key concept.
- c) I can analyze how structure of a specific paragraph or sentences develops or refines a key concept in a text.

6. **8.RI. 6** - Determine an author's point of view or purpose in a text including texts by and about American Indians, and analyze how the author **acknowledges and responds to conflicting evidence or viewpoints**.

LEARNING TARGETS

- a) I know how to identify the author's point of view in a text, including texts by/about American Indians.
- b) I know how to identify conflicting evidence or viewpoints in a text, including texts by/about American Indians.
- c) I can analyze how the author addresses and responds to varying viewpoints and evidence in relationship to his/her own view.

Integration of Knowledge and Ideas

7. 8.RI. 7 - Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

LEARNING TARGETS

- a) I know how to integrate information from different media or formats.
- b) I know several advantages and disadvantages of using different forms of media (e.g., print text, digital text, video, multimedia) presentations.
- c) I know different forms affect how a particular topic or idea is presented and received.
- d) I can evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea to a specific audience.

8. 8.RI. 8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. Include texts by and about American Indians.

LEARNING TARGETS

- a) I know how to trace and evaluate an argument and/or specific claims in a text.
- b) I know how to distinguish claims that are supported by valid reasons and/or evidence from claims that are not well supported.
- c) I know how to identify the point at which irrelevant evidence appears in a text.
- d) I can evaluate arguments in a text, including texts by and about American Indians, and assess their validity and relevance.
- e) I can investigate whether there is sufficient evidence to support a claim.

9. 8.RI. 9 - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. Include texts by and about American Indians

LEARNING TARGETS

- a) I know how to compare and contrast the conflicting information in various texts, including texts by and about American Indians.
- b) I know how to identify where the texts disagree on matters of fact or interpretation.
- c) I can analyze at least two texts on the same topic for divergent information based on fact or interpretation.

Range of Reading and Level of Text Complexity

10. **8.RI. 10** - By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band **independently and proficiently**.

LEARNING TARGETS

- a) I know how to find, read, and understand non-fiction texts appropriate to my grade level.
- b) I can use the comprehension strategies to understand appropriate literary non-fiction at and above my grade level.

Writing Standards

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.

a. **8.WR. 1.a** - Introduce claim(s), acknowledge **and distinguish the claim(s)** from alternate or opposing claims, and organize the reasons and evidence logically.

LEARNING TARGETS

- a) I know how to write using clear reasons to support my stance on topics.
- b) I know how to address differences in opposing claims and arguments made regarding my topic.
- c) I know how to logically organize reasons and evidence to support my claims.
- d) I can write claims based on logically organized thoughts and evidence, taking into account counterclaims and evidence.

b. **8.WR. 1.b** - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

LEARNING TARGETS

- a) I know how to find reliable outside sources to support my written arguments.
- b) I know how to demonstrate my understanding of a topic using credible sources.
- c) I can write arguments using outside information from credible sources to show my understanding of a topic.

c. **8.WR. 1.c** - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), **counterclaims**, reasons, and evidence.

LEARNING TARGETS

- a) I know how to use words and phrases to show how my thoughts relate to and support my opinions in writing.
- b) I know how to recognize relationships among the varying evidence (including claims, counterclaims, reasons) in my writing.
- c) I can write arguments using language that creates connections and clarifies the relationships among evidence (including claims, counterclaims, and reasons).

d. **8.WR. 1.d** - Establish and maintain a formal style.

LEARNING TARGETS

- a) I know how to create and maintain a certain style in my writing.
- b) I know the importance of using a formal style with specific audiences.
- c) I can write an argument using formal style that is suited to my audience.

e. **8.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

LEARNING TARGETS

- a) I know how to end my writing with a statement that sums up my opinion.
- b) I know how to use clear reasoning and relevant evidence to close my written argument.
- c) I can write an evidence-based concluding statement that supports the argument originally presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. **8.WR.2.a** - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information **into broader categories**; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I know how to write in a clear, organized manner that presents my topic and gives a preview of what is to follow.
- b) I know how to write in a variety of formats that effectively communicate my ideas and rationale to my reader.
- c) I know how to use headings, graphics, such as charts and table, and multimedia to help my reader understand my writing.
- d) I can write in a clear, organized manner: state my topic, preview what is to follow, and use formatting, graphics, and media in ways that assist my reader in understanding my points.

b. **8.WR. 2.b** - Develop the topic with relevant, **well-chosen facts**, definitions, concrete details, quotations, or other information and examples.

LEARNING TARGETS

- a) I know how to identify facts, definitions, definitions, details, quotes, and examples relevant to my topic.
- b) I know that I need to select information on my topic carefully, including only that which is relevant to my reason for writing.
- c) I can include relevant facts, definitions, details, quotations, and well-chosen information and examples in my writing.

c. **8.WR. 2.c** - Use appropriate **and varied** transitions to create cohesion and clarify the relationships among ideas and concepts.

LEARNING TARGETS

- a) I know how to link thoughts using transitions.
- b) I know how to vary my transitions in order to keep the reader engaged.
- c) I can clarify relationships among ideas and concepts by using appropriate and varied transitions.

d. **8.WR. 2.d** - Use precise language and domain-specific vocabulary to inform about or explain the topic.

LEARNING TARGETS

- a) I know how to identify the important vocabulary relevant to my topic.
- b) I know how to use precise language to sharpen my ideas and show my understanding of the topic.
- c) I can write with appropriate, topic-specific vocabulary in order to share my understanding of the topic with my reader.

e. **8.WR. 2.e** - Establish and maintain a formal style.

LEARNING TARGETS

- a) I know how to define a formal style of writing and know when to use it.
- b) I know how to write informative or explanatory texts to convey ideas.
- c) I can examine a topic, convey my ideas, and write in an organized formal style.

f. **8.WR. 2.f** - Provide a concluding statement or section that follows from **and supports** the information or explanation presented.

LEARNING TARGETS

- a) I know how to organize my ideas and points in a logical manner and end with a conclusion.
- b) I know that my conclusion sums up my main points and the relevant information presented.
- c) I can write a conclusion that supports the information presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. **8.WR. 3.a** - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

LEARNING TARGETS

- a) I know the importance of engaging the reader by establishing a context and point of view.
- b) I know that readers connect with the narrator and characters in a story, so it is important to introduce them.
- c) I know the importance of organizing my events in a logical and natural sequence.
- d) I can write narratives that engage the reader by establishing a context and point of view, introducing the narrator and/or characters, and organizing events in a logical and natural sequence.

b. **8.WR. 3.b** - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

LEARNING TARGETS

- a) I know how to define and explain narrative techniques such as dialogue, pacing, description, and reflection.
- b) I know how to explain how narrative techniques help develop experiences, events, and characters.
- c) I can write narratives using a variety of techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and characters.

c. **8.WR. 3.c** - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, **and show the relationships among experiences and events.**

LEARNING TARGETS

- a) I know how to name transitions that convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- b) I can write using a variety of transitions to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events to keep my reader engaged.

d. **8.WR. 3.d** - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

LEARNING TARGETS

- a) I know the importance of word choice to enhance my writing.
- b) I know the descriptive details, sensory language, and relevant details used to capture action and convey experiences and events.
- c) I can choose words carefully in my writing in order to give relevant descriptions that capture the action and convey important experiences and events to my reader.

e. **8.WR. 3.e** - Provide a concluding statement or section that follows from the information or explanation presented.

LEARNING TARGETS

- a) I know the importance of sequencing events within a narrative.
- b) I know the importance of having a satisfying ending to a narrative piece.
- c) When writing a narrative, I can provide a well-planned and sequenced satisfying conclusion for my reader.

Production and Distribution of Writing

4. **8.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I know how to pay attention to development, organization, and style.
- b) I know task, purpose, and audience.

- c) I know how and when to write and produce arguments, informative/explanatory texts, and narratives.
- d) I can produce writing that is clearly organized and appropriate to task, purpose, and audience.

5. **8.WR. 5** - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LEARNING TARGETS

- a) I know how to use the steps in the writing process (i.e. planning, revising, editing, rewriting, or trying a new approach).
- b) I know how to develop my writing through adult and peer guidance.
- c) I know how to focus on my purpose and audience.
- d) I can develop and strengthen my writing through the use of the writing process and support from peers and adults.
- e) I can maintain focus on purpose and audience.

6. **8.WR. 6** - Use technology, including the Internet, to produce and publish writing **and present the relationships between information and ideas efficiently** as well as to interact and collaborate with others.

LEARNING TARGETS

- a) I know technology can help me produce and publish my writing.
- b) I know technology allows me to examine the relationship between information and ideas through its research capabilities.
- c) I know technology allows me to interact and collaborate with others.
- d) I can use technology to collaborate with others, better research my ideas and information, and publish my writing for a broad audience.

Research to Build and Present Knowledge

7. **8.WR. 7** - Conduct short research projects to answer a question (including a **self-generated question**), drawing on several sources and generating additional related, focused questions **that allow for multiple avenues of exploration**. Include sources and/or topics by and about American Indians

LEARNING TARGETS

- a) I know how to determine the best way to research the answer to a question.
- b) I know how to research using several sources.
- c) I can research to answer a question, use several sources including American Indian texts, related topics, and generate related questions to my topic.

8. **8.WR. 8** - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

LEARNING TARGETS

- a) I know how to use several print and digital sources to gather information relevant to my topic.
- b) I know how to assess the credibility, relevance, and accuracy of my sources.
- c) I know how to paraphrase my researched information.
- d) I can evaluate the relevance, credibility, and accuracy of my print and digital sources and then paraphrase my researched information.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. **8.WR. 9.a** - Apply **grade 8** Reading standards to literature (e.g., “**Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new**”).

LEARNING TARGETS

- a) I know the 8th grade reading standards.
- b) I can apply the 8th grade reading standards and use them to comprehend grade-level literature.

b. **8.WR. 9.b** - Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

LEARNING TARGETS

- a) I know the 8th grade reading standards.
- b) I can apply the 8th grade reading standards and use them to comprehend grade-level literary nonfiction.

Range of Writing

10. **8.WR. 10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LEARNING TARGETS

- a) I know there is a process when writing.
- b) I know that different tasks take different amounts of time.
- c) I know that writing is used for a specific purpose, discipline and audience.
- d) I can write routinely understanding that different tasks require different time frames.

Speaking and Listening Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 8** topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. **8.SL. 1.a** - Come to discussions prepared, having read or researched material under study;

explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LEARNING TARGETS

- a) I know the importance of coming prepared for class discussions by reading or researching the material under study prior to the deadline.
- b) I can refer to evidence on the topic, text, or issue being discussed by using my pre-reading and/or research on the topic to delve deeper and reflect on relevant ideas that enhance the discussion.

b. **8.SL.1.b** - Follow rules for collegial discussions and **decision-making**, track progress toward specific goals and deadlines, and define individual roles as needed.

LEARNING TARGETS

- a) I know the importance of goals, deadlines, and reliability within groups that are having discussions.
- b) I know the importance of knowing and following the protocols given in class for discussion and collaborative work.
- c) I know and can explain the roles that collaborative group members fill when working to reach a common goal.
- d) I can follow protocols for discussions, collaboration, and decision-making in order to track my progress toward my goals and deadlines.

c. **8.SL. 1.c** - Pose questions that **connect the ideas of several speakers and** respond to others' questions and comments with relevant **evidence**, observations, **and ideas**.

LEARNING TARGETS

- a) I know how to listen when others are speaking in order to find their main ideas and arguments.
- b) I know how to rely on my background knowledge and other experiences to add to or question the speaker's comments.
- c) I know how to wait for an appropriate time to ask questions and make comments when listening to a speaker or participating in a discussion.
- d) I can formulate and ask relevant questions at appropriate times that connect the ideas of several speakers, respond to the questions of others, and use relevant evidence, observations, and ideas.

d. **8.SL.1.d** - Acknowledge new information expressed by others, and, when warranted, **qualify or justify their** own views in **light of the evidence presented**.

LEARNING TARGETS

- a) I know how to look and listen for new information expressed by others.
- b) I know how to seek to adjust my thinking, build my arguments, and/or strengthen my views in light of new and valid information.
- c) I can listen to new information offered by others, and, when that information is valid, use it to adjust my thinking or strengthen my views.

2. **8.SL. 2** - Analyze the **purpose of information presented** in diverse media and formats (e.g., visually, quantitatively, orally) and **evaluate the motives (e.g., social, commercial, political) behind its presentation.**

LEARNING TARGETS

- a) I know that messages in the media are produced by people and often contain bias.
- b) I know that social, commercial, and political motives are often behind information presented in diverse media.
- c) I can analyze information presented in diverse media and formats and evaluate the motives behind its presentation.

3. **8.SL. 3** - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence, **and identifying when irrelevant evidence is introduced.**

LEARNING TARGETS

- a) I know the difference between relevant and irrelevant evidence presented in support of a claim.
- b) I know the importance of evaluating a speaker's argument and claims to determine whether his/her reasoning is sound, relevant, and sufficient.
- c) I can examine a speaker's argument and claims in order to evaluate the relevance, sufficiency, and soundness of the arguments by citing specific reasons for my decision.

Presentation of Knowledge and Ideas

4. **8.SL. 4** - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

LEARNING TARGETS

- a) I know the importance of presenting claims with relevant evidence and reasoning in order to compel an audience to agree.
- b) I know the importance of presenting in a clear, direct, and professional manner, using appropriate eye contact, volume, and clear pronunciation.
- c) I can present claims and findings in a focused manner, by emphasizing important points, relevant evidence, valid reasoning, and carefully chosen details.
- d) I can use appropriate eye contact, adequate volume, and clear pronunciation in presenting to a group.

5. **8.SL. 5** - Integrate multimedia and visual displays into presentations to clarify **information, strengthen claims and evidence, and add interest.**

LEARNING TARGETS

- a) I know the importance and appreciate the impact that multimedia and visual displays add to presentations.
- b) I know the difference between effective and distracting media integration in a presentation.
- c) I can purposefully integrate multimedia and visual displays into presentations in order to clarify information, strengthen my argument, and add interest.

6. **8.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I know how to choose a style of speech that takes audience and assignment into account.
- b) I know when to use English in a formal and informal manner.
- c) I can tailor my speech to suit a variety of contexts, tasks, and audiences.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. **8.LS. 1.a**-Explain the function of **verbs (gerunds, participles, infinitives)** in general and their function in particular sentences.

LEARNING TARGETS

- a) I know the purpose of verbs (gerunds, participles, infinitives) and how they are used in writing.
- b) I can write using verbs correctly and appropriately.

b. **8.LS. 1.b** - **Form and use verbs in the active and passive voice.**

LEARNING TARGETS

- a) I know the difference between active and passive voice.
- b) I know how to identify verbs in active and passive voice.
- c) I can use verbs correctly in both active and passive voice.

c. **8.LS. 1.c** - **Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.**

LEARNING TARGETS

- a) I know how to identify verbs appropriately to achieve different moods, including indicative, imperative, interrogative, conditional, and subjunctive.
- b) I can use verbs correctly dependent on the mood of the writing (indicative, imperative, interrogative, conditional, subjunctive).

d. **8.LS. 1.d** - **Recognize and correct inappropriate shifts in verb voice and mood.**

LEARNING TARGETS

- a) I know how to identify shifts in verb voice and mood.
- b) I can appropriately choose and use verbs to convey shifts in voice and mood.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. **8.LS. 2.a** - **Use punctuation (comma, ellipsis, dash) to indicate a pause or break.**

LEARNING TARGETS

- a) I know punctuation (comma, ellipsis, dash) may indicate a pause or break.

- b) I can correctly apply a variety of punctuation to indicate pauses or breaks in my writing.

b. 8.LS. 2.b - Use an ellipsis to indicate an omission.

LEARNING TARGETS

- a) I know an ellipsis means an omission in a text.
- b) I can use an ellipsis to convey an omission in my writing.

c. 8.LS. 2.c - Spell correctly.

LEARNING TARGETS

- a) I know and recognize correct capitalization, punctuation, and spelling when writing.
- b) I can use the conventions of standard English and recognize the importance of correct spelling in my writing.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. 8.LS. 3.a - Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

LEARNING TARGETS

- a) I know the difference between active and passive voice and how verbs are used in each.
- b) I know the difference between the conditional and subjunctive mood.
- c) I know how voice and mood affect my writing.
- d) I can choose the correct voice (either active or passive) and mood (either conditional or subjunctive) to achieve a desired effect in my writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

a. 8.LS. 4.a - Use context as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I know there are multiple meanings of words and phrases.
- b) I know a range of strategies to find the unknown or multiple meaning of words and phrases.
- c) I can apply a range of strategies to find the unknown or multiple meaning of words and phrases and am able to evaluate the most appropriate meaning.

b. 8.LS. 4.b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word, **precede, recede, secede.**

LEARNING TARGETS

- a) I know 8th grade appropriate Greek or Latin word roots.
- b) I can apply my knowledge of Greek or Latin word roots to find the meaning of unfamiliar words.

c. **8.LS. 4.c** - Consult general and specialized reference materials, dictionaries, glossaries, thesauruses, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

LEARNING TARGETS

- a) I know how to use reference materials to find the pronunciation, part of speech, or definition of words.
- b) I can investigate the pronunciation, part of speech, or definition of a word using a variety of reference materials (including dictionaries, glossaries, thesauruses).

d. **8.LS. 4.d** - Verify the preliminary determination of the meaning of a word or phrase, by checking the inferred meaning in context or in a dictionary.

LEARNING TARGETS

- a) I know how to understand that context clues and reference materials may help me determine the meaning of an unfamiliar word or phrase.
- b) I can evaluate the meaning of a word or phrase by using inferred context clues and reference materials.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. **8.LS. 5.a** - Interpret figures of speech (e.g. **verbal irony, puns**) in context.

LEARNING TARGETS

- a) I know that figures of speech (verbal irony, puns, etc.) can be interpreted differently according to context, audience, and purpose.
- b) I can evaluate the most appropriate meaning of figures of speech depending on its context, audience, and purpose.

b. **8.LS. 5.b** - Use the relationship between particular words to better understand each of the words.

LEARNING TARGETS

- a) I know the relationship between words affect the overall meaning and understanding of the words.
- b) I can evaluate the relationship between words to understand the meaning of the particular word.

c. **8.LS. 5.c** - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., **bullheaded, willful, firm, persistent, resolute**).

LEARNING TARGETS

- a) I know connotations of words affect meaning.
- b) I know denotations of words affect meaning.
- c) I can distinguish between connotations and denotations of words to understand the correct meaning.

6. **8.LS. 6** - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I know topic-specific words and phrases.
- b) I know vocabulary appropriate to my age and grade.
- c) I know to choose the most appropriate word or phrase to express myself so that my reader understands my meaning.
- d) I can use topic-specific words and phrases appropriate to my grade.

High School English Language Arts Program

Grades 9-12

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9-10	11-12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

* Subsumed by L.7.3a

† Subsumed by L.9–10.1a

‡ Subsumed by L.11–12.3a

Montana Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects by Grade-Band Denise Juneau, State Superintendent • Montana Office of Public Instruction
 • <http://www.opi.mt.gov> November 2011

Grades 9-12 Texts

Illustrating the Complexity, Quality, and Range of Student Reading

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction
9–10	<ul style="list-style-type: none"> • <i>The Tragedy of Macbeth</i> by William Shakespeare (1592) • “Ozymandias” by Percy Bysshe Shelley (1817) • “The Raven” by Edgar Allen Poe (1845) • “The Gift of the Magi” by O. Henry (1906) • <i>The Grapes of Wrath</i> by John Steinbeck (1939) • <i>Fahrenheit 451</i> by Ray Bradbury (1953) • <i>The Killer Angels</i> by Michael Shaara (1975) 	<ul style="list-style-type: none"> • “Speech to the Second Virginia Convention” by Patrick Henry (1775) • “Farewell Address” by George Washington (1796) • “Gettysburg Address” by Abraham Lincoln (1863) • “State of the Union Address” by Franklin Delano Roosevelt (1941) • “Letter from Birmingham Jail” by Martin Luther King, Jr. (1964) • “Hope, Despair and Memory” by Elie Wiesel (1997)
11–CCR	<ul style="list-style-type: none"> • “Ode on a Grecian Urn” by John Keats (1820) • <i>Jane Eyre</i> by Charlotte Brontë (1848) • “Because I Could Not Stop for Death” by Emily Dickinson (1890) • <i>The Great Gatsby</i> by F. Scott Fitzgerald (1925) • <i>Their Eyes Were Watching God</i> by Zora Neale Hurston (1937) • <i>A Raisin in the Sun</i> by Lorraine Hansberry (1959) • <i>The Namesake</i> by Jhumpa Lahiri (2003) 	<ul style="list-style-type: none"> • <i>Common Sense</i> by Thomas Paine (1776) • <i>Walden</i> by Henry David Thoreau (1854) • “Society and Solitude” by Ralph Waldo Emerson (1857) • “The Fallacy of Success” by G. K. Chesterton (1909) • <i>Black Boy</i> by Richard Wright (1945) • “Politics and the English Language” by George Orwell (1946) • “Take the Tortillas Out of Your Poetry” by Rudolfo Anaya (1995)
Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres.		
<p style="text-align: center;"><i>Montana Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects by Grade-Band Denise Juneau, State Superintendent • Montana Office of Public Instruction • http://www.opi.mt.gov November 2011</i></p>		

Grades 9-10 Text Exemplars

Stories

Homer. *The Odyssey*
Ovid. *Metamorphoses*.
Gogol, Nikolai. “The Nose.”
De Voltaire, F. A. M. *Candide, Or The Optimist*
Turgenev, Ivan. *Fathers and Sons*..
Henry, O. “The Gift of the Magi.”...
Kafka, Franz. *The Metamorphosis*
Steinbeck, John. *The Grapes of Wrath*.
Bradbury, Ray. *Fahrenheit 451*.
Olsen, Tillie. “I Stand Here Ironing.”

Achebe, Chinua. *Things Fall Apart*
Lee, Harper. *To Kill A Mockingbird*.
Shaara, Michael. *The Killer Angels*.
Tan, Amy. *The Joy Luck Club*
Alvarez, Julia. *In the Time of the Butterflies*.
Zusak, Marcus. *The Book Thief*
DramaSophocles. *Oedipus Rex*
Shakespeare, William. *The Tragedy of Macbeth*
Ibsen, Henrik. *A Doll's House*
Williams, Tennessee. *The Glass Menagerie*
Ionesco, Eugene. *Rhinoceros*
Fugard, Athol. *"Master Harold"...and the boys*

Poetry

Shakespeare, William. "Sonnet 73."
Donne, John. "Song."
Shelley, Percy Bysshe. "Ozymandias."
Poe, Edgar Allan. "The Raven."
Dickinson, Emily. "We Grow Accustomed to the Dark."
Houseman, A. E. "Loveliest of Trees."
Johnson, James Weldon. "Lift Every Voice and Sing."
Cullen, Countee. "Yet Do I Marvel."
Auden, Wystan Hugh. "Musee des Beaux Arts."
Walker, Alice. "Women."
Baca, Jimmy Santiago. "I Am Offering This Poem to You."

Informational Texts: English Language Arts

Henry, Patrick. "Speech to the Second Virginia Convention."
Washington, George. "Farewell Address."
Lincoln, Abraham. "Gettysburg Address."
Lincoln, Abraham. "Second Inaugural Address."
Roosevelt, Franklin Delano. "State of the Union Address."
Hand, Learned. "I Am an American Day Address."
Smith, Margaret Chase. "Remarks to the Senate in Support of a Declaration of Conscience."
King, Jr., Martin Luther. "Letter from Birmingham Jail."
King, Jr., Martin Luther. "I Have a Dream: Address Delivered at the March on Washington, D.C., for Civil Rights on August 28, 1963."
Angelou, Maya. *I Know Why the Caged Bird Sings*
Wiesel, Elie. "Hope, Despair and Memory."
Reagan, Ronald. "Address to Students at Moscow State University."
Quindlen, Anna. "A Quilt of a Country."

Informational Texts: History/Social Studies

Brown, Dee. *Bury My Heart at Wounded Knee: An Indian History of the American West*
Connell, Evan S. *Son of the Morning Star: Custer and the Little Bighorn*

Gombrich, E. H. *The Story of Art, 16th Edition*
 Kurlansky, Mark. *Cod: A Biography of the Fish That Changed the World*
 Haskins, Jim. *Black, Blue and Gray: African Americans in the Civil War*
 Dash, Joan. *The Longitude Prize*
 Thompson, Wendy. *The Illustrated Book of Great Composers*
 Mann, Charles C. *Before Columbus: The Americas of 1491*

Informational Texts: Science, Mathematics, and Technical Subjects

Euclid. *Elements*
 Cannon, Annie J. “Classifying the Stars.”
 Walker, Jearl. “Amusement Park Physics.”
 Preston, Richard. *The Hot Zone: A Terrifying True Story*
 Devlin, Keith. *Life by the Numbers*
 Hoose, Phillip. *The Race to Save Lord God Bird*
 Hakim, Joy. *The Story of Science: Newton at the Center*
 Nicastro, Nicholas. *Circumference: Eratosthenes and the Ancient Quest to Measure the Globe*
 U.S. Environmental Protection Agency/U.S. Department of Energy. *Recommended Levels of Insulation*

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

- Students *analyze* how the *character* of Odysseus from Homer’s *Odyssey*—a “man of twists and turns”—reflects *conflicting motivations* through his *interactions with other characters* in the epic poem. They articulate how his conflicting loyalties during his long and complicated journey home from the Trojan War both *advance the plot* of Homer’s epic and *develop themes*. [RL.9–10.3]
- Students *analyze* how Michael Shaara in his Civil War novel *The Killer Angels* creates a sense of *tension* and even *surprise* regarding the outcome of events at the Battle of Gettysburg through *pacing, ordering of events, and the overarching structure* of the novel. [RL.9–10.5]
- Students *analyze in detail the theme* of relationships between mothers and daughters and how that *theme develops over the course* of Amy Tan’s *The Joy Luck Club*. Students search the text for *specific details* that show how the *theme emerges* and *how it is shaped and refined* over the course of the novel. [RL.9–10.2]
- Students *analyze how* the Japanese filmmaker Akira Kurosawa in his film *Throne of Blood* *draws on and transforms Shakespeare’s play Macbeth* in order to develop a similar plot set in feudal Japan. [RL.9–10.9]
- Students *analyze how* artistic *representations* of Ramses II (the pharaoh who reigned during the time of Moses) vary, basing their analysis on *what is emphasized or absent in different treatments* of the pharaoh in works of art (e.g., images in the British Museum) and in Percy Bysshe Shelley’s poem “Ozymandias.” [RL.9–10.7]

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

- Students compare George Washington’s Farewell Address to other foreign policy statements, such as the Monroe Doctrine, and *analyze* how both texts *address similar themes and concepts* regarding “entangling alliances.” [RI.9–10.9]
- Students *analyze how* Abraham Lincoln in his “Second Inaugural Address” *unfolds* his examination of the *ideas* that led to the Civil War, paying particular attention to *the order in which the points are made, how Lincoln introduces and develops* his points, and *the connections that are drawn between them*. [RI.9–10.3]
- Students *evaluate* the *argument and specific claims* about the “spirit of liberty” in Learned Hand’s “I Am an American Day Address,” *assessing the relevance and sufficiency of the evidence and the validity of his reasoning*. [RI.9–10.8]
- Students *determine the purpose and point of view* in Martin Luther King, Jr.’s, “I Have a Dream” speech and *analyze how King uses rhetoric to advance* his position. [RI.9–10.6]

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

- Students *compare the* similarities and differences in *point of view* in works by Dee Brown and Evan Connell regarding the Battle of Little Bighorn, *analyzing how the authors treat the same event and which details they include and emphasize in their respective accounts*. [RH.9–10.6]
- Students analyze the role of African American soldiers in the Civil War by *comparing and contrasting primary source* materials against *secondary* syntheses such as Jim Haskins’s *Black, Blue and Gray: African Americans in the Civil War*. [RH.9–10.9]
- Students *determine the meaning of words* such as *quadrant, astrolabe, equator, and horizon line* in Joan Dash’s *The Longitude Prize* as well as *phrases* such as *dead reckoning* and *sailing the parallel* that reflect *social aspects of history*. [RH.9–10.4]
- Students *cite specific textual evidence* from Annie J. Cannon’s “Classifying the Stars” *to support* their *analysis of* the scientific importance of the discovery that light is composed of many colors. Students *include* in their *analysis precise details* from the text (such as Cannon’s repeated use of the image of the rainbow) to buttress their explanation. [RST.9–10.1].
- Students *determine how* Jearl Walker clarifies the *phenomenon* of acceleration in his essay “Amusement Park Physics,” *accurately summarizing his conclusions* regarding the physics of roller coasters *and tracing how supporting details* regarding the *processes* of rotational dynamics and energy conversion are incorporated in his explanation. [RST.9–10.2]
- Students read in Phillip Hoose’s *Race to Save Lord God Bird* about the attempts scientists and bird-lovers made to save the ivory-billed woodpecker from extinction and *assess the extent to which the reasoning and evidence* Hoose presents *supports* his *scientific analysis* of why protecting this particular species was so challenging. [RST.9–10.8]

College and Career Readiness Anchor Standards

The K–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

ENGLISH 1/2 GRADES 9/10

Units of Credit: One Year Each (Required)

Prerequisite: None for English 1
English 1 for English 2

Course Overviews:

MCPS English Language Arts teaching and learning in ninth and tenth grades are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout. The grades 9/10 standards include mastery-level student learning targets; individual classroom teachers will determine the grade-appropriate scaffolding targets necessary to achieve the desired mastery by the end of the sophomore year.

When students enter grade nine they have a foundation in fiction, drama, poetry, and informational text. The ninth grade course, which includes the study of seminal U.S. documents, writings, and speeches of historical and literary significance, is an overview of literature and informational texts from across major genres and concentrates on the following three broad themes: Perseverance: Overcoming Adversity, Interpersonal Relationships, and Identity. Significant emphasis is placed on analysis of the diverse perspectives presented within these works, the historical and cultural context each illustrates, and connections with other art forms such as film, photography, and painting. Analysis will further extend into identifying central ideas and themes, discussion of complex characters, symbolism, authorial intent, and overall structure and craft of the writing. Guiding questions will drive student interest, connect themes to relevant issues, and allow for more student-directed learning. In addition to whole class, shared studies, students will read independent works related to the common themes.

In grade ten, students study literature, poetry, drama, and informational text, including seminal U.S. documents, writings, and speeches of historical and literary significance, poetry, and drama through three overarching themes: Tolerance, Cultural Awareness, and Social and Political Awareness. Grade ten has a world literature focus with consideration placed on the cultural and political contexts underlying the works. A close study of literature encourages students to become more aware of the author’s view, characterization, theme development, literary forms, and language choices. Guiding questions drive student interest, connect themes to relevant issues, and

allow for more student-directed learning. In addition to whole class, shared studies, students read independent works related to the common themes.

Students utilize the writing process based on the audience and purpose of the project as they continue to create argumentative, informative/explanatory, and narrative pieces of varying lengths. They identify significant claims and develop arguments supported by textual evidence from literary and informational sources. Through this writing, students explore varied structures and continue to strengthen their skills in the writing process, research, thesis development, use of transitions, vocabulary decisions, and Standard English. The use of technology to produce, collaborate, and publish is a fundamental component, as is a strong command of grammar and usage conventions.

Speaking and listening skills are expanded through informal discussions, Socratic seminars, and formal multi-media panel reports and speeches that require supporting information and examples derived from topic investigations. Strategic use of digital media in presentation enhances audience interest and understanding of the findings and ideas being shared.

Grade 9 Major Themes

- Perseverance: Overcoming Adversity
- Interpersonal Relationships
- Identity

Grade 10 Major Themes

- Tolerance
- Cultural Awareness
- Social/Political Awareness

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Suggested Text Titles - Grades 9/10

Grade 9 Stories

- *Count of Monte Cristo* by Alexander Dumas
- *Diary of a Part-time Indian* by Sherman Alexie
- *Ender's Game* by Orson Scott Card
- *House on Mango Street* by Sandra Cisneros
- *Night* by Ellie Wiesel (E)
- *Odyssey* by Homer (E)
- *Of Mice and Men* by John Steinbeck
- *Scarlet Ibis* by James Hurst
- *Sky* by Hanneke Ippisch
- *Stuck In Neutral* by Terry Trueman
- *The Cask of Amontillado* by Edgar Allen Poe (E)

Grade 10 Stories

- *A River Runs Through It* by Norman Maclean
- *All Quiet on the Western Front* by Erich Maria Remarque
- *Animal Farm* by George Orwell (E)
- *Anthem* by Ayn Rand
- *Catcher in the Rye* by J.D. Salinger
- *Cry of the Beloved Country* by Thomas Wolfe (E)
- *Curious Incident of a Dog in the Night Time* by Mark Haddon
- *In the Time of Butterflies* by Julia Alvarez (E)
- *Life of Pi* by Yann Martel
- *Lone Ranger and Tonto Fist Fight in Heaven* by Sherman Alexie
- *Power of One* by Bruce Courtenay
- *The Good Earth* by Pearl S. Buck
- *1,000 Splendid Suns* by Khaled Hosseini
- *To Kill a Mockingbird* by Harper Lee (E)

Grade 9 Drama

- *Cyrano de Bergerac* by Edmond Rostand
- *Gentlemen of Verona* by William Shakespeare
- *Midsummer Night's Dream* by William Shakespeare
- *Romeo and Juliet* by William Shakespeare
- *Twelfth Night* by William Shakespeare

Grade 10 Drama

- *Antigone* by Sophocles (E)
- *Inherit the Wind* by Jerome Lawrence & Robert Edwin Lee
- *Julius Caesar* by William Shakespeare (E)
- *Medea* by Euripides
- *Merchant of Venice* by William Shakespeare
- *Much Ado about Nothing* by William Shakespeare
- *Othello* by William Shakespeare
- *Raisin in the Sun* by Lorraine Hansberry (E)
- *Twelfth Night* by William Shakespeare

Grade 9 Poetry

- *Blackberrying (and other assorted poems)* by Sylvia Plath (E)
- *Equinox* by Joy Harjo
- *Much Madness is Divinest Sense (and other assorted poems)* by Emily Dickinson (E)
- *The Lamb* by William Blake
- *The Second Coming* by W.B. Yeats
- *We Real Cool* by Gwendolyn Brooks
- *Wild Geese, Peonies* by Mary Oliver
- Additional poetry among others by Jimmy Santiago Bacca (E), Emily Dickinson (E), Edgar Allan Poe (E), Alice Walker (E)

Grade 10 Poetry

- *Alone* by Edgar Allan Poe (E)
- *Harlem* by Langston Hughes (E)
- *Homage to My Hips* by Lucille Clifton
- *The Dwarf* by Wallace Stevens
- *The Tiger* by William Blake
- *To a Mouse* by Thomas Burns
- Additional poetry among others by Jimmy Santiago Bacca (E), Emily Dickinson (E), Wilford Owen, Edgar Allan Poe (E), Siegfried Sassoon, Alice Walker (E)

Grade 9 Informational

- Historical Documents (including American Indian treaties)
- Speeches: (including, but not limited to) Patrick Henry “Speech to the Second Virginia Convention” (E), Abraham Lincoln “The Gettysburg Address” (E), Franklin Roosevelt “Four Freedoms” (E), George Washington “Farewell Address” (E)
- Writings of Rachel Carson, Annie Dillard, Chief Joseph, Martin Luther King, Jr. (E)
- Articles and essays from History, Social Studies, Science, and Technical Subjects

Grade 10 Informational

- Historical Documents (including American Indian treaties)
- Speeches: (including, but not limited to) Winston Churchill’s various WW II addresses, Patrick Henry “Speech to the Second Virginia Convention” (E), Abraham Lincoln “The Gettysburg Address” (E), Franklin Roosevelt “Four Freedoms” and “State of the Union” (E), George Washington “Farewell Address” (E)
- Articles and essays from History, Social Studies, Science, and Technical Subjects

(E = Listed among possible exemplar texts in the Common Core Standards)

Reading Standards for Literature

Key Ideas and Details

1. **910.RL. 1** - Cite **strong and thorough** textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, **including works by and about American Indians**.

LEARNING TARGETS

- a) I know the text can have multiple meanings – explicit and inferential.
- b) I know that "thorough textual evidence" may include multiple points of view, examples, quotes, etc. to support a point or an idea.
- c) I know the reading comprehension strategies.
- d) I can utilize the reading comprehension strategies to "text-code" and annotate the text as I read.
- e) I can use examples from the text to explain the explicit meaning, as well as the inferential meaning of the text.

- f) I can code and annotate the text to find multiple points of evidence to support my analysis of the text.
- g) I can recognize cultural perspectives implied or inferred from the text.

2. 910.RL. 2 - Determine a theme or central idea of a text, **including those by and about American Indians**, and analyze **in detail** its development over the course of the text, **including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

LEARNING TARGETS

- a) I know a theme or major idea from a text.
- b) I know the reading comprehension strategies.
- c) I know how an idea or theme changes through details (e.g. events, character's actions/motivation, quotes, etc) throughout the text.
- d) I can analyze how a theme or central idea changes over the course of the text.
- e) I can determine how specific details shape and develop the theme or main idea of the text.
- f) I can craft a summary of the text (e.g. written, oral, or by illustration).

3. 910.RL. 3 - Analyze how **complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, including those of American Indians, interact with other characters, and advance the plot or develop the theme.**

LEARNING TARGETS

- a) I know how to distinguish between complex and simple characters.
- b) I know how to recognize character motivations.
- c) I know how interactions between characters add to or change the theme and or story.
- d) I know external and internal conflict.
- e) I know the reading comprehension strategies.
- f) I can differentiate character motivations and analyze how those motivations influence the theme or story.
- g) I can explain how these characters change over the course of the story.
- h) I can pinpoint how character interactions influence the plot or theme.

Craft and Structure

4. 910.RL. 4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze **the cumulative** impact of specific word choices on meaning and tone.

LEARNING TARGETS

- a) I know that words can have figurative and connotative meanings.
- b) I know words in a text are purposefully chosen to influence or create a specific meaning or tone.
- c) I know the reading comprehension strategies.
- d) I can define the figurative and connotative meanings of specific word(s) from the text.
- e) I can explain how the choice of specific words influence the story.
- f) I can determine the author's tone through the language used.

- g) I can create meaning from the context of the text.

5. 910.RL. 5 - Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

LEARNING TARGETS

- a) I know authors have an intent and purpose when they write.
- b) I know there are multiple ways to structure a text.
- c) I know differing structures create different effects in a text.
- d) I am familiar with basic plot structures such as, parallel plots, different points of view chapters, flashbacks, prologues, etc.
- e) I know that varying cultures have different ways of developing plot and time.
- f) I know the reading comprehension strategies.
- g) I can identify the plot structure(s) of a text.
- h) I can examine how the structure of the text creates an emotional response in the reader.

6. 910.RL. 6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

LEARNING TARGETS

- a) I know the different points of view.
- b) I know how to distinguish between a cultural experience and a personal or universal experience.
- c) I know the reading comprehension strategies.
- d) I can identify what a cultural experience is, and evaluate how it influences the text.
- e) I can compare and contrast a cultural experience or point of view from a text, to my own experiences.
- f) I can compare cultural texts from all over the world.

Integration of Knowledge and Ideas

7. 910.RL. 7 - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).

LEARNING TARGETS

- a) I know subjects of text are often represented in different artistic mediums such as painting, sculpture, theater, music, dance, multimedia, etc.
- b) I know the reading comprehension strategies.
- c) I can identify a key scene or character in a text.
- d) I can critique how a key scene or character is treated differently in various forms (e.g. a painting and a song).
- e) I can identify what is emphasized or what is missing in the artistic interpretation of the text.

8. (Not applicable to literature)

9. 910.RL. 9 - Analyze how an **author draws on and transforms source material in a specific work** (e.g., how **Shakespeare treats a theme or topic from Ovid or the Bible** or how a later author draws on a play by Shakespeare or how American Indian stories and oral histories appear in contemporary works, such as James Welch's *Fools Crow*, and how the author retells the Pikuni traditional story, "Star Boy").

LEARNING TARGETS

- a) I know authors use references from other works in their writing (known as source materials).
- b) I know the reading comprehension strategies.
- c) I know authors use oral stories for source material.
- d) I can locate or infer references to source materials (e.g., Simon in *Lord of the Flies* as a Christ figure, or Blake's reference in stanza five of *The Tyger* to the battle in heaven).
- e) I can code the text to identify and keep track of source materials.
- f) I can interpret how the author uses source materials to add to or change a text.

Range of Reading and Level of Text Complexity

10. 910.RL. 10 - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

LEARNING TARGETS

- a) I am familiar with the titles on the 9th and 10th grade reading list for fiction.
- b) I know how to comprehend and analyze multiple genres of literature.
- c) I know the reading comprehension strategies.
- d) I can read books at the 9th and 10th grade levels proficiently with some help as needed.
- e) I can analyze poetic forms.
- f) I can analyze subgenres that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- g) I can monitor my reading comprehension and employ the comprehension strategies as needed.

Reading Standards for Informational Text

Key Ideas and Details

1. 910.RI. 1 - Cite **strong and thorough** textual evidence **to support** analysis of what the text says explicitly as well as inferences drawn from the text.

LEARNING TARGETS

- a) I know that text can have multiple meanings – explicit and inferential.
- b) I know that "thorough textual evidence" may include multiple points of view, examples, quotes, etc. to support a point or an idea.
- c) I know the reading comprehension strategies.

- d) I can utilize the reading comprehension strategies to "text-code" and annotate the text as I read.
- e) I can use examples from the text to explain the explicit meaning, as well as the inferential meaning of the text.
- f) I can code and annotate the text to find multiple points of evidence to support my analysis of the text.
- g) I can recognize cultural perspectives implied inferred from the text.

2. **910.RI. 2** - Determine a central idea of a text and analyze its development over the course of the text, including **how it emerges and is shaped and refined by specific details**; provide an objective summary of the text.

LEARNING TARGETS

- a) I know the central idea of a text and how it develops.
- b) I know how to write an objective summary.
- c) I know the reading comprehension strategies.
- d) I can identify the main point of a text.
- e) I can explain how the main point develops over time through the use of specific details.
- f) I can present my findings in an objective summary (e.g. written, oral, through drawing, etc.).
- g) I can determine the important details and information in a text to include in a summary.

3. **910.RI. 3** - Analyze how **the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.**

LEARNING TARGETS

- a) I know what an analysis is.
- b) I know how an author uses events and ideas to present their point.
- c) I know how to recognize connections between how a point or event is introduced and how it changes.
- d) I know how to recognize connections that are made in the text.
- e) I know the reading comprehension strategies.
- f) I can explain connections between points made in an analysis or series of ideas.
- g) I can demonstrate how the presentation of ideas, order of events, or analysis changes over the course of the text.
- h) I can draw connections between my life, the world, and other things I have read.

Craft and Structure

4. **910.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (**e.g., how the language of a court opinion differs from that of a newspaper, or how American Indian treaty language differs from everyday speech**).

LEARNING TARGETS

- a) I know that words can have different meanings: including figurative, connotative, and technical.
- b) I know that words in a text are chosen for a purpose to influence or create a specific meaning or tone (e.g. findings in a lab report vs. a text book).
- c) I know the reading comprehension strategies.
- d) I can define the figurative, connotative, and technical meanings of words in the text.
- e) I can show that word choice varies greatly by text and changes how the text is interpreted or feels.
- f) I can create meaning from the context.

5. 910.RI. 5 - Analyze in **detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).**

LEARNING TARGETS

- a) I know that there are multiple ways to structure a text.
- b) I know different structures (e.g. paragraphs, sections, chapters) create different effects in a text.
- c) I know major concepts in texts are created and developed through sub sections.
- d) I know the reading comprehension strategies.
- e) I can extract the author’s ideas and claims from the text.
- f) I can show how different parts of the text build to develop the author's ideas or claims.
- g) I can make connections and draw inferences between sections of the text to deepen my understanding.

6. 910.RI. 6 - Determine an author’s point of view or purpose in a text and analyze how an author uses **rhetoric to advance that point of view or purpose.**

Integration of Knowledge and Ideas

7. 910.RI. 7 - Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

LEARNING TARGETS

- a) I know a personal account or story can be told in different ways.
- b) I know the reading comprehension strategies.
- c) I can make connections between accounts in multiple formats and compare and contrast them.
- d) I can appraise which details are significant in each format.

8. 910.RI. 8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; **identify false statements and fallacious reasoning.**

LEARNING TARGETS

- a) I know how to locate the argument and/or specific claims in a text.

- b) I know how to define fallacious reasoning.
- c) I understand that everything the author writes may not be factual or truthful.
- d) I know how to find evidence in the text to support the author's claims.
- e) I know the reading comprehension strategies.
- f) I can evaluate the author's argument to determine validity and relevance.
- g) I can determine whether the author has sufficient and relevant evidence to support his/her claims.
- h) I can identify false statements or faulty evidence presented by the author.
- i) I can code and annotate the text to find relevant details and evidence.

9. 910.RI. 9 - Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

LEARNING TARGETS

- a) I know how to identify a seminal U.S. document and why it is of literary importance.
- b) I know the reading comprehension strategies.
- c) I can examine themes and/or concepts in various seminal documents.
- d) I can compare and contrast themes in seminal documents to one another.
- e) I can draw connections between the text, the world, and my own experience.

Range of Reading and Level of Text Complexity

10. 910.RI. 10 - By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

LEARNING TARGETS

- a) I am familiar with the titles on the 9th and 10th grade reading list for non-fiction, essays, etc.
- b) I know how to comprehend and analyze literary nonfiction.
- c) I know how to apply the reading comprehension strategies.
- d) I can analyze literary nonfiction independently and proficiently.
- e) I can monitor my reading comprehension and employ the comprehension strategies as needed.

Writing Standards

Text Types and Purposes

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

a. 910.WR. 1.a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

LEARNING TARGETS

- a) I know what a precise claim is, what a counterclaim is, and how to distinguish them from other claims.
- b) I can write a clear and precise claim.
- c) I can distinguish my claim from the claims of others.
- d) I can organize the evidence needed to support my claim.
- e) I can create a structure that shows a relationship between claims and counterclaims using evidence and sound reasoning.

b. 910.WR. 1.b - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

LEARNING TARGETS

- a) I know that most claims have a counter claim.
- b) I know how to find evidence to support my claim.
- c) I know who my audience is.
- d) I can justify my claim by highlighting its strengths and addressing its weaknesses.
- e) I can use evidence to support my claim and cite it properly.
- f) I can introduce my claim and the counterclaims fairly and accurately.
- g) I can prove my claim is valid through comparison to the counterclaim.

c. 910.WR. 1.c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LEARNING TARGETS

- a) I know the difference between phrases and clauses.
- b) I know how to create transitions.
- c) I know the meaning of the term, cohesion.
- d) I know how to draw connections between my claims, evidence, and counterclaims.
- e) I can construct relationships between claims and counterclaims, evidence and reason.
- f) I can develop unity and consistency in the text with words and structures.
- g) I can write for the appropriate audience, using effective transitions, words, phrases, and clauses.

d. 910.WR. 1.d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I know what formal style is and when it is appropriate.
- b) I know how to use an objective tone.
- c) I know how to use the editing process to improve my writing.
- d) I can establish and maintain a formal style and objective tone.
- e) I can attend to the norms and conventions of the discipline.

- f) I can use word choice to establish a specific tone.
- g) I can omit personal bias.
- h) I can construct many drafts to improve and refine my point.

e. **910.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

LEARNING TARGETS

- a) I know how to arrive at and develop an effective conclusion.
- b) I can reinforce my organization with an effective conclusion derived from my argument.
- c) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **910.WR. 2.a** - Introduce a topic; organize **complex** ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I know how to introduce a topic in an opening paragraph.
- b) I know how to organize complex ideas into a logical format for my audience.
- c) I know how to appropriately include supporting information in the form of graphics, multimedia, or illustrations.
- d) I can develop a thesis.
- e) I can create an organized structure that is appropriate to the purpose of my writing.
- f) I can insert graphics, multimedia, or illustrations in the correct format when appropriate.
- g) I can clearly show my reader connections and distinctions in my topic to help my reader understand.

b. **910.WR. 2.b** - Develop the topic with **well-chosen**, relevant, and **sufficient facts, extended** definitions, concrete details, quotations, or other information and examples **appropriate to the audience's knowledge of the topic**.

LEARNING TARGETS

- a) I know how to discern good facts from bad facts.
- b) I know how to appropriately use quotations and definitions.
- c) I know how to address my audience at their level of understanding.
- d) I can determine how much information is necessary to develop my topic.
- e) I can evaluate which information is appropriate to use for my intended audience.
- f) I can correctly use quotations, definitions, examples, and other evidence to develop my topic.

c. 910.WR. 2.c - Use appropriate and varied transitions **to link the major sections of the text**, create cohesion, and clarify the relationships among **complex** ideas and concepts.

LEARNING TARGETS

- a) I know how to construct a good transition.
- b) I know the importance of transitions and how they help organize major ideas.
- c) I can effectively combine major sections of text and clarify relationships using clear transitions.

d. 910.WR. 2.d - Use precise language and domain-specific vocabulary to **manage the complexity** of the topic.

LEARNING TARGETS

- a) I know how to use language appropriate to my topic (domain).
- b) I can self-edit to ensure my vocabulary appropriately matches the topic.
- c) I can use good vocabulary to enhance and clarify a complex topic.

e. 910.WR. 2.e - Establish and maintain a formal style **and objective tone while attending to the norms and conventions of the discipline in which they are writing.**

LEARNING TARGETS

- a) I know what formal style is and when it is appropriate.
- b) I know how to use an objective tone.
- c) I know how to use the editing process to improve my writing.
- d) I can establish and maintain a formal style and objective tone.
- e) I can attend to the norms and conventions of the discipline.
- f) I can use word choice to establish a specific tone.
- g) I can omit personal bias.
- h) I can construct many drafts to improve and refine my point.

f. 910.WR. 2.f - Provide a concluding statement or section that follows from and supports the information or explanation presented (**e.g., articulating implications or the significance of the topic**).

LEARNING TARGETS

- a) I know how to arrive at and develop an effective conclusion.
- b) I can reinforce my organization with an effective conclusion that supports the explanation.
- c) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. 910.WR. 3.a - Engage and orient the reader by **setting out a problem, situation, or observation**, establishing **one or multiple** point(s) of view, and introducing a narrator and/or characters; **create a smooth progression of experiences or events.**

LEARNING TARGETS

- a) I know the multiple points of view.
- b) I know a variety of narrative structures.
- c) I can convey an experience that is real or imagined using time as a structure.
- d) I can establish multiple points of view.
- e) I can develop a clear order of events.

b. **910.WR. 3.b** - Use narrative techniques, such as dialogue, pacing, description, reflection, **and multiple plot lines**, to develop experiences, events, and/or characters.

LEARNING TARGETS

- a) I know a variety of narrative techniques (e.g. dialogue, description, multiple plot lines).
- b) I know how to use narrative techniques effectively.
- c) I know the draft and editing process is central to good writing.
- d) I can use a variety of techniques to create an engaging and multi-layered narrative.
- e) I can develop experiences, events, and/or characters.
- f) I can use narrative techniques such as dialogue, pacing, descriptions, reflection, and multiple plot lines.
- g) I can create multiple drafts with significant revisions to critique my own work.
- h) I can apply my editing knowledge to the work of others.

c. **910.WR. 3.c** - Use a variety of **techniques to sequence events so that they build on one another to create a coherent whole**.

LEARNING TARGETS

- a) I know several narrative techniques.
- b) I can effectively use the following to create a well organized and dynamic narrative: parallel plot lines, multiple plot lines, multiple points of view, dialogue, flashbacks, or foreshadowing, etc.

d. **910.WR. 3.d** - Use precise words and phrases, **telling** details, and sensory language to **convey a vivid picture** of the experiences, events, **setting, and/or characters**.

LEARNING TARGETS

- a) I know sensory details and how they are used to enrich language.
- b) I know the importance of precise, descriptive language choices.
- c) I can use a variety of specific sensory details to create a clear and engaging picture of characters, events, and setting.
- d) I can use precise word choice in creative and vivid ways to convey a vivid picture of the experiences, events, setting, and/or characters.
- e) I can choose precise words and phrases, including sensory details and figurative language.

e. **910.WR. 3.e** - Provide a **conclusion** that follows from and **reflects on what is experienced, observed, or resolved over the course of the narrative**.

LEARNING TARGETS

- a) I know how to arrive at and develop an effective conclusion.

- b) I know how to arrive at and develop an effective conclusion in narrative writing.
- c) I can address/resolve earlier conflicts or experiences to create a logical ending.
- d) I can reflect on my writing to provide a satisfying conclusion.
- e) I can reinforce narrative form and style choices.
- f) I can reflect on what is experienced, observed, and resolved in a narrative conclusion.

Production and Distribution of Writing

4. **910.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I know how to pay attention to development, organization, and style.
- b) I know task, purpose, and audience.
- c) I know how and when to write and produce arguments, informative/explanatory texts, and narratives.
- d) I can produce writing that is clearly organized and appropriate to task, purpose, and audience.

5. **910.WR. 5** - **Develop and strengthen** writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing **on addressing what is most significant for a specific purpose and audience.**

LEARNING TARGETS

- a) I know the writing process.
- b) I know how to analyze my own writing.
- c) I know the 6 Traits of Writing
- d) I can analyze strength and weaknesses in my writing and implement suggestions to improve my writing.
- e) I can use the 6 Traits of Writing throughout the prewriting, drafting, revision, proofreading, and editing of my writing.
- f) I can analyze models of effective writing and similar strategies to improve my writing.
- g) I can use information from reference materials for creating, revising, editing, and publishing throughout the writing process.
- h) I can use technology to create, revise, edit, and publish throughout the writing process.
- i) I can analyze my own writing to understand how to improve.
- j) I can analyze published pieces to understand how to improve my writing.
- k) I can write effectively for particular audiences and purposes.

6. **910.WR. 6** - Use technology, including the Internet, to produce, publish, and **update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**

LEARNING TARGETS

- a) I know how to critically review internet sites and materials to determine their validity and relevance.

- b) I know basic internet functions; such as how to create hyperlinks, open web pages, and upload content.
- c) I know any published material needs to be free from errors.
- d) I know how to apply the editing process to my work.
- e) I can utilize technology to collaborate and create multiple formats for presenting information.
- f) I can use technology to create an electronic portfolio.
- g) I can evaluate which technology is appropriate when creating individual and shared writing products.
- h) I can apply the editing process to my work.

Research to Build and Present Knowledge

7. 910.WR. 7 - Conduct short **as well as more sustained** research projects to answer a question **or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**

LEARNING TARGETS

- a) I know how to recognize and use relevant facts.
- b) I know how to narrow or broaden focus on a research topic.
- c) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the research question(s).
- d) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

8. 910.WR. 8 - Gather relevant information from multiple **authoritative print and** digital sources, **using advanced searches effectively**; assess the **usefulness** of each source in **answering the research question; integrate information into the text selectively to maintain the flow of ideas**, avoiding plagiarism **and following a standard format for citation.**

LEARNING TARGETS

- a) I know which information is relevant to my topic.
- b) I know how to use Advanced Search features on web pages and databases.
- c) I know how to use an index properly.
- d) I know how to integrate the appropriate amount of material I gather from my findings.
- e) I can synthesize relevant information from a variety of sources into my text selectively.
- f) I can tailor my writing to be organized and flow well.
- g) I can utilize advanced searches, indexes, and other tools to gather relevant and appropriate materials to support my writing.

9. Draw evidence from literary or informational texts, including American Indian texts, to support analysis, reflection, and research.

a. 910.WR. 9.a - **Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]” and as in James Welch’s “Fools Crow,” the author retells the Pikuni**

traditional story, "Star Boy.").

LEARNING TARGETS

- a) I know how to draw from text to support analysis, reflection, and research in literature.
- b) I can use specific examples from literature to support my claim in my writing or opinion about the text.
- c) I can demonstrate an awareness of the author's style or tone.
- d) I can identify various techniques used by the author and employ them in my writing.
- e) I can use details from the text to develop a central idea in my writing.

b. 910.WR. 9.b - Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; **identify false statements and fallacious reasoning**”).

LEARNING TARGETS

- a) I know how to draw from text to support analysis, reflection, and research in informational texts.
- b) I can use specific examples from the text to support my claim in my writing or opinion about the text.
- c) I can demonstrate an awareness of the author's claim, counterclaims, or main ideas.
- d) I can identify various techniques used by the author and employ them in my writing.
- e) I can use details from the text to develop a central idea in my writing.
- f) I can critique how the author uses evidence to support their claims.

Range of Writing

10. 910.WR. 10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) **for a range of tasks**, purposes, and audiences.

LEARNING TARGETS

- a) I know how to write over extended and shorter time frames.
- b) I know how to write for a range of tasks, purposes, and audiences.
- c) I know how to evaluate my work for technical mistakes as well as content.
- d) I know how to apply the editing process.
- e) I can routinely use the 6+1 Traits writing model to research, write, reflect, and revise.
- f) I can write routinely in a short term time frame (e.g. journal, timed write, essay response, etc.).
- g) I can routinely edit my work to create multiple drafts.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grades 9–10** topics, texts, and issues, building on

others' ideas and expressing their own clearly and **persuasively**.

a. **910.SL. 1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence **from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas**.

LEARNING TARGETS

- a) I know the importance of coming to class prepared and completing my reading and all other assignments.
- b) I can initiate a conversation in a variety of ways (e.g. ask questions, reflect on the text, connect personally, etc.).
- c) I can connect and logically respond to other's ideas with support from the text(s).

b. **910.SL. 1.b** - **Work with peers to set** rules for collegial discussions and decision-making, **clear goals** and deadlines, and individual roles as needed.

LEARNING TARGETS

- a) I know the appropriate way to engage my peers in discussion.
- b) I know how to support my thoughts and opinions in an articulate and respectful manner.
- c) I know how to manage my time to ensure I am prepared to meet deadlines.
- d) I can engage my peers in a respectful and professional manner.
- e) I can self-edit and know when to speak and when to let others speak.
- f) I can collaborate with a group and work independently when needed.
- g) I can organize my time to set clear goals and meet deadlines.

c. **910.SL. 1.c** - **Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions**.

LEARNING TARGETS

- a) I know how the diversity of ideas propels discussion.
- b) I know how to think critically and add to discussions.
- c) I know that a discussion can connect to several broader themes or ideas.
- d) I can draw connections between the topic-at-hand and the world-at-large.
- e) I can re-state my opinion or thoughts in different ways for purposes of clarity.
- f) I can ask relevant questions and make observations about other's opinions to contribute to the discussion.
- g) I can encourage and question other speakers to draw them further into the discussion.

d. **910.SL. 1.d** - **Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement**, and, when warranted, qualify or justify their own views **and understanding and make new connections** in light of the evidence **and reasoning presented**.

LEARNING TARGETS

- a) I know that there are diverse perspectives I need to respect.
- b) I know how to synthesize various perspectives of the discussion and evaluate them to reach new conclusions.
- c) I can draw inferences from other speakers' points to make new conclusions.

- d) I can be respectful towards other speakers in discussions.
- e) I can identify points of agreement and disagreement.

2. 910.SL. 2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the **credibility and accuracy of each source**.

LEARNING TARGETS

- a) I know how to evaluate the accuracy and validity of a variety of sources.
- b) I can find and use information in a variety of formats (visual, oral, media arts, etc.).
- c) I can determine if each source is credible.

3. 910.SL. 3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any **fallacious reasoning or exaggerated or distorted evidence**.

LEARNING TARGETS

- a) I know the definition of rhetoric and fallacious reasoning.
- b) I know that some speakers may manipulate evidence to support their claims.
- c) I can identify and evaluate a speaker's point of view.
- d) I can determine when a speaker is using rhetoric, unsound reasoning, or exaggeration.

Presentation of Knowledge and Ideas

4. 910.SL. 4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LEARNING TARGETS

- a) I know how to create a logical outline.
- b) I know that my arguments must be clearly structured to aid my audience in understanding.
- c) I know I must match my materials (language, visuals, etc.) to the intended audience and purpose.
- d) I can present information in a clear and logical order, using well structured examples to support my reasoning.
- e) I can convey a clear and distinct perspective when speaking.
- f) I can match my style and materials appropriately to the audience.

5. 910.SL.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LEARNING TARGETS

- a) I know where to find multiple forms of digital media.
- b) I know when to use a variety of digital media to enhance or support my presentation.
- c) I can use digital media to enhance, support, explain, and add interest to a presentation.
- d) I can identify the methods in which media influences individuals and societies.
- e) I can reflect on my use of media, its value, and appropriateness.

6. **910.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I know the conventions of grammar usage.
- b) I know that language functions in various ways according to context.
- c) I can use formal or informal speech depending on my audience and purpose.
- d) I can demonstrate my command of formal English when necessary.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. 910.LS. 1.a - Use parallel structure.

LEARNING TARGETS

- a) I know and use the conventions of standard English grammar when writing and speaking.
- b) I use appropriate structure (i.e. gerunds, *running*, *walking* and *biking*) when writing and speaking.
- c) I can demonstrate my ability to write and speak using appropriate structures in words, phrases, and clauses.

b. 910.LS. 1.b - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

LEARNING TARGETS

- a) I know different types of phrases (i.e. noun, verb, adjectival, etc) and clauses (independent, dependent, etc).
- b) I know how to use phrases and clauses to make my writing or presentations interesting and specific.
- c) I can write and present various types of phrases and clauses correctly to add interest and variety to my work.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 910.LS. 2.a - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

LEARNING TARGETS

- a) I know how to use semicolons to separate independent clauses.
- b) In writing, I can demonstrate my understanding of standard English by linking two or more independent clauses correctly with a semicolon.

b. 910.LS. 2.b - Use a colon to introduce a list or quotation.

LEARNING TARGETS

- a) I know how to use colons correctly.
- b) I know how to use colons to introduce lists or quotations.
- c) In writing, I can demonstrate my command of English and punctuation by using a colon to introduce lists or quotations.

c. 910.LS. 2.c - Spell correctly.

LEARNING TARGETS

- a) I know how to spell.
- b) I can spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. 910.LS. 3.a - Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

LEARNING TARGETS

- a) I know which style format is appropriate for my task.
- b) I can edit my work to adhere to the appropriate style manual.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

a. 910.LS. 4.a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I know context provides clues to the meanings of words.
- b) I can use context to determine the meaning of words, phrases, or words with multiple meanings.

b. 910.LS. 4.b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

LEARNING TARGETS

- a) I know what a prefix and suffix is and how they change root words (morpheme).
- b) I know the parts of speech.
- c) I can correctly use prefixes and suffixes to change root words.

c. **910.LS. 4.c** - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, **or its etymology**.

LEARNING TARGETS

- a) I know how to use the pronunciation key from various reference materials (e.g. dictionaries, thesauruses, glossaries both print and digital).
- b) I know how to appropriately use reference material (e.g. the index, table of contents, etc.).
- c) I know the definition of etymology.
- d) I can use reference materials to: pronounce words, determine meaning or clarify other information such as part of speech or etymology.

d. **910.LS. 4.d** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LEARNING TARGETS

- a) I know how to find the meaning of words by context or reference material (e.g. a dictionary).
- b) I can infer the meaning of a word from the context or a reference tool.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. **910.LS. 5.a** - Interpret figures of speech (e.g., **euphemism, oxymoron**) in context **and analyze their role in the text**.

LEARNING TARGETS

- a) I know key figures of speech and literary terms and how they are used in a text; such as: euphemism, oxymoron, simile, metaphor, irony, puns, allusion, alliteration, etc.
- b) I can find particular figures of speech and analyze their role in creating depth and meaning in the text.

b. **910.LS. 5.b** - **Analyze nuances in the meaning of words with similar denotations.**

LEARNING TARGETS

- a) I know synonyms have different nuances.
- b) I can analyze nuances among synonyms.

6. **910.LS. 6** - Acquire and use **accurately general academic** and domain-specific words and phrases, **sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence** in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I know how to consult proper resources to gather vocabulary knowledge.
- b) I can acquire and use appropriate vocabulary for a variety of audiences, purposes, and formats.

Grades 11-12 Text Exemplars

Stories

Chaucer, Geoffrey. *The Canterbury Tales*.
de Cervantes, Miguel. *Don Quixote*.
Austen, Jane. *Pride and Prejudice*
Poe, Edgar Allan. "The Cask of Amontillado."
Bronte, Charlotte. *Jane Eyre*
Hawthorne, Nathaniel. *The Scarlet Letter*
Dostoevsky, Fyodor. *Crime and Punishment*
Jewett, Sarah Orne. "A White Heron."
Melville, Herman. *Billy Budd, Sailor*
Chekhov, Anton. "Home."
Fitzgerald, F. Scott. *The Great Gatsby*.
Faulkner, William. *As I Lay Dying*
Hemingway, Ernest. *A Farewell to Arms*
Hurston, Zora Neale. *Their Eyes Were Watching God*.
Borges, Jorge Luis. "The Garden of Forking Paths."
Bellow, Saul. *The Adventures of Augie March*
Morrison, Toni. *The Bluest Eye*
Garcia, Cristina. *Dreaming in Cuban*
Lahiri, Jhumpa. *The Namesake*

Drama

Shakespeare, William. *The Tragedy of Hamlet*
Moliere, Jean-Baptiste Poquelin. *Tartuffe*
Wilde, Oscar. *The Importance of Being Earnest*
Wilder, Thornton. *Our Town: A Play in Three Acts*
Miller, Arthur. *Death of a Salesman*
Hansberry, Lorraine. *A Raisin in the Sun*
Soyinka, Wole. *Death and the King's Horseman: A Play*

Poetry

Li Po. "A Poem of Changgan."
Donne, John. "A Valediction Forbidding Mourning."
Wheatley, Phyllis. "On Being Brought From Africa to America."
Keats, John. "Ode on a Grecian Urn."
Whitman, Walt. "Song of Myself."
Dickinson, Emily. "Because I Could Not Stop for Death."
Tagore, Rabindranath. "Song VII."
Eliot, T. S. "The Love Song of J. Alfred Prufrock."
Pound, Ezra. "The River Merchant's Wife: A Letter."
Frost, Robert. "Mending Wall."
Neruda, Pablo. "Ode to My Suit."
Bishop, Elizabeth. "Sestina."
Ortiz Cofer, Judith. "The Latin Deli: An Ars Poetica."

Dove, Rita. "Demeter's Prayer to Hades."

Collins, Billy. "Man Listening to Disc."

Informational Texts: English Language Arts

Paine, Thomas. *Common Sense*

Jefferson, Thomas. *The Declaration of Independence*

United States. The Bill of Rights (Amendments One through Ten of the United States Constitution)

Thoreau, Henry David. *Walden*

Emerson, Ralph Waldo. "Society and Solitude."

Porter, Horace. "Lee Surrenders to Grant, April 9th, 1865."

Chesterton, G. K. "The Fallacy of Success."

Mencken, H. L. *The American Language, 4th Edition*

Wright, Richard. *Black Boy*

Orwell, George. "Politics and the English Language."

Hofstadter, Richard. "Abraham Lincoln and the Self-Made Myth."

Tan, Amy. "Mother Tongue."

Anaya, Rudolfo. "Take the Tortillas Out of Your Poetry."

Informational Texts: History/Social Studies

Tocqueville, Alexis de. *Democracy in America Declaration of Sentiments* by the Seneca Falls Conference

Douglass, Frederick. "What to the Slave Is the Fourth of July?: An Address Delivered in Rochester, New York, on 5 July 1852."

An American Primer. Edited by Daniel J. Boorstin

Lagemann, Ellen Condliffe. "Education."

McPherson, James M. *What They Fought For 1861–1865*.

The American Reader: Words that Moved a Nation, 2nd Edition

Amar, Akhil Reed. *America's Constitution: A Biography*

McCullough, David. *1776*

Bell, Julian. *Mirror of the World: A New History of Art*

FedViews by the Federal Reserve Bank of San Francisco

Informational Texts: Science, Mathematics, and Technical Subjects

Paulos, John Allen. *Innumeracy: Mathematical Illiteracy and Its Consequences*

Gladwell, Malcolm. *The Tipping Point: How Little Things Can Make a Big Difference*

Tyson, Neil deGrasse. "Gravity in Reverse: The Tale of Albert Einstein's 'Greatest Blunder.'"

Calishain, Tara, and Rael Dornfest. *Google Hacks: Tips & Tools for Smarter Searching, 2nd Edition*

Kane, Gordon. "The Mysteries of Mass."

Fischetti, Mark. "Working Knowledge: Electronic Stability Control."

U.S. General Services Administration. *Executive Order 13423: Strengthening Federal Environmental, Energy, and Transportation Management*.

Kurzweil, Ray. "The Coming Merger of Mind and Machine."

Gibbs, W. Wayt. "Untangling the Roots of Cancer."

Gawande, Atul. “The Cost Conundrum: Health Care Costs in McAllen, Texas.”

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

- Students *analyze* the first impressions given of Mr. and Mrs. Bennet in the opening chapter of *Pride and Prejudice* based on *the setting* and how the *characters are introduced*. By comparing these first impressions with their later understanding based on how *the action is ordered* and the *characters develop* over the course of the novel, students understand *the impact of Jane Austen’s choices in relating elements of a story*. [RL.11–12.3]
- Students compare and contrast how the protagonists of Herman Melville’s *Billy Budd* and Nathaniel Hawthorne’s *Scarlet Letter* maintain their integrity when confronting authority, and they relate their *analysis* of that *theme* to other portrayals in *nineteenth- and early-twentieth-century foundational works of American literature* they have read. [RL.11–12.9]
- Students *analyze* how Anton Chekhov’s choice of *structuring* his story “Home” by *beginning* in “midstream” *shapes the meaning of the text* and *contributes to its overall narrative arc*. [RL.11–12.5]
- Students *provide an objective summary* of F. Scott’s Fitzgerald’s *Great Gatsby* wherein they analyze how *over the course of the text* different characters try to escape the worlds they come from, including whose help they get and whether anybody succeeds in escaping. [RL.11–12.2]
- Students *analyze* Miguel de Cervantes’s *Don Quixote* and Jean-Baptiste Poquelin Moliere’s *Tartuffe* for how *what is directly stated in a text differs from what is really meant*, comparing and contrasting the *point of view* adopted by the protagonist in each work. [RL.11–12.6]
- Students compare two or more *recorded or live productions* of Arthur Miller’s *Death of a Salesman* to the written text, *evaluating* how *each version interprets the source text* and debating which aspects of the enacted *interpretations* of the play best capture a particular character, scene, or theme. [RL.11–12.7]
- Students compare and contrast the *figurative and connotative meanings* as well as *specific word choices* in John Donne’s “Valediction Forbidding Mourning” and Emily Dickinson’s “Because I Would Not Stop for Death” in order to *determine how* the metaphors of the carriage and the compass *shape the meaning and tone* of each poem. Students *analyze* the ways both poets use *language that is particularly fresh, engaging, or beautiful* to convey the *multiple meanings* regarding death contained in each *poem*. [RL.11–12.4]
- Students *cite strong and thorough textual evidence* from John Keats’s “Ode on a Grecian Urn” to *support* their *analysis* of what the poem says explicitly about the urn as well as what can be *inferred* about the urn from *evidence* in the poem. Based on their close reading, students *draw inferences from the text* regarding what meanings the figures decorating the urn convey as well as noting *where the poem leaves matters about the urn and its decoration uncertain*. [RL.11–12.1]

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

- Students *delineate* and *evaluate* the *argument* that Thomas Paine makes in *Common Sense*. They *assess the reasoning* present in his analysis, including the *premises and purposes* of his essay. [RI.11–12.8]
- Students *analyze* Thomas Jefferson’s Declaration of Independence, identifying its *purpose* and evaluating *rhetorical features* such as the listing of grievances. Students compare and contrast the *themes* and argument found there to those of other *U.S. documents of historical and literary significance*, such as the Olive Branch Petition. [RI.11–12.9]
- Students *provide an objective summary* of Henry David Thoreau’s *Walden* wherein they *analyze how* he articulates *the central ideas* of living simply and being self-reliant and how those ideas *interact and build on one another* (e.g., “According to Thoreau, how specifically does moving toward complexity in one’s life undermine self-reliance?”) [RI.11–12.2]
- Students *analyze how* the key term *success* is interpreted, *used, and refined over the course of* G. K. Chesterton’s essay “The Fallacy of Success.” [RI.11–12.4]
- Students determine Richard Hofstadter’s *purpose and point of view* in his “Abraham Lincoln and the Self-Made Myth,” *analyzing* how both Hofstadter’s *style* and *content contribute* to the *eloquent and powerful* contrast he draws between the younger, ambitious Lincoln and the sober, more reflective man of the presidential years. [RI.11–12.6]

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

- Students *determine the central ideas* found in the Declaration of Sentiments by the Seneca Falls Conference, noting the parallels between it and the Declaration of Independence and *providing a summary that makes clear the relationships among the key details and ideas* of each text and between the texts. [RH.11–12.2]
- Students *evaluate the premises* of James M. McPherson’s argument regarding why Northern soldiers fought in the Civil War by *corroborating the evidence* provided from the letters and diaries of these soldiers with *other primary and secondary sources* and *challenging* McPherson’s *claims* where appropriate. [RH.11–12.8]
- Students *integrate the information* provided by Mary C. Daly, vice president at the Federal Reserve Bank of San Francisco, with the data presented *visually* in the *FedViews* report. In their analysis of these *sources of information presented in diverse formats*, students frame and *address a question or solve a problem* raised by their *evaluation* of the evidence. [RH.11–12.7]
- Students *analyze the hierarchical* relationships between phrase searches and searches that use basic Boolean operators in Tara Calishain and Rael Dornfest’s *Google Hacks: Tips & Tools for Smarter Searching, 2nd Edition*. [RST.11–12.5]
- Students *analyze* the concept of mass based on their close reading of Gordon Kane’s “The Mysteries of Mass” and *cite specific textual evidence* from the *text* to answer the question of why elementary particles have mass at all. Students explain *important distinctions the author makes* regarding the Higgs field and the Higgs boson and their relationship to the concept of mass. [RST.11–12.1]

- Students *determine the meaning of key terms* such as *hydraulic*, *trajectory*, and *torque* as well as other *domain-specific words and phrases* such as *actuators*, *antilock brakes*, and *traction control* used in Mark Fischetti’s “Working Knowledge: Electronic Stability Control.” [RST.11–12.4]

ENGLISH 3/4 GRADES 11/12

Units of Credit: One Year Each (Required)

Prerequisite: English 2 for English 3
English 3 for English 4

Course Overviews:

MCPS English Language Arts teaching and learning in eleventh and twelfth grades are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout. The grades 11/12 standards include mastery-level student learning targets; individual classroom teachers will determine the grade appropriate scaffolding targets necessary to achieve the expected mastery by the end of the senior year.

Grade 11 is primarily a study of American literature from the colonial period to the 21st Century. Works from a variety of genres, including seminal U.S. historical and political documents, writings, and speeches, will focus on two overarching themes: the American Dream and Social Justice. Through the incorporation of textual evidence to support their analysis, students evaluate multiple interpretations of the same or similar subject, author’s bias and perspective, and how choices regarding language and literary elements impact the overall effect of a text. Guiding questions drive student interest, connect themes to relevant issues, and allow for more student-directed learning. In addition to whole class, shared studies, students read independent works related to the common themes.

Students in grade 12 continue to read, discuss, and study classical, contemporary, and informational pieces in world and American literature, including U. S. seminal historical documents, writings, and speeches. Works, which are largely informational texts, focus on two overarching themes: Self and Society and Transitions. Students will analyze and evaluate, among other points, the historical and culture circumstances behind a text, the literary and language choices made by an author, and the moral and philosophical questions presented. Guiding questions drive student interest, connect themes to relevant issues, and allow for more student-directed learning. In addition to whole class, shared studies, students read independent works related to the common themes.

Students write argumentative, informative/explanatory, and narrative pieces of varying lengths with the vast majority of assignments based in the first two types. Students build upon their writing skill from previous years, by integrating multiple sources into their work, reading literary criticism, and writing longer and more complex essays. They follow the writing process and deal with significant topics that require research, evaluation, synthesis, and development. A strong command of vocabulary and the conventions of grammar and usage are emphasized in both writing and speaking.

Students strengthen their speaking and listening skills by participating and collaborating in informal classroom discussions, Socratic seminars, and more formal presentations of diverse formats that incorporate a variety of sources, extensive supporting information, and the strategic use of digital media to enhance the message and audience interest.

Grade 11 Major Themes

- American Dream
- Social Justice

Grade 12 Major Themes

- Self and Society
- Transitions

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Suggested Text Titles - Grades 11/12

Stories

- *Adventures of Huckleberry Finn* by Mark Twain
- *A Good Man is Hard to Find* by Flannery O'Connor
- *Alice in Wonderland* by Lewis Carroll
- *All the Pretty Horses* by Cormack McCarthy
- *A Prayer for Owen Meany* by John Irving
- *As I Lay Dying* by William Faulkner (E)
- *Beloved* by Toni Morrison (E)
- *Black Elk Speaks* by Black Elk
- *Brave New World* by Aldous Huxley
- *Crime and Punishment* by Eyodor Dostoyevsky (E)
- *Dubliners* by James Joyce
- *Fahrenheit 451* by Ray Bradbury (E)
- *Farewell to Arms* by Earnest Hemingway (E)
- *Fools Crow* by James Welch
- *Frankenstein* by Mary Shelley
- *Glass Castle* by Jeannette Walls

- *Great Expectations* by Charles Dickens
- *Great Gatsby* by F. Scott Fitzgerald (E)
- *Handmaid's Tale* by Margaret Atwood
- *Heart of Darkness* by Joseph Conrad
- *House of Scorpions* by Nancy Farmer
- *Hunger Games* by Suzanne Collins
- *Jungle* by Upton Sinclair
- *Kite Runner* by Khaled Hosseini
- *Lord of the Flies* by William Golding
- *My Losing Season* by Pat Conroy
- *1984* by George Orwell
- *One Flew Over the Cuckoo's Nest* by Ken Kesey
- *Perma Red* by Debra Magpie Earling
- *Poisonwood Bible* by Barbara Kingsolver
- *Pride and Prejudice* by Jane Austen (E)
- *Reservation Blues* by Sherman Alexie
- *Scarlet Letter* by Nathaniel Hawthorne (E)
- *The Awakening* by Nick Murphy
- *The Road* by Cormack McCarthy
- *The Stranger* by Albert Camus
- *The Things They Carried* by Tim O'Brien
- *Their Eyes Were Watching God* by Zora Neale Hurston (E)
- *Things Fall Apart* by Chinua Achebe (E)
- *Thousand Acres* by Jane Smiley
- *Uglies* by Scott Westerfeld
- *Until They Bring the Streetcars Back* by Stanley Gordon West
- *Wuthering Heights* by Charlotte Bronte

Drama

- *Cherry Orchard* by Anton Chekov
- *Crimes of the Heart* by Beth Henley
- *Crucible* by Arthur Miller
- *Death of a Salesman* by Arthur Miller
- *Doll's House* by Henrik Ibsen (E)
- *Fences* by August Wilson
- *Hamlet* by William Shakespeare (E)
- *King Lear* by William Shakespeare
- *Macbeth* by William Shakespeare (E)
- *Oedipus Rex* by Sophocles
- *Othello* by William Shakespeare
- *Rosencrantz and Guildenstern Are Dead* by Tom Stoppard
- *Streetcar Named Desire* by Tennessee Williams
- *Teeth* by Tina Howe

- *The Dumbwaiter* by Harold Pinter
- *The Importance of Being Ernest* by Oscar Wilde (E)
- *The Lover* by Harold Pinter
- *The Visit* by Friedrich Duerrenmatt
- *Winter's Tale* by William Shakespeare
- *Wit* by Margaret Edson

Poetry

- *Bluebird* by Charles Burkowski
- *Could Have* by Wilson Szyborska
- *Children's Hour* by Li-Young Lee
- *Daddy* (and other assorted poems) by Sylvia Plath (E)
- *Dover Beach* by Mathew Arnold
- *Fish* by Elizabeth Bishop
- *Forgetfulness* (and other assorted poems) by Billy Collins (E)
- *Magpie's Song* by Gary Snyder
- *Mystery Train* (and other assorted poems) by Sherman Alexie
- *Prufrock* by T.S. Elliot (E)
- *Reasons to Survive November* by Tony Hoagland
- *Riding the Earthboy* 40 by James Welch
- *Sonnet XLIII* by Edna St. Vincent Millay
- Additional poetry among others by Billy Collins (E), Emily Dickenson (E), Robert Frost (E), Richard Hugo, Victor Hugo, Wilfred Owen, Phyllis Wheatley (E) and/or Walt Whitman (E)
- Sonnets by William Shakespeare (E)

Informational

- *A Modest Proposal* by Jonathan Swift
- *Angela's Ashes* by Frank McCourt
- *50 Essays: A Portable Anthology* by Samuel Cohen
- *Hiroshima* by John Hersey
- *Hole in My Life* by Jack Gantos
- *How to Read Literature like a Professor* by Thomas Foster
- *In Cold Blood* by Truman Capote
- *Into The Wild* by Jon Krakauer
- *Japan at War* by Haruko Taya Cook
- *Killing Custer* by James Welch
- *Last Breath* by Peter Stark
- *On Dumpster Diving* by Lars Eighner
- *Stiff* by Mary Roach
- *Thin Wood Walls* by David Patneaude
- *This Boy's Life* by Tobias Wolff (E)
- *Utopia* by Thomas More

- Historical Documents: American Indian Treaties, Bill of Rights (E), Declaration of Independence (E), Preamble to the U.S. Constitution (E)
- Speeches and Writings of Maya Angelou (E), Noam Chomsky, Fredrick Douglass (E), Ralph Waldo Emerson (E), Martin Luther King Jr. (E), Thomas Paine (E), Henry David Thoreau (E), Alexis de' Tocqueville (E), Virginia Woolf
- Articles and essays in History, Social Studies, Science, and Technical Subjects

(E= Listed among possible exemplar texts in the Common Core)

Reading Standards for Literature

Key Ideas and Details

1. **1112.RL. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including **determining where the text leaves matters uncertain**.

LEARNING TARGETS

- I know how to analyze text.
- I know how to determine importance.
- I know when to use evidence to make logical inferences about texts.
- I know when and how to apply fix up strategies.
- I can synthesize.
- I can combine background knowledge with details from the text to draw conclusions.
- I can identify which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them.
- I can recognize when my understanding breaks down and then apply a strategy to correct it.
- I can make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- I can analyze an author's implicit and explicit assumptions and beliefs about a subject.

2. **1112.RL. 2** - Determine **two or more** themes or central ideas of a text, including those by and about American Indians, **and analyze their development** over the course of the text, including **how they interact and build on one another to produce a complex account**; provide an objective summary of the text.

LEARNING TARGETS

- I know what a theme is.
- I know how a theme is developed.
- I know how themes interact.
- I know how to summarize a text.
- I can identify multiple themes in a text.
- I can analyze the way in which the themes and/or meaning(s) of a selection represent a view or comment on life (including those related to American Indians), using textual evidence to support the claim.
- I can provide an objective summary of the text.

3. **1112.RL. 3** - Analyze **the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).**

LEARNING TARGETS

- a) I know elements of story and drama.
- b) I know how authors use these elements to develop story and drama.
- c) I can analyze the author's use of elements such as setting, plot development, and characters.
- d) I can analyze the author’s use of methods of development, e.g., hyperbole, understatement, humor, sarcasm, dialect, diction, tone, dramatic and situational irony.

Craft and Structure

4. **1112.RL. 4** - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, **including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, works by American Indian authors, as well as other authors.)**

LEARNING TARGETS

- a) I know how denotation and connotation influence the meaning of text.
- b) I know the impact of the author’s word choice.
- c) I know the difference between literal meanings of words and the ideas that are sometimes associated with them.
- d) I can analyze the impact of specific word choices on meaning, tone, originality, and creativity.
- e) I can determine the meaning of words and phrases as they are used in text.

5. **1112.RL. 5** - Analyze how an author’s choices concerning how to structure **specific parts** of a text **contribute to its overall structure and meaning as well as its aesthetic impact.**

LEARNING TARGETS

- a) I know different structures.
- b) I know how structure impacts the meaning of text.
- c) I can analyze the literary devices used to determine the rhetorical and/or aesthetic purposes of a text.
- d) I can evaluate the literary devices used to determine aesthetic purposes of a text.
- e) I can analyze rhetorical devices (arguments, assumptions, fallacies).
- f) I can analyze the way in which meaning is affected by the pattern of organization, repetition of the main ideas, organization of language, and word choice in the text.

6. **1112.RL. 6** - 6. Analyze a **case in which grasping** point of view **requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement), include works by and about American Indians.**

LEARNING TARGETS

- a) I know denotation and connotation influence point of view.

- b) I can analyze the author's implicit and explicit treatment of point of view.

Integration of Knowledge and Ideas

7. 1112.RL. 7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

LEARNING TARGETS

- a) I know how different versions/genres affect interpretations.
- b) I can compare and contrast versions of the same work presented across genres (different types of writing).
- c) I can assess how different versions/genres affect interpretations.

8. *(Not applicable to literature)*

9. 1112.RL.9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian works, including how two or more texts from the same period treat similar themes or topics.

LEARNING TARGETS

- a) I know that time period and culture impact text, subject matter, and its treatment.
- b) I can compare and contrast the presentation of similar themes and/or topics across genres (different types of writing).
- c) I can explain how a selection of genres shapes and reflects the theme or topic in a specific time period and/or culture.

Range of Reading and Level of Text Complexity

10. 1112.RL. 10 - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

LEARNING TARGETS

- a) I am familiar with the titles on the 9th and 10th grade reading list for fiction.
- b) I am familiar with the titles on the 11th and 12th grade reading list for fiction
- c) I know how to comprehend and analyze multiple genres of literature.
- d) I know the reading comprehension strategies.
- e) I can read books at the 11th grade level independently and proficiently.
- f) I can analyze poetic forms.
- g) I can analyze subgenres that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- h) I can monitor my reading comprehension and employ the comprehension strategies as needed.

Reading Standards for Informational Text

Key Ideas and Details

1. **1112.RI. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, **including determining where the text leaves matters uncertain.**

LEARNING TARGETS

- a) I know how to analyze text.
- b) I know how to determine importance.
- c) I know when to use evidence to make logical inferences about texts.
- d) I know when and how to apply fix up strategies.
- e) I can synthesize.
- f) I can combine background knowledge with details from the text to draw conclusions.
- g) I can identify which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them.
- h) I can recognize when my understanding breaks down and then apply a strategy to correct it.
- i) I can make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- j) I can analyze an author's implicit and explicit assumptions and beliefs about a subject.

2. **1112.RI. 2** - Determine **two or more** central ideas of a text and analyze **their** development over the course of the text, including how **they interact and build on one another to provide a complex analysis**; provide an objective summary of the text.

LEARNING TARGETS

- a) I know the different organizational structures of informational texts.
- b) I can recognize the organizational structure of a text and how this impacts the development of ideas.
- c) I can recognize how two or more main ideas in a single text can interact.
- d) I can analyze multiple central ideas and their development in a text.

3. **1112.RI. 3** - Analyze a **complex set of ideas or sequence of events** and **explain how specific individuals, ideas, or events interact and develop over the course of the text.**

LEARNING TARGETS

- a) I know how individuals, ideas, and events interact and develop over the course of a text.
- b) I can identify specific individuals, ideas, and/or events in an informational text.
- c) I can analyze how individuals, ideas, and events interact and develop.

Craft and Structure

4. **1112.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze **how an author uses and refines the meaning of a key term or terms over the course of a text.**

LEARNING TARGETS

- a) I know that authors develop key terms over the course of a text.

- b) I can analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

5. 1112.RI. 5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

LEARNING TARGETS

- a) I know the different organizational structures of informational texts.
- b) I can evaluate the effectiveness of the organizational structure of an informational text.
- c) I can analyze how the structure of an informational text impacts exposition or argument.

6. 1112.RI. 6 - Determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

LEARNING TARGETS

- a) I know that authors make deliberate stylistic choices to develop point of view and/or purpose.
- b) I can analyze the literary devices used to develop the point of view, rhetorical and/or aesthetic purposes of a text.
- c) I can make reasonable assertions about an author's point of view and/or purpose by examining the style and content of a text to determine its quality and effectiveness.

Integration of Knowledge and Ideas

7. 1112.RI. 7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LEARNING TARGETS

- a) I know how multiple sources address a question or solve a problem.
- b) I can evaluate the usefulness of different media or formats (including primary and secondary sources) to address a question or problem.
- c) I can synthesize the content from several sources or works dealing with a question or a problem.
- d) I can evaluate sources for accuracy, bias, validity, and credibility.

8. 1112.RI. 8 - Delineate and evaluate the reasoning in seminal U.S. texts including those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies).

LEARNING TARGETS

- a) I know how to delineate and evaluate reasoning.

- b) I can analyze both the features and rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.
- c) I can identify the premises, purposes, and arguments in informational texts.
- d) I can critique the power, validity, and truthfulness of arguments set forth in public documents.
- e) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.

9. 1112.RI. 9 - Analyze **seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln’s Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features.**

LEARNING TARGETS

- a) I know that time period shapes the construction of historical documents.
- b) I know how to identify and analyze themes, purposes, and rhetorical features.
- c) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.
- d) I can analyze the presentation of similar themes, purposes, and rhetorical features in historical documents from multiple time periods.

Range of Reading and Level of Text Complexity

10. 1112.RI. 10 - By the end of **grade 11**, read and comprehend literary nonfiction in the grades **11–CCR** text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of **grade 12**, read and comprehend literary nonfiction at the high end of the grades **11–CCR** text complexity band independently and proficiently.

LEARNING TARGETS

- a) I am familiar with the titles on the 9th and 10th grade reading list for non-fiction, essays, etc.
- b) I am familiar with the titles on the 11th and 12th grade reading list for non-fiction, essays, etc.
- c) I know how to comprehend and analyze literary nonfiction.
- d) I know how to apply the reading comprehension strategies.
- e) I can read informational texts at the 11th grade level independently and proficiently.
- f) I can analyze literary nonfiction independently and proficiently.
- g) I can monitor my reading comprehension and employ the comprehension strategies as needed.

Writing Standards

Text Types and Purposes

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

a. **1112.WR. 1.a** - Introduce precise, **knowledgeable** claim(s), **establish the significance** of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that **logically sequences** claim(s), counterclaims, reasons, and evidence.

LEARNING TARGETS

- a) I know what a knowledgeable claim is.
- b) I know how to distinguish alternate or opposing claims.
- c) I can organize ideas and appeals in a sustained and effective fashion.
- d) I can address readers' concerns, counterclaims, biases, and expectations.
- e) I can develop a credible claim.

b. **1112.WR. 1.b** - Develop claim(s) and counterclaims fairly **and thoroughly**, supplying **the most relevant** evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, **values, and possible biases**.

LEARNING TARGETS

- a) I know the importance of audience when writing a persuasive piece.
- b) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- c) I can adjust my voice, style, and form depending on audience, occasion, and purpose.

c. **1112.WR. 1.c** - Use words, phrases, and clauses **as well as varied syntax to** link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LEARNING TARGETS

- a) I know that transition creates cohesion and clarifies relationships among claims, counterclaims, reasons and evidence.
- b) I can use transitional words and phrases to create cohesion and clarity.

d. **1112.WR. 1.d** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I know what formal style is and when it is appropriate.
- b) I know how to use an objective tone.
- c) I know how to use the editing process to improve my writing.
- d) I can establish and maintain a formal style and objective tone.
- e) I can attend to the norms and conventions of the discipline.
- f) I can use word choice to establish a specific tone.
- g) I can omit personal bias.
- h) I can construct many drafts to improve and refine my point.

e. **1112.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

LEARNING TARGETS

- a) I know how to arrive at and develop an effective conclusion.
- b) I can reinforce my organization with an effective conclusion derived from my argument.
- c) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **1112.WR. 2.a** - Introduce a topic; organize complex ideas, concepts, and information **so that each new element builds on that which precedes it to create a unified whole**; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I know that organization, formatting, and graphics work together to aid in comprehension of informational/explanatory texts.
- b) I can develop a thesis.
- c) I can create an organizing structure appropriate to purpose, audience, and context.
- d) I can include accurate information from primary and secondary sources and exclude extraneous information.
- e) I can make valid inferences.
- f) I can support judgments with relevant and substantial evidence and well-chosen details.
- g) I can use technical terms and notations correctly.
- h) I can create a coherent conclusion.
- i) I can use a variety of formatting, graphics, and/or technologies to enhance comprehension.
- j) I can organize information by classifying, categorizing, and sequencing, and demonstrate the distinction between one's ideas and the ideas of others, by including citations.

b. **1112.WR. 2.b** - Develop the topic **thoroughly by selecting the most significant and relevant facts**, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LEARNING TARGETS

- a) I know how to recognize and use relevant facts.
- b) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the topic.
- c) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

c. **1112. TT.2.c** - Use appropriate and varied transitions **and syntax** to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING TARGETS

- a) I know that transition creates cohesion and clarifies relationships among complex ideas and concepts.
- b) I can use transitional words and phrases to create cohesion and clarity.

d. **1112.WR. 2.d** - Use precise language, domain-specific vocabulary, and **techniques such as metaphor, simile, and analogy** to manage the complexity of the topic.

LEARNING TARGETS

- a) I know the importance of effective language choices.
- b) I can develop a style and an appreciation of the effects created.
- c) I can use precise word choice in creative and vivid ways to explain a topic.
- d) I can choose language (e.g. strong nouns, active verbs, concrete and sensory details, figurative language) appropriate for the topic.

e. **1112.WR. 2.e** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I know what formal style is and when it is appropriate.
- b) I know how to use an objective tone.
- c) I know how to use the editing process to improve my writing.
- d) I can establish and maintain a formal style and objective tone.
- e) I can attend to the norms and conventions of the discipline.
- f) I can use word choice to establish a specific tone.
- g) I can omit personal bias.
- h) I can construct many drafts to improve and refine my point.

f. **1112.WR. 2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LEARNING TARGETS

- a) I know how to arrive at and develop an effective conclusion.
- b) I can reinforce my organization with an effective conclusion that supports the explanation.
- c) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **1112.WR. 3.a** - Engage and orient the reader by setting out a problem, situation, or observation **and its significance**, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LEARNING TARGETS

- a) I know how to establish a problem, situation, or observation.

- b) I know how to convey its significance.
- c) I know how to use point of view.
- d) I know how to introduce and develop characters.
- e) I know how to sequence the progression of experiences and events.
- f) I can create a smooth progression of experiences or events.
- g) I can engage the reader by setting out a problem, situation or observation and its significance.
- h) I can establish one or more points of view in narrative writing.
- i) I can introduce a narrator and or characters.

b. 1112.WR. 3.b - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LEARNING TARGETS

- a) I know various narrative techniques (e.g. dialogue, description, multiple plot lines).
- b) I know how to use narrative techniques effectively.
- c) I know the draft and editing process is central to good writing.
- d) I can use a variety of techniques to create an engaging and multi-layered narrative.
- e) I can develop experiences, events, and/or characters.
- f) I can use narrative techniques such as dialogue, pacing, descriptions, reflection, and multiple plot lines.
- g) I can create multiple drafts with significant revisions to critique my own work.
- h) I can apply my editing knowledge to the work of others.

c. 1112.WR. 3.c - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole **and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).**

LEARNING TARGETS

- a) I know how to sequence events.
- b) I can sequence events in multiple ways to build a coherent whole.
- c) I can develop a particular tone and outcome.

d. 1112.WR. 3.d - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

LEARNING TARGETS

- a) I know sensory details and how they are used to enrich language.
- b) I know the importance of precise, descriptive language choices.
- c) I can use a variety of specific sensory details to create a clear and engaging picture of characters, events, and setting.
- d) I can use precise word choice in creative ways to convey a vivid picture of the experiences, events, setting, and/or characters.
- e) I can choose precise words and phrases, including sensory details and figurative language.

e. **1112.WR. 3.e** - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LEARNING TARGETS

- a) I know how to arrive at and develop an effective conclusion.
- b) I know how to arrive at and develop an effective conclusion in narrative writing.
- c) I can address/resolve earlier conflicts or experiences to create a logical ending.
- d) I can reflect on my writing to provide a satisfying conclusion.
- e) I can reinforce narrative form and style choices.
- f) I can reflect on what is experienced, observed, and resolved in a narrative conclusion.

Production and Distribution of Writing

4. **1112.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I know how to pay attention to development, organization, and style.
- b) I know task, purpose, and audience.
- c) I know how and when to write and produce arguments, informative/explanatory texts, and narratives.
- d) I can produce writing that is clearly organized and appropriate to task, purpose, and audience.

Note: In original Common Core Standards document, this standard states grade-specific expectations for writing types are defined in standards one through 3 above.

5. **1112.WR. 5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LEARNING TARGETS

- a) I know the writing process.
- b) I know how to analyze my own writing.
- c) I know the 6+1 Traits of Writing.
- d) I can analyze strength and weaknesses in my writing and implement suggestions to improve my writing.
- e) I can use the 6+1 Traits of Writing throughout the prewriting, drafting, revision, proofreading, and editing of my writing.
- f) I can analyze models of effective writing and similar strategies to improve my writing.
- g) I can use information from reference materials for creating, revising, editing, and publishing throughout the writing process.
- h) I can use technology to create, revise, edit, and publish throughout the writing process.
- i) I can analyze my own writing to understand how to improve.
- j) I can analyze published pieces to understand how to improve my writing.
- k) I can write effectively for particular audiences and purposes.

6. **1112.WR. 6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products **in response to ongoing feedback, including new arguments or information.**

LEARNING TARGETS

- a) I know the skills, knowledge, and abilities to apply a variety of technologies to conduct research, process data, report results, solve problems, and make decisions using a variety of sources.
- b) I know how to use technology to collaborate with others.
- c) I can use technology tools and resources for managing and communicating information in situations individuals encounter in the world.
- d) I can routinely and effectively use online information resources to meet needs for collaboration, research, publication, communication, and production.
- e) I can collaborate with peers, experts, and others to communicate new knowledge using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Research to Build and Present Knowledge

7. **1112.WR. 7** - Conduct short as well as more sustained research projects to answer a question **(including a self-generated question)** or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LEARNING TARGETS

- a) I know how to recognize and use relevant facts.
- b) I know how to narrow or broaden focus on a research topic.
- c) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the research question(s).
- d) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

8. **1112.WR. 8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess **the strengths and limitations of each source in terms of the task, purpose, and audience**; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism **and over reliance on any one** source and following a standard format for citation.

LEARNING TARGETS

- a) I know how to assess the strengths and limitations of sources in regard to task, purpose, and audience.
- b) I know how to selectively integrate a variety of sources into writing.
- c) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- d) I can synthesize information gathered from a variety of sources and evaluate information for its relevance to the topic.
- e) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

9. **1112.WR. 9** - Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

a. **1112.WR. 9.a** - Apply **grades 11–12** Reading standards to literature (e.g., “**Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics**”).

LEARNING TARGETS

- a) I know how to draw from text to support analysis, reflection, and research.
- b) I can demonstrate a comprehensive grasp of the significant ideas of literary works across various time periods.
- c) I can support statements with evidence from the text.
- d) I can demonstrate an awareness of the author's style and an appreciation of the effects created.
- e) I can identify and assess the impact of ambiguities, nuances, and complexities within text(s).
- f) I can compare and contrast the presentation of similar theme or topic across various time periods.

b. **WR. 9.b** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies]”).

LEARNING TARGETS

- a) I know how to gather and draw evidence from literary and informational texts to support analysis, reflection and research using advanced searches.
- b) I know how to selectively integrate a variety of sources into writing.
- c) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- d) I can synthesize information gathered from a variety of print and digital sources and evaluate information for its relevance to the topic.
- e) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

Range of Writing

10. **1112.WR. 10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING TARGETS

- a) I know how to write over extended and shorter time frames.
- b) I know how to write for a range of tasks, purposes and audiences.
- c) I know how to evaluate my work for technical mistakes as well as content.
- d) I know how to apply the editing process.
- e) I can routinely use the 6+1 Traits of Writing model to research, write, reflect and revise.
- f) I can write routinely in a short term time frame (e.g. journal, timed write, essay response, etc.).
- g) I can routinely edit my work to create multiple drafts.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grades 11–12** topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. **1112.SL. 1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LEARNING TARGETS

- a) I know how to initiate and participate effectively in a range of collaborative discussions.
- b) I can read and research to prepare for and participate in discussions.
- c) I can refer to text and present evidence from other research to participate in a range of discussions.

b. **1112.SL. 1.b** - Work with peers **to promote civil, democratic discussions** and decision-making, set clear goals and deadlines, and establish individual roles as needed.

LEARNING TARGETS

- a) I know that there are a variety of roles and responsibilities in discussions.
- b) I can work with peers to promote civil, democratic discussions and decision-making.
- c) I can set clear goals and deadlines and establish and fulfill individual roles as needed.
- d) I can build on the ideas of others and contribute relevant information or ideas.

c. **1112.SL.1.c** - Propel conversations by posing and responding to questions **that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.**

LEARNING TARGETS

- a) I know that diversity of ideas propels discussion.
- b) I know how to think critically to contribute to discussions.
- c) I can pose and respond to stimulating questions to propel discussions.
- d) I can use reasoning and evidence to clarify, verify, or challenge ideas and conclusions.
- e) I can promote and encourage divergent and creative perspectives in discussions.

d. **1112.SL. 1.d** - Respond thoughtfully to diverse perspectives; **synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.**

LEARNING TARGETS

- a) I know the importance of objectivity when synthesizing discussions.
- b) I can synthesize and respond thoughtfully to diverse perspectives in discussions.
- c) I can determine when to add additional information to deepen discussion.
- d) I can clarify information to resolve contradictions.

2. **1112.SL. 2** - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) **in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**

LEARNING TARGETS

- a) I know how to evaluate sources for credibility and accuracy.
- b) I know how to use multiple sources to make informed decisions and solve problems.
- c) I can evaluate the credibility and accuracy of sources.
- d) I can recognize discrepancies among data.
- e) I can synthesize and assess multiple sources to make informed decisions and solve problems.

3. **1112.SL. 3** - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, **assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**

LEARNING TARGETS

- a) I know the criteria used to evaluate a speaker.
- b) I can evaluate devices used to support assertions such as appealing to logic through reasoning, appealing to emotion or ethical belief, or relating a personal anecdote, case study, or analogy.
- c) I can analyze types of arguments, including argument by causation, analogy, authority, emotion, and the use of sweeping generalization.
- d) I can observe a variety of criteria (e.g. clarity, accuracy, bias, relevance of facts, tone, point of view, word choice, points of emphasis) to evaluate speaking.

Presentation of Knowledge and Ideas

4. **1112.SL. 4** - Present information, findings, and supporting evidence, **conveying a clear and distinct perspective**, such that listeners can follow the line of reasoning, **alternative or opposing perspectives are addressed**, and the organization, development, substance, and style are appropriate to purpose, audience, and **a range of formal and informal tasks.**

LEARNING TARGETS

- a) I know how to present for a variety of audiences and purposes.
- b) I can exhibit a logical structure appropriate to audience, context, and purpose.

- c) I can choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language).
- d) I can convey a clear and distinct perspective while speaking.
- e) I can effectively address alternative or opposing perspectives.
- f) I can present using a range of formal and informal tasks.

5. **112.SL. 5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LEARNING TARGETS

- a) I know where to find multiple forms of digital media.
- b) I know when to use a variety of digital media to enhance or support my presentation.
- c) I use digital media to enhance, support, explain, and add interest to a presentation.
- d) I can identify the methods in which media influences individuals and societies.
- e) I can reflect on my use of media and its value and appropriateness.

6. **112.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I know how to adapt speech to a variety of contexts and tasks.
- b) I can create oral presentations that are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context, and occasion.
- c) I can apply delivery techniques, both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and non-verbal (e.g., gestures, facial expressions, eye contact).
- d) I can demonstrate a command of formal English when indicated and appropriate.
- e) I can avoid distracting delivery behaviors (e.g., excessive verbal pauses, fidgeting, "like um ah").
- f) I can document ideas used from outside sources using appropriate formats (e.g., citing authors, titles, web sites).

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. 112.LS. 1.a - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

LEARNING TARGETS

- a) I know that language is dynamic and always changing.
- b) I can use current standards of English grammar.

b. 112.LS. 1.b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Resolve issues of complex or contested usage,

consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

LEARNING TARGETS

- a) I know that there are resources to consult for grammar usage issues.
- b) I can use appropriate resources to resolve grammatical issues.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 1112.LS. 2.a - Observe hyphenation conventions.

LEARNING TARGETS

- a) I know hyphenation conventions.
- b) I can use hyphens correctly.

b. 1112.LS. 2.b - Spell correctly.

LEARNING TARGETS

- a) I know how to spell.
- b) I can spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. 1112.LS. 3.a - Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

LEARNING TARGETS

- a) I know syntax impacts the meaning of text.
- b) I know there are resources I can consult for help with syntax.
- c) I can vary syntax for effect.
- d) I can use syntactical references when needed.
- e) I can analyze how syntax is used in text.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grades 11–12** reading and content, choosing flexibly from a range of strategies.

a. 1112.LS. 4.a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I know context provides clues to the meanings of words.
- b) I can use context to determine meaning of multiple-meaning words and phrases.

b. 1112.LS. 4.b - Identify and correctly use patterns of word changes that indicate different

meanings or parts of speech (e.g., *conceive, conception, conceivable*).

LEARNING TARGETS

- a) I know common prefixes, roots, and suffixes.
- b) I know how changes of prefixes, roots, and suffixes impact meaning and parts of speech.
- c) I can identify and analyze prefixes, roots, and suffixes to determine word meaning.

c. **1112.LS. 4.c** - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, **or its standard usage**.

LEARNING TARGETS

- a) I know how to appropriately use reference materials to resolve vocabulary issues.
- b) I can use appropriate references to determine pronunciation, part of speech and etymology, and clarify definitions and standard usage of words.

d. **1112.LS. 4.d** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LEARNING TARGETS

- a) I know words have both denotative and connotative meanings.
- b) I can determine the denotation and connotation of words by using context or consulting appropriate resources.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. **1112.LS. 5.a** - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

LEARNING TARGETS

- a) I know figurative language and word choice contribute to the meaning of text.
- b) I can identify literary devices and explain their impact on style.
- c) I can identify imagery and figurative language and sound devices used in a variety of texts.
- d) I can use precise word choice to convey proper nuance and relationship.

b. **1112.LS. 5.b** - Analyze nuances in the meaning of words with similar denotations.

LEARNING TARGETS

- a) I know synonyms have different nuances.
- b) I can analyze nuances among synonyms.

6. **1112.LS. 6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I know how to consult proper resources to gather vocabulary knowledge.
- b) I can acquire and use appropriate vocabulary for a variety of audiences, purposes, and formats.

ENGLISH 1 READING

GRADE 9

Units of Credit: One Year

Prerequisite: None

Course Overview:

MCPS English Language Arts teaching and learning in ninth grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

In ninth grade, students study fiction, nonfiction, poetry, and drama through the use of the freshman themes: Perseverance, Overcoming Obstacles, Interpersonal Relationships, and Identity. Guiding questions ignite student interest, connect themes to relevant issues, and allow for student-directed learning. Students build skills with guided support in analyzing literature, comprehending literary nonfiction, writing for a variety of text types and purposes, collaborating with peers, and creating multi-media presentations. In addition to whole-class texts (both fiction and non-fiction), students independently read works related to common themes.

Grade 9 English students study young adult and classic literature while considering the importance of historical and cultural context. Students gain personal insight as they explore prose and poetry. A close study of literary works encourages students to become aware of the author's views of literature itself - literary forms, language, and relationship to reality. Additionally, through collaboration in seminar discussions, students consider the relationship between local, relevant concerns, and universal questions.

Students use the foundation derived from literary analysis, discussion of historical and cultural contexts, and class conversations to further research questions related to themes. Students then disseminate information through multi-media presentations and publication of written work. Because publishing standards require excellent English grammar and mechanical skills, students improve these skills in an integrated, long-lasting manner.

Major Themes:

- Perseverance
- Overcoming Obstacles

- Interpersonal Relationships
- Identity

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Reading Standards for Literature

Key Ideas and Details

1. **910.RL. 1** - Cite **strong and thorough** textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, **including works by and about American Indians**.

LEARNING TARGETS

- I can utilize the reading comprehension strategies to "text-code" and annotate the text as I read.
- I can use examples from the text to explain the explicit meaning, as well as the inferential meaning of the text.
- I can code and annotate the text to find multiple points of evidence to support my analysis of the text.
- I can recognize cultural perspectives implied from the text.

2. **910.RL. 2** - Determine a theme or central idea of a text, **including those by and about American Indians**, and analyze **in detail** its development over the course of the text, **including how it emerges and is shaped and refined by specific details; provide an objective summary of the text**.

LEARNING TARGETS

- I can analyze how a theme or central idea changes over the course of the text.
- I can determine how specific details shape and develop the theme or main idea of the text.
- I can craft a summary of the text (e.g. written, oral, or by illustration).

3. **910.RL. 3** - Analyze how **complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, including those of American Indians, interact with other characters, and advance the plot or develop the theme**.

LEARNING TARGETS

- I can differentiate character motivations and analyze how those motivations influence the theme or story.
- I can explain how these characters change over the course of the story.
- I can pinpoint how character interactions influence the plot or theme.

Craft and Structure

4. **910.RL. 4** - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze **the cumulative** impact of specific word choices on

meaning and tone

LEARNING TARGETS

- a) I can define the figurative and connotative meanings of specific word(s) from the text.
- b) I can explain how the choice of specific words influences the story.
- c) I can determine the author's tone through the language used.
- d) I can create meaning from the context of the text.

5. 910.RL. 5 - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

LEARNING TARGETS

- a) I can identify the plot structure(s) of a text.
- b) I can examine how the structure of the text creates an emotional response in the reader.

6. 910.RL. 6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

LEARNING TARGETS

- a) I can identify what a cultural experience is and evaluate how it influences the text.
- b) I can compare and contrast a cultural experience or point of view from a text, to my own experiences.
- c) I can compare cultural texts from all over the world.

Integration of Knowledge and Ideas

7. 910.RL. 7 - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

LEARNING TARGETS

- a) I can identify a key scene or character in a text.
- b) I can critique how a key scene or character is treated differently in various forms (e.g. a painting and a song)
- c) I can identify what is emphasized or what is missing in the artistic interpretation of the text.

8. (Not applicable to literature)

9. 910.RL. 9 - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare or how American Indian stories and oral histories appear in contemporary works, such as James Welch's *Fools Crow*, and how the author retells the Pikuni traditional story, "Star Boy").

LEARNING TARGETS

- a) I can locate or infer references to source materials (e.g., Simon in *Lord of the Flies* as a Christ figure, or Blake's reference in stanza five of *The Tyger* to the battle in heaven).

- b) I can code the text to identify and keep track of source materials.
- c) I can interpret how the author uses source materials to add to or change a text.

Range of Reading and Level of Text Complexity

10. 910.RL. 10 - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed and with guided support. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band with guided support.

LEARNING TARGETS

- a) I can read books at the 9th grade level proficiently with some help as needed.
- b) I can analyze poetic forms.
- c) I can analyze subgenres that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- d) I can monitor my reading comprehension and employ the comprehension strategies as needed.

Reading Standards for Informational Text

Key Ideas and Details

1. 910.RI. 1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LEARNING TARGETS

- a) I can utilize the reading comprehension strategies to "text-code" and annotate the text as I read.
- b) I can use examples from the text to explain the explicit meaning, as well as the inferential meaning of the text.
- c) I can code and annotate the text to find multiple points of evidence to support my analysis of the text.
- d) I can recognize cultural perspectives implied or inferred from the text.

2. 910.RI. 2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LEARNING TARGETS

- a) I can identify the main point of a text.
- b) I can explain how the main point develops over time through the use of specific details.
- c) I can present my findings in an objective summary (e.g. written, oral, through drawing, etc.).
- d) I can determine the important details and information in a text to include in a summary.

3. 910.RI. 3 - Analyze how **the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.**

LEARNING TARGETS

- a) I can explain connections between points made in an analysis or series of ideas.
- b) I can demonstrate how the presentation of ideas, order of events, or analysis changes over the course of the text.
- c) I can draw connections between my life, the world, and other things I have read.

Craft and Structure

4. 910.RI. 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., **how the language of a court opinion differs from that of a newspaper, or how American Indian treaty language differs from everyday speech**).

LEARNING TARGETS

- a) I can define the figurative, connotative, and technical meanings of words in the text.
- b) I can show that word choice varies greatly by text and changes how the text is interpreted or feels.
- c) I can create meaning from the context.

5. 910.RI. 5 - Analyze in **detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).**

LEARNING TARGETS

- a) I can extract the author's ideas and claims from the text.
- b) I can show how different parts of the text build to develop the author's ideas or claims.
- c) I can make connections and draw inferences between sections of the text to deepen my understanding.

6. 910.RI. 6 - Determine an author's point of view or purpose in a text and analyze how an author **uses rhetoric to advance that point of view or purpose.**

LEARNING TARGETS

- a) I can determine an author's point of view or purpose in a text.
- b) I can analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

7. 910.RI. 7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

LEARNING TARGETS

- a) I can make connections between accounts in multiple formats and compare and contrast them.
- b) I can appraise which details are significant in each format.

8. **910.RI. 8** - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; **identify false statements and fallacious reasoning.**

LEARNING TARGETS

- a) I can evaluate the author's argument to determine validity and relevance.
- b) I can determine whether the author has sufficient and relevant evidence to support his/her claims.
- c) I can identify false statements or faulty evidence presented by the author.
- d) I can code and annotate the text to find relevant details and evidence.

9. **910.RI. 9** - Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

LEARNING TARGETS

- a) I can examine themes and/or concepts in various seminal documents.
- b) I can compare and contrast themes in seminal documents to one another.
- c) I can draw connections between the text, the world, and my own experience.

Range of Reading and Level of Text Complexity

10. **910.RI. 10** - By the end of **grade 9**, read and comprehend literary nonfiction in the grades 9–10 text complexity band **proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.**

LEARNING TARGETS

- a) I can read informational texts at the 9th grade level proficiently with some help as needed.
- b) I can analyze literary nonfiction with guided support.
- c) I can monitor my reading comprehension and employ the comprehension strategies as needed.

Writing Standards

Text Types and Purposes

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

a. **910.WR. 1.a** - Introduce **precise claim(s)**, distinguish the claim(s) from alternate or opposing claims, **and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.**

LEARNING TARGETS

- a) I can write a clear and precise claim.
- b) I can distinguish my claim from the claims of others.
- c) I can organize the evidence needed to support my claim.

- d) I can create a structure that shows a relationship between claims and counterclaims using evidence and sound reasoning.

b. 910.WR. 1.b - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence: **Develop** claim(s) and **counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.**

LEARNING TARGETS

- a) I can justify my claim by highlighting its strengths and addressing its weaknesses.
- b) I can use evidence to support my claim and cite it properly, if appropriate.
- c) I can introduce my claim, and introduce the counterclaims fairly and accurately.
- d) I can prove my claim is valid through comparison to the counterclaim.

c. 910.WR. 1.c - Use words, phrases, and clauses to **link the major sections of the text**, create cohesion, and clarify the relationships **between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.**

LEARNING TARGETS

- a) I can construct relationships between claims and counterclaims, evidence, and reason.
- b) I can develop unity and consistency in the text with words and structures.
- c) I can write for the appropriate audience, using effective transitions, words, phrases, and clauses.

d. 910.WR. 1.d - Establish and maintain a formal style **and objective tone while attending to the norms and conventions of the discipline in which they are writing.**

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

e. 910.WR. 1.e - Provide a concluding statement or section that follows from and supports the argument presented.

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion derived from my argument.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **910.WR. 2.a** - Introduce a topic; organize **complex** ideas, concepts, and information **to make important connections and distinctions**; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I can develop a thesis.
- b) I can create an organized structure that is appropriate to the purpose of my writing.
- c) I can insert graphics, multimedia or illustrations in the correct format when appropriate.
- d) I can clearly show my reader connections and distinctions in my topic to help my reader understand.

b. **910.WR. 2.b** - Develop the topic with **well-chosen**, relevant, and **sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.**

LEARNING TARGETS

- a) I can determine how much information is necessary to develop my topic.
- b) I can evaluate which information is appropriate to use for my intended audience.
- c) I correctly use quotations, definitions, examples, and other evidence to develop my topic.

c. **910.WR. 2.c** - Use appropriate and varied transitions to **link the major sections of the text**, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING TARGETS

- a) I can effectively combine major sections of text and clarify relationships using clear transitions.

d. **910.WR. 2.d** - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

LEARNING TARGETS

- a) I can self-edit to ensure my vocabulary appropriately matches the topic.
- b) I use good vocabulary to enhance and clarify a complex topic.

e. **910.WR. 2.e** - Establish and maintain a formal style **and objective tone while attending to the norms and conventions of the discipline in which they are writing.**

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

f. **910.WR. 2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (**e.g., articulating implications or the significance of the topic**).

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion that supports the explanation.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **910.WR. 3.a** - Engage and orient the reader by **setting out a problem, situation, or observation**, establishing **one or multiple** point(s) of view, and introducing a narrator and/or characters; **create a smooth progression of experiences or events**.

LEARNING TARGETS

- a) I can convey an experience that is real or imagined using time as a structure.
- b) I can establish multiple points of view.
- c) I can develop a clear order of events.

b. **910.WR. 3.b** - Use narrative techniques, such as dialogue, pacing, description, reflection, **and multiple plot lines**, to develop experiences, events, and/or characters.

LEARNING TARGETS

- a) I can use a variety of techniques to create an engaging and multi-layered narrative.
- b) I can develop experiences, events, and/or characters.
- c) I can use narrative techniques such as dialogue, pacing, descriptions, reflection, and multiple plot lines.
- d) I can create multiple drafts with significant revisions to critique my own work.
- e) I can apply my editing knowledge to the work of others.

c. **910.WR. 3.c** - Use a variety of **techniques to sequence events so that they build on one another to create a coherent whole**.

LEARNING TARGETS

- a) I can effectively use the following to create a well organized and dynamic narrative: parallel plot lines, multiple plot lines, multiple points of view, dialogue, flashbacks, or foreshadowing, etc.

d. **910.WR. 3.d** - Use precise words and phrases, **telling** details, and sensory language to **convey a vivid picture** of the experiences, events, **setting, and/or characters**.

LEARNING TARGETS

- a) I can use a variety of specific sensory details to create a clear and engaging picture of characters, events, and setting.
- b) I can use precise word choice in creative and vivid ways to convey a vivid picture of the experiences, events, setting, and/or characters.

- c) I can choose precise words and phrases, including sensory details and figurative language.

e. **910.WR. 3.e** - Provide a **conclusion** that follows from and **reflects on what is experienced, observed, or resolved over the course of the narrative.**

LEARNING TARGETS

- a) I can address/resolve earlier conflicts or experiences to create a logical ending.
- b) I can reflect on my writing to provide a satisfying conclusion.
- c) I can reinforce narrative form and style choices.
- d) I can reflect on what is experienced, observed, and resolved in a narrative conclusion.

Production and Distribution of Writing

4. **910.WR.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I can produce writing that is clearly organized and appropriate to task, purpose, and audience.

5. **910.WR.5** - **Develop and strengthen** writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on **addressing what is most significant for a specific purpose and audience.**

LEARNING TARGETS

- a) I can analyze strength and weaknesses in my writing and implement suggestions to improve my writing.
- b) I can use the 6 Traits of Writing throughout the prewriting, drafting, revision, proofreading, and editing of my writing.
- c) I can analyze models of effective writing and similar strategies to improve my writing.
- d) I can use information from reference materials for creating, revising, editing, and publishing throughout the writing process.
- e) I can use technology to create, revise, edit, and publish throughout the writing process.
- f) I can analyze my own writing to understand how to improve.
- g) I can analyze published pieces to understand how to improve my writing.
- h) I can write effectively for particular audiences and purposes.

6. **910.WR. 6** - Use technology, including the Internet, to produce, publish, and **update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**

LEARNING TARGETS

- a) I can utilize technology to collaborate and create multiple formats for presenting information.
- b) I can use technology to create an electronic portfolio.
- c) I can evaluate which technology is appropriate when creating individual and shared writing products.
- d) I can apply the editing process to my work.

Research to Build and Present Knowledge

7. 910.WR. 7 - Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the research question(s).
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

8. 910.WR. 8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LEARNING TARGETS

- a) I can synthesize relevant information from a variety of sources into my text selectively.
- b) I can tailor my writing to be organized and flow well.
- c) I can utilize advanced searches, indexes, and other tools to gather relevant and appropriate materials to support my writing.

9. Draw evidence from literary or informational texts, including American Indian texts, to support analysis, reflection, and research.

a. 910.WR. 9.a - Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]” and as in James Welch’s “Fools Crow,” the author retells the Pikuni traditional story, “Star Boy.”).

LEARNING TARGETS

- a) I can use specific examples from literature to support my claim in my writing or opinion about the text.
- b) I can demonstrate an awareness of the author’s style or tone.
- c) I can identify various techniques used by the author and employ them in my writing.
- d) I can use details from the text to develop a central idea in my writing.

b. 910.WR. 9.b - Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

LEARNING TARGETS

- a) I can use specific examples from the text to support my claim in my writing or opinion about the text.

- b) I can demonstrate an awareness of the author's claim, counterclaims, or main ideas.
- c) I can identify various techniques used by the author and employ them in my writing.
- d) I can use details from the text to develop a central idea in my writing.
- e) I can critique how the author uses evidence to support their claims.

Range of Writing

10. **910.WR. 10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) **for a range of tasks**, purposes, and audiences.

LEARNING TARGETS

- a) I can routinely use the 6 Traits of Writing model to research, write, reflect, and revise.
- b) I can write routinely in a short term time frame (e.g. journal, timed write, essay response, etc.).
- c) I can routinely edit my work to create multiple drafts.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Initiate and participate** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grades 9–10** topics, texts, and issues, building on others' ideas and expressing their own clearly and **persuasively**.

a. **910.SL.1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence **from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas**.

LEARNING TARGETS

- a) I can initiate a conversation in a variety of ways (e.g. ask questions, reflect on the text, connect personally, etc.).
- b) I can connect others' ideas to my own and logically respond to them with support from the text(s).

b. **910.SL.1.b** - **Work with peers to set** rules for collegial discussions and decision-making, **clear goals** and deadlines, and individual roles as needed.

LEARNING TARGETS

- a) I can engage my peers in a respectful and professional manner.
- b) I can self-edit and know when to speak and when to let others speak.
- c) I can collaborate with a group and work independently when needed.
- d) I can organize my time to set clear goals and meet deadlines.

c. **910.SL. 1.c** - **Propel conversations** by posing and responding to questions that **relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions**.

LEARNING TARGETS

- a) I can draw connections between the topic at hand the world at large.

- b) I can restate my opinion or thoughts in different ways for purposes of clarity.
- c) I can ask relevant questions and make observations about other's opinions to contribute to the discussion.
- d) I can encourage and question other speakers to draw them further into the discussion.

d. 910.SL. 1.d - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LEARNING TARGETS

- a) I can draw inferences from other speakers' points to make new conclusions.
- b) I can be respectful towards other speakers in discussions.
- c) I can identify points of agreement and disagreement.

2. 910.SL. 2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LEARNING TARGETS

- a) I can find and use information in a variety of formats (visual, oral, media arts, etc.).
- b) I can determine if each source is credible.

3. 910.SL. 3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LEARNING TARGETS

- a) I can identify and evaluate a speaker's point of view.
- b) I can determine when speakers are using rhetoric, unsound reasoning, or exaggeration.

Presentation of Knowledge and Ideas

4. 910.SL. 4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LEARNING TARGETS

- a) I can present information in a clear and logical order, using well structured examples to support my reasoning.
- b) I can convey a clear and distinct perspective when speaking.
- c) I can match my style and materials appropriately to the audience.

5. 910.SL. 5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LEARNING TARGETS

- a) I can use digital media to enhance, support, explain, and add interest to a presentation.
- b) I can identify the methods in which media influences individuals and societies.
- c) I can reflect on my use of media and its value and appropriateness.

6. **910.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I can change my speech as a result of audience and task.
- b) I can use the English language correctly and formally.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. 910.LS. 1.a - Use parallel structure.

LEARNING TARGETS

- a) I can demonstrate my ability to write and speak using appropriate structures in words, phrases, and clauses.

b. 910.LS. 1.b - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

LEARNING TARGETS

- a) I can write and present various types of phrases and clauses correctly to add interest and variety to my work.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 910.LS. 2.a - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

LEARNING TARGETS

- a) In writing, I can demonstrate my understanding of standard English by linking two or more independent clauses correctly with a semicolon.

b. 910.LS. 2.b - Use a colon to introduce a list or quotation.

LEARNING TARGETS

- a) In writing, I can demonstrate my command of English and punctuation by using a colon to introduce lists or quotations.

c. 910.LS. 2.c - Spell correctly.

LEARNING TARGETS

- a) I can spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. 910.LS. 3.a - Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

LEARNING TARGETS

- a) I can edit my work to adhere to the appropriate style manual.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

a. 910.LS. 4.a - Use context (e.g., **the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**

LEARNING TARGETS

- a) I can use context to determine the meaning of words, phrases, or words with multiple meanings.

b. 910.LS. 4.b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

LEARNING TARGETS

- a) I can correctly use prefixes and suffixes to change root words.

c. 910.LS. 4.c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, **or its etymology.**

LEARNING TARGETS

- a) I can use reference materials to: pronounce words, determine meaning or clarify other information such as part of speech or etymology.

d. 910.LS. 4.d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LEARNING TARGETS

- a) I can infer the meaning of a word from the context or a reference tool.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. 910.LS. 5.a - Interpret figures of speech (e.g., **euphemism, oxymoron) in context **and analyze their role in the text**.**

LEARNING TARGETS

- a) I can find particular figures of speech and analyze their role in creating depth and meaning in the text.

b. 910.LS. 5.b - Analyze nuances in the meaning of words with similar denotations.

LEARNING TARGETS

- a) I can analyze nuances among synonyms.

6. 910.LS.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I can acquire and use appropriate vocabulary for a variety of audiences, purposes, and formats.

ENGLISH 2 READING GRADE 10

Units of Credit: One Year

Prerequisites: English 1 Reading

Course Overview:

MCPS English Language Arts teaching and learning in Tenth Grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

In tenth grade, students study fiction, nonfiction, poetry, and drama through the use of the sophomore themes: Tolerance, Cultural Awareness, and Social/Political Awareness. Guiding questions ignite student interest, connect themes to relevant issues, and allow for student-directed learning. Students build skills with guided support in analyzing literature, comprehending literary nonfiction, writing for a variety of text types and purposes, collaborating with peers, and creating multi-media presentations. In addition to whole-class texts (both fiction and non-fiction), students independently read works related to common themes.

Grade 10 English students study young adult and classic literature while considering the importance of historical and cultural context. Students gain personal insight as they explore prose and poetry. A close study of literary works encourages students to become aware of the author's views of literature itself - literary forms, language, and relationship to reality. Additionally, through collaboration in seminar discussions, students consider the relationship between local, relevant concerns and universal questions.

Students use the foundation derived from literary analysis, discussion of historical and cultural contexts, and class conversations to further research questions related to themes. Students then disseminate information through multi-media presentations and publication of written work. Because publishing standards require excellent English grammar and mechanical skills, students improve these skills in an integrated, long-lasting manner.

Major Themes:

- Tolerance
- Cultural Awareness
- Social/Political Awareness

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Reading Standards for Literature

Key Ideas and Details

1. **910.RL. 1** - Cite **strong and thorough** textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, **including works by and about American Indians**.

LEARNING TARGETS

- a) I can utilize the reading comprehension strategies to "text-code" and annotate the text as I read.
- b) I can use examples from the text to explain the explicit meaning, as well as the inferential meaning of the text.
- c) I can code and annotate the text to find multiple points of evidence to support my analysis of the text.
- d) I can recognize cultural perspectives implied from the text.

2. **910.RL. 2** - Determine a theme or central idea of a text, **including those by and about American Indians**, and analyze **in detail** its development over the course of the text, **including how it emerges and is shaped and refined by specific details; provide an objective summary of the text**.

LEARNING TARGETS

- a) I can analyze how a theme or central idea changes over the course of the text.
- b) I can determine how specific details shape and develop the theme or main idea of the text.
- c) I can craft a summary of the text (e.g. written, oral, or by illustration).

3. **910.RL.3** - Analyze how **complex characters (e.g., those with multiple or conflicting motivations)** develop over the course of a text, **including those of American Indians, interact with other characters, and advance the plot or develop the theme**.

LEARNING TARGETS

- a) I can differentiate character motivations and analyze how those motivations influence the theme or story.
- b) I can explain how these characters change over the course of the story.
- c) I can pinpoint how character interactions influence the plot or theme.

Craft and Structure

4. **910.RL. 4** - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze **the cumulative** impact of specific word choices on meaning and tone

LEARNING TARGETS

- a) I can define the figurative and connotative meanings of specific word(s) from the text.

- b) I can explain how the choice of specific words influences the story.
- c) I can determine the author's tone through the language used.
- d) I can create meaning from the context of the text.

5. 910.RL. 5 - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

LEARNING TARGETS

- a) I can identify the plot structure(s) of a text.
- b) I can examine how the structure of the text creates an emotional response in the reader.

6. 910.RL. 6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

LEARNING TARGETS

- a) I can identify what a cultural experience is and evaluate how it influences the text.
- b) I can compare and contrast a cultural experience or point of view from a text, to my own experiences.
- c) I can compare cultural texts from all over the world.

Integration of Knowledge and Ideas

7. 910.RL. 7 - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

LEARNING TARGETS

- a) I can identify a key scene or character in a text.
- b) I can critique how a key scene or character is treated differently in various forms (e.g. a painting and a song).
- c) I can identify what is emphasized or what is missing in the artistic interpretation of the text.

8. *(Not applicable to literature)*

9. 910.RL. 9 - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare or how American Indian stories and oral histories appear in contemporary works, such as James Welch's *Fools Crow*, and how the author retells the Pikuni traditional story, "Star Boy").

LEARNING TARGETS

- a) I can locate or infer references to source materials (e.g., Simon in *Lord of the Flies* as a Christ figure, or Blake's reference in stanza five of *The Tyger* to the battle in heaven).
- b) I can code the text to identify and keep track of source materials.
- c) I can interpret how the author uses source materials to add to or change a text.

Range of Reading and Level of Text Complexity

10. 910.RL. 10 - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed and with guided support. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band with guided support.

LEARNING TARGETS

- a) I can read books at the 10th grade level with guided support.
- b) I can analyze poetic forms.
- c) I can analyze subgenres that are used in poetry, prose, plays, novels, short stories, essays and other basic genres.
- d) I can monitor my reading comprehension and employ the comprehension strategies as needed.

Reading Standards for Informational Text

Key Ideas and Details

1. 910.RI. 1 - Cite **strong and thorough** textual evidence **to support** analysis of what the text says explicitly as well as inferences drawn from the text.

LEARNING TARGETS

- a) I can utilize the reading comprehension strategies to "text-code" and annotate the text as I read.
- b) I can use examples from the text to explain the explicit meaning, as well as the inferential meaning of the text.
- c) I can code and annotate the text to find multiple points of evidence to support my analysis of the text.
- d) I can recognize cultural perspectives implied or inferred from the text.

2. 910.RI. 2 - Determine a central idea of a text and analyze its development over the course of the text, including **how it emerges and is shaped and refined by specific details**; provide an objective summary of the text.

LEARNING TARGETS

- a) I can identify the main point of a text.
- b) I can explain how the main point develops over time through the use of specific details.
- c) I can present my findings in an objective summary (e.g. written, oral, through drawing, etc.).
- d) I can determine the important details and information in a text to include in a summary.

3. 910.RI. 3 - Analyze how **the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.**

LEARNING TARGETS

- a) I can explain connections between points made in an analysis or series of ideas.

- b) I can demonstrate how the presentation of ideas, order of events, or analysis changes over the course of the text.
- c) I can draw connections between my life, the world, and other things I have read.

Craft and Structure

4. **910.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., **how the language of a court opinion differs from that of a newspaper**).

LEARNING TARGETS

- a) I can define the figurative, connotative, and technical meanings of words in the text.
- b) I can show that word choice varies greatly by text and changes how the text is interpreted or feels.
- c) I can create meaning from the context.

5. **910.RI. 5** - Analyze **in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text** (e.g., a section or chapter).

LEARNING TARGETS

- a) I can extract the author's ideas and claims from the text.
- b) I can show how different parts of the text build to develop the author's ideas or claims.
- c) I can make connections and draw inferences between sections of the text to deepen my understanding.

6. **910.RI. 6** - Determine an author's point of view or purpose in a text and analyze how an author **uses rhetoric to advance that point of view or purpose**.

LEARNING TARGETS

- a) I can determine an author's point of view or purpose in a text.
- b) I can analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

7. **910.RI. 7** - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), **determining which details are emphasized in each account**.

LEARNING TARGETS

- a) I can make connections between accounts in multiple formats and compare and contrast them.
- b) I can appraise which details are significant in each format.

8. **910.RI. 8** - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; **identify false statements and fallacious reasoning**.

LEARNING TARGETS

- a) I can evaluate the author's argument to determine validity and relevance.

- b) I can determine whether the author has sufficient and relevant evidence to support his/her claims.
- c) I can identify false statements or faulty evidence presented by the author.
- d) I can code and annotate the text to find relevant details and evidence.

9. 910.RI. 9 - Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

LEARNING TARGETS

- a) I can examine themes and/or concepts in various seminal documents.
- b) I can compare and contrast themes in seminal documents to one another.
- c) I can draw connections between the text, the world, and my own experience.

Range of Reading and Level of Text Complexity

10. 910.RI. 10 - By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

LEARNING TARGETS

- a) I can read informational texts at the 10th grade level with guided support.
- b) I can analyze literary nonfiction with guided support.
- c) I can monitor my reading comprehension and employ the comprehension strategies as needed.

Writing Standards

Text Types and Purposes

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

a. 910.WR. 1.a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

LEARNING TARGETS

- a) I can write a clear and precise claim.
- b) I can distinguish my claim from the claims of others.
- c) I can organize the evidence needed to support my claim.
- d) I can create a structure that shows a relationship between claims and counterclaims using evidence and sound reasoning.

b. 910.WR. 1.b - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence: Develop claim(s) and

counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

LEARNING TARGETS

- a) I can justify my claim by highlighting its strengths and addressing its weaknesses.
- b) I can use evidence to support my claim and cite it properly if appropriate.
- c) I can introduce my claim and represent the counterclaims fairly and accurately.
- d) I can prove my claim is valid through comparison to the counterclaim.

c. **910.WR. 1.c** - Use words, phrases, and clauses to **link the major sections of the text**, create cohesion, and clarify the relationships **between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims**.

LEARNING TARGETS

- a) I can construct relationships between claims and counterclaims, evidence, and reason.
- b) I can develop unity and consistency in the text with words and structures.
- c) I can write for the appropriate audience, using effective transitions, words, phrases, and clauses.

d. **910.WR. 1.d** - Establish and maintain a formal style **and objective tone while attending to the norms and conventions of the discipline in which they are writing**.

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

e. **910.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion derived from my argument.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **910.WR. 2.a** - Introduce a topic; organize **complex** ideas, concepts, and information **to make important connections and distinctions**; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I can develop a thesis.
- b) I can create an organized structure that is appropriate to the purpose of my writing.

- c) I can insert graphics, multimedia or illustrations in the correct format when appropriate.
- d) I can clearly show my reader connections and distinctions in my topic to help my reader understand.

b. **910.WR. 2.b** - Develop the topic with **well-chosen**, relevant, and **sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.**

LEARNING TARGETS

- a) I can determine how much information is necessary to develop my topic.
- b) I can evaluate which information is appropriate to use for my intended audience.
- c) I correctly use quotations, definitions, examples, and other evidence to develop my topic.

c. **910.WR. 2.c** - Use appropriate and varied transitions **to link the major sections of the text**, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING TARGETS

- a) I can effectively combine major sections of text and clarify relationships using clear transitions.

d. **910.WR. 2.d** - Use precise language and domain-specific vocabulary to **manage the complexity** of the topic.

LEARNING TARGETS

- a) I can self-edit to ensure my vocabulary appropriately matches the topic.
- b) I use good vocabulary to enhance and clarify a complex topic.

e. **910.WR. 2.e** - Establish and maintain a formal style **and objective tone while attending to the norms and conventions of the discipline in which they are writing.**

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

f. **910.WR. 2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (**e.g., articulating implications or the significance of the topic**).

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion that supports the explanation.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **910.WR. 3.a** - Engage and orient the reader by **setting out a problem, situation, or observation**, establishing **one or multiple** point(s) of view, and introducing a narrator and/or characters; **create a smooth progression of experiences or events**.

LEARNING TARGETS

- a) I can convey an experience that is real or imagined using time as a structure.
- b) I can establish multiple points of view.
- c) I can develop a clear order of events.

b. **910.WR.3.b** - Use narrative techniques, such as dialogue, pacing, description, reflection, **and multiple plot lines**, to develop experiences, events, and/or characters.

LEARNING TARGETS

- a) I can use a variety of techniques to create an engaging and multi-layered narrative.
- b) I can develop experiences, events, and/or characters.
- c) I can use narrative techniques such as dialogue, pacing, descriptions, reflection, and multiple plot lines.
- d) I can create multiple drafts with significant revisions to critique my own work.
- e) I can apply my editing knowledge to the work of others.

c. **910.WR. 3.c** - Use a variety of **techniques to sequence events so that they build on one another to create a coherent whole**.

LEARNING TARGETS

- a) I can effectively use the following to create a well organized and dynamic narrative: parallel plot lines, multiple plot lines, multiple points of view, dialogue, flashbacks, or foreshadowing, etc.

d. **910.WR. 3.d** - Use precise words and phrases, **telling** details, and sensory language to **convey a vivid picture** of the experiences, events, **setting, and/or characters**.

LEARNING TARGETS

- a) I can use a variety of specific sensory details to create a clear and engaging picture of characters, events and setting.
- b) I can use precise word choice in creative and vivid ways to convey a vivid picture of the experiences, events, setting, and/or characters.
- c) I can choose precise words and phrases, including sensory details and figurative language.

e. **910.WR.3.e** - Provide a **conclusion** that follows from and **reflects on what is experienced, observed, or resolved over the course of the narrative**.

LEARNING TARGETS

- a) I can address/resolve earlier conflicts or experiences to create a logical ending.
- b) I can reflect on my writing to provide a satisfying conclusion.
- c) I can reinforce narrative form and style choices.

- d) I can reflect on what is experienced, observed, and resolved in a narrative conclusion.

Production and Distribution of Writing

4. **910.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I can produce writing that is clearly organized and appropriate to task, purpose, and audience.

5. **910.WR. 5 - Develop and strengthen** writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing **on addressing what is most significant for a specific purpose and audience.**

LEARNING TARGETS

- a) I can analyze strength and weaknesses in my writing and implement suggestions to improve my writing.
- b) I can use the 6 Traits of Writing throughout the prewriting, drafting, revision, proofreading, and editing of my writing.
- c) I can analyze models of effective writing and similar strategies to improve my writing.
- d) I can use information from reference materials for creating, revising, editing, and publishing throughout the writing process.
- e) I can use technology to create, revise, edit, and publish throughout the writing process.
- f) I can analyze my own writing to understand how to improve.
- g) I can analyze published pieces to understand how to improve my writing.
- h) I can write effectively for particular audiences and purposes.

6. **910.WR. 6** - Use technology, including the Internet, to produce, publish, and **update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**

LEARNING TARGETS

- a) I can utilize technology to collaborate and create multiple formats for presenting information.
- b) I can use technology to create an electronic portfolio.
- c) I can evaluate which technology is appropriate when creating individual and shared writing products.
- d) I can apply the editing process to my work.

Research to Build and Present Knowledge

7. **910.WR. 7** - Conduct short **as well as more sustained** research projects to answer a question **or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the research question(s).

- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

8. 910.WR. 8 - Gather relevant information from multiple **authoritative print and** digital sources, **using advanced searches effectively**; assess the **usefulness** of each source in **answering the research question; integrate information into the text selectively to maintain the flow of ideas**, avoiding plagiarism **and following a standard format for citation**.

LEARNING TARGETS

- a) I can synthesize relevant information from a variety of sources into my text selectively.
- b) I can tailor my writing to be organized and flow well.
- c) I can utilize advanced searches, indexes, and other tools to gather relevant and appropriate materials to support my writing.

9. Draw evidence from literary or informational texts, including American Indian texts, to support analysis, reflection, and research.

a. 910.WR. 9.a - Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]” and as in James Welch’s “Fools Crow,” the author retells the Pikuni traditional story, “Star Boy.”).

LEARNING TARGETS

- a) I can use specific examples from literature to support my claim in my writing or opinion about the text.
- b) I can demonstrate an awareness of the author’s style or tone.
- c) I can identify various techniques used by the author and employ them in my writing.
- d) I can use details from the text to develop a central idea in my writing.

b. 910.WR. 9.b - Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is **valid** and the evidence is relevant and sufficient; **identify false statements and fallacious reasoning**”).

LEARNING TARGETS

- a) I can use specific examples from the text to support my claim in my writing or opinion about the text.
- b) I can demonstrate an awareness of the author’s claim, counterclaims, or main ideas.
- c) I can identify various techniques used by the author and employ them in my writing.
- d) I can use details from the text to develop a central idea in my writing.
- e) I can critique how the author uses evidence to support their claims.

Range of Writing

10. **910.WR. 10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) **for a range of tasks, purposes, and audiences.**

LEARNING TARGETS

- a) I can routinely use the 6 Traits Writing model to research, write, reflect, and revise.
- b) I can write routinely in a short term time frame (e.g. journal, timed write, essay response, etc.).
- c) I can routinely edit my work to create multiple drafts.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grades 9–10** topics, texts, and issues, building on others' ideas and expressing their own clearly and **persuasively**.

a. **910.SL. 1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence **from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.**

LEARNING TARGETS

- a) I can initiate a conversation in a variety of ways (e.g. ask questions, reflect on the text, connect personally, etc.).
- b) I can connect others' ideas to my own and logically respond to them with support from the text(s).

b. **910.SL.1.b** - **Work with peers to set** rules for collegial discussions and decision-making, **clear goals** and deadlines, and individual roles as needed.

LEARNING TARGETS

- a) I can engage my peers in a respectful and professional manner.
- b) I can self-edit and know when to speak and when to let others speak.
- c) I can collaborate with a group and work independently when needed.
- d) I can organize my time to set clear goals and meet deadlines.

c. **910.SL. 1.c** - **Propel conversations** by posing **and responding** to questions that **relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.**

LEARNING TARGETS

- a) I can draw connections between the topic at hand and the world at large.
- b) I can restate my opinion or thoughts in different ways for purposes of clarity.
- c) I can ask relevant questions and make observations about other's opinions to contribute to the discussion.
- d) I can encourage and question other speakers to draw them further into the discussion.

d. 910.SL. 1.d - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LEARNING TARGETS

- a) I can draw inferences from other speakers' points to make new conclusions.
- b) I can be respectful towards other speakers in discussions.
- c) I can identify points of agreement and disagreement.

2. 910.SL. 2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LEARNING TARGETS

- a) I can find and use information in a variety of formats (visual, oral, media arts, etc.).
- b) I can determine if each source is credible.

3. 910.SL. 3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LEARNING TARGETS

- a) I can identify and evaluate a speaker's point of view.
- b) I can determine when speakers are using rhetoric, unsound reasoning, or exaggeration.

Presentation of Knowledge and Ideas

4. 910.SL. 4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LEARNING TARGETS

- a) I can present information in a clear and logical order, using well-structured examples to support my reasoning.
- b) I can convey a clear and distinct perspective when speaking.
- c) I can match my style and materials appropriately to the audience.

5. 910.SL. 5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LEARNING TARGETS

- a) I can use digital media to enhance, support, explain, and add interest to a presentation.
- b) I can identify the methods in which media influences individuals and societies.
- c) I can reflect on my use of media and its value and appropriateness.

6. 910.SL. 6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I can change my speech as a result of audience and task.

- b) I can use the English language correctly and formally.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. 910.LS. 1.a - Use parallel structure.

LEARNING TARGETS

- a) I can demonstrate my ability to write and speak using appropriate structures in words, phrases, and clauses.

b. 910.LS. 1.b - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

LEARNING TARGETS

- a) I can write and present various types of phrases and clauses correctly to add interest and variety to my work.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 910.LS. 2.a - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

LEARNING TARGETS

- a) In writing, I can demonstrate my understanding of standard English by linking two or more independent clauses correctly with a semicolon.

b. 910.LS.2.b - Use a colon to introduce a list or quotation.

LEARNING TARGETS

- a) In writing, I can demonstrate my command of English and punctuation by using a colon to introduce lists or quotations.

c. 910.LS. 2.c - Spell correctly.

LEARNING TARGETS

- a) I can spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. 910.LS. 3.a - Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

LEARNING TARGETS

- a) I can edit my work to adhere to the appropriate style manual.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

a. 910.LS. 4.a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I can use context to determine the meaning of words, phrases, or words with multiple meanings.

b. 910.LS. 4.b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

LEARNING TARGETS

- a) I can correctly use prefixes and suffixes to change root words.

c. 910.LS. 4.c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

LEARNING TARGETS

- a) I can use reference materials to: pronounce words, determine meaning, or clarify other information such as part of speech or etymology.

d. 910.LS. 4.d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LEARNING TARGETS

- a) I can infer the meaning of a word from the context or a reference tool.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. 910.LS. 5.a - Interpret figures of speech (e.g., **euphemism, oxymoron**) in context **and analyze their role in the text**.

LEARNING TARGETS

- a) I can find particular figures of speech and analyze their role in creating depth and meaning in the text.

b. 910.LS. 5.b - Analyze nuances in the meaning of words with similar denotations.

LEARNING TARGETS

- a) I can analyze nuances among synonyms.

6. **910.LS. 6** - Acquire and use **accurately general academic** and domain-specific words and phrases, **sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence** in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I can acquire and use appropriate vocabulary for a variety of audiences, purposes, and formats.

ENGLISH 3 READING

GRADE 11

Units of Credit: One Year

Prerequisites: English 2

Course Overview:

MCPS English Language Arts teaching and learning in Eleventh Grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

The English 3 Reading course for eleventh grade is primarily a study of American literature from the colonial period to the twenty-first century. Works will focus on themes centered around the American Dream and Social Justice. With additional support and guided instruction, students come to see a fluid relationship between fiction and non-fiction and have many opportunities to analyze informational texts. Students discuss important works from a variety of genres. They initiate and participate in a range of collaborative discussions and more formal presentations. Students examine the craft of writing and compose and publish informative/explanatory, argumentative, and narrative pieces. They build on their writing skills from previous years, integrating multiple sources and perspectives into their work, reading literary criticism, and writing longer and more complex essays.

Major Themes:

- American Dream
- Social Justice

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Reading Standards for Literature

Key Ideas and Details

1. **1112.RL. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including **determining where the text leaves matters uncertain.**

LEARNING TARGETS

- a) I can synthesize.
- b) I can combine background knowledge with details from the text to draw conclusions.
- c) I can identify which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them.
- d) I can recognize when my understanding breaks down and then apply a strategy to correct it.
- e) I can make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- f) I can analyze an author's implicit and explicit assumptions and beliefs about a subject.

2. **1112.RL. 2** - Determine **two or more** themes or central ideas of a text, including those by and about American Indians, **and analyze their development** over the course of the text, including **how they interact and build on one another to produce a complex account**; provide an objective summary of the text.

LEARNING TARGETS

- a) I can identify multiple themes in a text.
- b) I can analyze the way in which the themes and/or meaning(s) of a selection represent a view or comment on life (including those related to American Indians), using textual evidence to support the claim.
- c) I can provide an objective summary of the text.

3. **1112.RL. 3** - Analyze **the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).**

LEARNING TARGETS

- a) I can analyze the author's use of elements such as setting, plot development, and characters.
- b) I can analyze the author's use of methods of development, e.g., hyperbole, understatement, humor, sarcasm, dialect, diction, tone, dramatic and situational irony.

Craft and Structure

4. **1112.RL. 4** - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, **including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, works by American Indian authors, as well as other authors.)**

LEARNING TARGETS

- a) I can analyze the impact of specific word choices on meaning, tone, originality, and creativity.
- b) I can determine the meaning of words and phrases as they are used in text.

5. 1112.RL. 5 - Analyze how an author's choices concerning how to structure **specific parts** of a text **contribute to its overall structure and meaning as well as its aesthetic** impact.

LEARNING TARGETS

- a) I can analyze the literary devices used to determine the rhetorical and/or aesthetic purposes of a text.
- b) I can evaluate the literary devices used to determine aesthetic purposes of a text.
- c) I can analyze rhetorical devices (arguments, assumptions, fallacies).
- d) I can analyze the way in which meaning is affected by the pattern of organization, repetition of the main ideas, organization of language, and word choice in the text.

6. 1112.RL. 6 - 6. Analyze a **case in which grasping** point of view **requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement), include works by and about American Indians.**

LEARNING TARGETS

- a) I can analyze the author's implicit and explicit treatment of point of view.

Integration of Knowledge and Ideas

7. 1112.RL. 7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

LEARNING TARGETS

- a) I can compare and contrast versions of the same work presented across genres (different types of writing).
- b) I can assess how different versions/genres affect interpretations.

8. *(Not applicable to literature)*

9. 1112.RL. 9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian works, including how two or more texts from the same period treat similar themes or topics.

LEARNING TARGETS

- a) I can compare and contrast the presentation of similar themes and/or topics across genres (different types of writing).
- b) I can explain how a selection of genres shapes and reflects the theme or topic in a specific time period and/or culture.

Range of Reading and Level of Text Complexity

10. **1112.RL. 10** - By the end of **grade 11**, read and comprehend literature, including stories, dramas, and poems, in the **grades 11–CCR** text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of **grade 12**, read and comprehend literature, including stories, dramas, and poems, at the high end of the **grades 11–CCR** text complexity band independently and proficiently.

LEARNING TARGETS

- a) I can read books at the 11th grade level with guided support.
- b) I can read books at the 12th grade level with guided support.
- c) I can analyze poetic forms.
- d) I can analyze subgenres that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- e) I can monitor my reading comprehension and employ the comprehension strategies as needed.

Reading Standards for Informational Text

Key Ideas and Details

1. **1112.RI. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, **including determining where the text leaves matters uncertain**.

LEARNING TARGETS

- a) I can synthesize.
- b) I can combine background knowledge with details from the text to draw conclusions.
- c) I can identify which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them.
- d) I can recognize when my understanding breaks down and then apply a strategy to correct it.
- e) I can make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- f) I can analyze an author's implicit and explicit assumptions and beliefs about a subject.

2. **1112.RI. 2** - Determine **two or more** central ideas of a text and analyze **their** development over the course of the text, including how **they interact and build on one another to provide a complex analysis**; provide an objective summary of the text.

LEARNING TARGETS

- a) I can recognize the organizational structure of a text and how this impacts the development of ideas.
- b) I can recognize how two or more main ideas in a single text can interact.
- c) I can analyze multiple central ideas and their development in a text.

3. **1112.RI. 3** - Analyze a **complex set of ideas or sequence of events** and **explain how specific individuals, ideas, or events interact and develop over the course of the text.**

LEARNING TARGETS

- a) I can identify specific individuals, ideas, and/or events in an informational text.
- b) I can analyze how individuals, ideas, and events interact and develop.

Craft and Structure

4. **1112.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze **how an author uses and refines the meaning of a key term or terms over the course of a text.**

LEARNING TARGETS

- a) I can analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

5. **1112.RI. 5** - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

LEARNING TARGETS

- a) I can evaluate the effectiveness of the organizational structure of an informational text.
- b) I can analyze how the structure of an informational text impacts exposition or argument.

6. **1112.RI. 6** - Determine an author's point of view or purpose in a text, **including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.**

LEARNING TARGETS

- a) I can analyze the literary devices used to develop the point of view, rhetorical, and/or aesthetic purposes of a text.
- b) I can make reasonable assertions about an author's point of view and/or purpose by examining the style and content of a text to determine its quality and effectiveness.

Integration of Knowledge and Ideas

7. **1112.RI. 7** - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LEARNING TARGETS

- a) I can evaluate the usefulness of different media or formats (including primary and secondary sources) to address a question or problem.
- b) I can synthesize the content from several sources or works dealing with a question or a problem.
- c) I can evaluate sources for accuracy, bias, validity, and credibility.

8. 1112.RI. 8 - Delineate and evaluate the **reasoning in seminal U.S. texts including those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies).**

LEARNING TARGETS

- a) I can analyze both the features and rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.
- b) I can identify the premises, purposes, and arguments in informational texts.
- c) I can critique the power, validity, and truthfulness or arguments set forth in public documents.
- d) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.

9. 1112.RI. 9 - Analyze **seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln’s Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features.**

LEARNING TARGETS

- a) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.
- b) I can analyze the presentation of similar themes, purposes, and rhetorical features in historical documents from multiple time periods.

Range of Reading and Level of Text Complexity

10. 1112.RI. 10 - By the end of **grade 11**, read and comprehend literary nonfiction in the grades **11–CCR** text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of **grade 12**, read and comprehend literary nonfiction at the high end of the grades **11–CCR** text complexity band independently and proficiently.

LEARNING TARGETS

- a) I can read informational texts at the 11th grade level independently and proficiently.
- b) I can read informational texts at the 12th grade level independently and proficiently.
- c) I can analyze literary nonfiction independently and proficiently.
- d) I can monitor my reading comprehension and employ the comprehension strategies as needed.

Writing Standards

Text Types and Purposes

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

a. **1112.WR. 1.a** - Introduce precise, **knowledgeable** claim(s), **establish the significance** of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that **logically sequences** claim(s), counterclaims, reasons, and evidence.

LEARNING TARGETS

- a) I can organize ideas and appeals in a sustained and effective fashion.
- b) I can address readers' concerns, counterclaims, biases, and expectations.
- c) I can develop a credible claim.

b. **1112.WR. 1.b** - Develop claim(s) and counterclaims fairly **and thoroughly**, supplying **the most relevant** evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, **values, and possible biases**.

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can adjust my voice, style, and form depending on audience, occasion, and purpose.

c. **1112.WR. 1.c** - Use words, phrases, and clauses **as well as varied syntax** to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LEARNING TARGETS

- a) I can use transitional words and phrases to create cohesion and clarity.

d. **1112.WR. 1.d** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

e. **1112.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion derived from my argument.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **1112.WR. 2.a** - Introduce a topic; organize complex ideas, concepts, and information **so that each new element builds on that which precedes it to create a unified whole**; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I can develop a thesis.
- b) I can create an organizing structure appropriate to purpose, audience, and context.
- c) I can include accurate information from primary and secondary sources and exclude extraneous information.
- d) I can make valid inferences.
- e) I can support judgments with relevant and substantial evidence and well-chosen details.
- f) I can use technical terms and notations correctly.
- g) I can create a coherent conclusion.
- h) I can use a variety of formatting, graphics, and/or technologies to enhance comprehension.
- i) I can organize information by classifying, categorizing, and sequencing, and demonstrate the distinction between one's ideas and the ideas of others.
- j) I can correctly cite my sources.

b. **1112.WR. 2.b** - Develop the topic **thoroughly by selecting the most significant and relevant facts**, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the topic.
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

c. **1112.WR. 2.c** - Use appropriate and varied transitions **and syntax** to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING TARGETS

- a) I can use transitional words and phrases to create cohesion and clarity.

d. **1112.WR. 2.d** - Use precise language, domain-specific vocabulary, and **techniques such as metaphor, simile, and analogy** to manage the complexity of the topic.

LEARNING TARGETS

- a) I can develop a style and an appreciation of the effects created.
- b) I can use precise word choice to explain a topic in creative and vivid ways.
- c) I can choose language (e.g. strong nouns, active verbs, concrete and sensory details, figurative language) appropriate for the topic.

e. **1112.WR. 2.e** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

f. **1112.WR. 2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion that supports the explanation.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **1112.WR. 3.a** - Engage and orient the reader by setting out a problem, situation, or observation and **its significance**, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LEARNING TARGETS

- a) I can create a smooth progression of experiences or events.
- b) I can engage the reader by setting out a problem, situation or observation, and its significance.
- c) I can establish one or more points of view in narrative writing.
- d) I can introduce a narrator and or characters.

b. **1112.WR. 3.b** - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LEARNING TARGETS

- a) I can use a variety of techniques to create an engaging and multi-layered narrative.
- b) I can develop experiences, events, and/or characters.
- c) I can use narrative techniques such as dialogue, pacing, descriptions, reflection, and multiple plot lines.
- d) I can create multiple drafts with significant revisions to critique my own work.
- e) I can apply my editing knowledge to the work of others.

c. **1112.WR. 3.c** - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole **and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).**

LEARNING TARGETS

- a) I can sequence events in multiple ways to build a coherent whole.
- b) I can develop a particular tone and outcome.

d. **1112.WR. 3.d** - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

LEARNING TARGETS

- a) I can use a variety of specific sensory details to create a clear and engaging picture of characters, events, and setting.
- b) I can use precise word choice in creative and vivid ways to convey a vivid picture of the experiences, events, setting, and/or characters.
- c) I can choose precise words and phrases, including sensory details and figurative language.

e. **1112.WR. 3.e** - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LEARNING TARGETS

- a) I can address/resolve earlier conflicts or experiences to create a logical ending.
- b) I can reflect on my writing to provide a satisfying conclusion.
- c) I can reinforce narrative form and style choices.
- d) I can reflect on what is experienced, observed, and resolved in a narrative conclusion.

Production and Distribution of Writing

4. **1112.WR.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I can produce writing that is clearly organized and appropriate to task, purpose, and audience.

5. **1112.WR. 5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LEARNING TARGETS

- a) I can analyze strength and weaknesses in my writing and implement suggestions to improve my writing.
- b) I can use the 6 Traits of Writing throughout the prewriting, drafting, revision, proofreading, and editing of my writing.
- c) I can analyze models of effective writing and similar strategies to improve my writing.
- d) I can use information from reference materials for creating, revising, editing, and publishing throughout the writing process.
- e) I can use technology to create, revise, edit, and publish throughout the writing process.

- f) I can analyze my own writing to understand how to improve.
- g) I can analyze published pieces to understand how to improve my writing.
- h) I can write effectively for particular audiences and purposes.

6. **1112.WR. 6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products **in response to ongoing feedback, including new arguments or information.**

LEARNING TARGETS

- a) I can use technology tools and resources for managing and communicating information in situations individuals encounter in the world.
- b) I can routinely and effectively use online information resources to meet needs for collaboration, research, publication, communication, and productivity.
- c) I can collaborate with peers, experts, and others to communicate new knowledge using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Research to Build and Present Knowledge

7. **1112.WR. 7** - Conduct short as well as more sustained research projects to answer a question (**including a self-generated question**) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the research question(s).
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

8. **1112.WR. 8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess **the strengths and limitations of each source in terms of the task, purpose, and audience**; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism **and over reliance on any one** source and following a standard format for citation.

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly-accepted beliefs and logical reasoning.
- b) I can synthesize information gathered from a variety of sources and evaluate information for its relevance to the topic.
- c) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

9. **1112.WR. 9** - Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

a. 1112.WR. 9.a - Apply **grades 11–12** Reading standards to literature (e.g., “**Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics**”).

LEARNING TARGETS

- a) I can demonstrate a comprehensive grasp of the significant ideas of literary works across various time periods.
- b) I can support statements with evidence from the text,
- c) I can demonstrate an awareness of the author's style and an appreciation of the effects created.
- d) I can identify and assess the impact of ambiguities, nuances, and complexities within text(s).
- e) I can compare and contrast the presentation of a similar theme or topic across various time periods.

b. 1112.WR. 9.b - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. **b. Apply grades 11–12 Reading standards to literary nonfiction** (e.g., “**Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies]**”).

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs and logical reasoning.
- b) I can synthesize information gathered from a variety of print and digital sources and evaluate information for its relevance to the topic.
- c) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

Range of Writing

10. **1112.WR. 10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING TARGETS

- a) I can routinely use the 6 Traits of Writing model to research, write, reflect, and revise.
- b) I can write routinely in a short term time frame (e.g. journal, timed write, essay response, etc.).
- c) I can routinely edit my work to create multiple drafts.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grades 11–12** topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. **1112.SL. 1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LEARNING TARGETS

- a) I can read and research to prepare for and participate in discussions.
- b) I can refer to text and present evidence from other research to participate in a range of discussions.

b. **1112.SL. 1.b** - Work with peers **to promote civil, democratic discussions** and decision-making, set clear goals and deadlines, and establish individual roles as needed.

LEARNING TARGETS

- a) I can work with peers to promote civil, democratic discussions and decision-making.
 - b) I can set clear goals and deadlines and establish and fulfill individual roles as needed.
 - c) I can build on the ideas of others and contribute relevant information or ideas.
- c. **1112.SL. 1.c** - Propel conversations by posing and responding to questions **that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue;** clarify, verify, or challenge ideas and conclusions; **and promote divergent and creative perspectives.**

LEARNING TARGETS

- a) I can pose and respond to stimulating questions to propel discussions.
- b) I can use reasoning and evidence to clarify, verify, or challenge ideas and conclusions.
- c) I can promote and encourage divergent and creative perspectives in discussions.

d. **1112.SL. 1.d** - Respond thoughtfully to diverse perspectives; **synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.**

LEARNING TARGETS

- a) I can synthesize and respond thoughtfully to diverse perspectives in discussions.
- b) I can determine when to add additional information to deepen discussion.
- c) I can clarify information to resolve contradictions.

2. **1112.SL. 2** - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) **in order to make informed decisions and solve problems,** evaluating the credibility and accuracy of each source **and noting any discrepancies among the data.**

LEARNING TARGETS

- a) I can evaluate the credibility and accuracy of sources.
- b) I can recognize discrepancies among data.
- c) I can synthesize and assess multiple sources to make informed decisions and solve problems.

3. **1112.SL. 3** - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, **assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**

LEARNING TARGETS

- a) I can evaluate devices used to support assertions such as appealing to logic through reasoning, appealing to emotion or ethical belief, or relating a personal anecdote, case study, or analogy.
- b) I can analyze types of arguments, including argument by causation, analogy, authority, emotion, and the use of sweeping generalization.
- c) I can observe a variety of criteria (e.g. clarity, accuracy, bias, relevance of facts, tone, point of view, word choice, points of emphasis) to evaluate speaking.

Presentation of Knowledge and Ideas

4. **1112.SL. 4** - Present information, findings, and supporting evidence, **conveying a clear and distinct perspective**, such that listeners can follow the line of reasoning, **alternative or opposing perspectives are addressed**, and the organization, development, substance, and style are appropriate to purpose, audience, and **a range of formal and informal tasks**.

LEARNING TARGETS

- a) I can exhibit a logical structure appropriate to audience, context and purpose.
- b) I can choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language).
- c) I can convey a clear and distinct perspective while speaking.
- d) I can effectively address alternative or opposing perspectives.
- e) I can present using a range of formal and informal tasks.

5. **1112.SL. 5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LEARNING TARGETS

- a) I use digital media to enhance, support, explain, and add interest to a presentation.
- b) I can identify the methods in which media influences individuals and societies.
- c) I can reflect on my use of media and its value and appropriateness.

6. **1112.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I can create oral presentations that are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context, and occasion.
- b) I can apply delivery techniques, both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact).
- c) I can demonstrate a command of formal English when indicated and appropriate.
- d) I can avoid distracting delivery behaviors (e.g., excessive verbal pauses, fidgeting, "like um ah").
- e) I can document ideas used from outside sources using appropriate formats (e.g., citing authors, titles, web sites).

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. 1112.LS. 1.a - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

LEARNING TARGETS

- a) I can use current standards of English grammar.

b. 1112.LS. 1.b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

LEARNING TARGETS

- a) I can use appropriate resources to resolve grammatical issues.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 1112.LS. 2.a - Observe hyphenation conventions.

LEARNING TARGETS

- a) I can use hyphens correctly.

b. 1112.LS. 2.b - Spell correctly.

LEARNING TARGETS

- a) I can spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. 1112.LS. 3.a - Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

LEARNING TARGETS

- a) I can vary syntax for effect.
- b) I can use syntactical references when needed.
- c) I can analyze how syntax is used in text.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

a. 1112.LS. 4.a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I can use context to determine meaning of multiple-meaning words and phrases.

b. 1112.LS. 4.b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

LEARNING TARGETS

- a) I can identify and analyze prefixes, roots, and suffixes to determine word meaning.

c. 1112.LS. 4.c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, **or its standard usage.**

LEARNING TARGETS

- a) I can use appropriate references to determine pronunciation, part of speech and etymology, and clarify definitions and standard usage of words.

d. 1112.LS. 4.d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LEARNING TARGETS

- a) I can determine the denotation and connotation of words by using context or consulting appropriate resources.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. 1112.LS. 5.a - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

LEARNING TARGETS

- a) I can identify literary devices and explain their impact on style.
- b) I can identify imagery and figurative language and sound devices used in a variety of texts.
- c) I can use precise word choice to convey proper nuance and relationship.

b. **1112.LS. 5.b** - Analyze nuances in the meaning of words with similar denotations.

LEARNING TARGETS

- a) I can analyze nuances among synonyms.

6. **1112.LS. 6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I can acquire and use appropriate vocabulary for a variety of audiences, purposes and formats.

ENGLISH 4 READING

GRADE 12

Units of Credit: One Year

Prerequisites: English 3 Reading or English 3

Course Overview:

MCPS English Language Arts teaching and learning in Twelfth Grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

Upon entering the twelfth grade, students have read and discussed literary classics across the major genres and have studied world literature and American literature. With additional support and guided instruction, they continue their study of a variety of genres and see how forms and ideas have changed over time. Works focus on themes centered around self and society and transitions. In their essays and discussions, students may relate a work to its historical circumstances, trace a symbol through a work or works, or consider a moral or philosophical question. Students also examine the craft of writing. Students write argumentative, informative/explanatory, and narrative pieces and build on their writing skills from previous years, integrating multiple sources and perspectives into their work, reading literary criticism, and writing longer and more complex essays.

Major Themes:

- Self and Society
- Transitions

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Reading Standards for Literature

Key Ideas and Details

1. **1112.RL. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including **determining where the text leaves matters uncertain**.

LEARNING TARGETS

- a) I can synthesize.
- b) I can combine background knowledge with details from the text to draw conclusions.
- c) I can identify which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them.
- d) I can recognize when my understanding breaks down and then apply a strategy to correct it.
- e) I can make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- f) I can analyze an author's implicit and explicit assumptions and beliefs about a subject.

2. **1112.RL. 2** - Determine **two or more** themes or central ideas of a text, including those by and about American Indians, **and analyze their development** over the course of the text, including **how they interact and build on one another to produce a complex account**; provide an objective summary of the text.

LEARNING TARGETS

- a) I can identify multiple themes in a text.
- b) I can analyze the way in which the themes and/or meaning(s) of a selection represent a view or comment on life (including those related to American Indians), using textual evidence to support the claim.
- c) I can provide an objective summary of the text.

3. **1112.RL. 3** - Analyze **the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)**.

LEARNING TARGETS

- a) I can analyze the author's use of elements such as setting, plot development, and characters.
- b) I can analyze the author's use of methods of development, e.g., hyperbole, understatement, humor, sarcasm, dialect, diction, tone, dramatic and situational irony.

Craft and Structure

4. **1112.RL. 4** - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, **including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, works by American Indian authors, as well as other authors.)**

LEARNING TARGETS

- a) I can analyze the impact of specific word choices on meaning, tone, originality, and creativity.
- b) I can determine the meaning of words and phrases as they are used in text.

5. 1112.RL. 5 - Analyze how an author's choices concerning how to structure **specific parts** of a text **contribute to its overall structure and meaning as well as its aesthetic** impact.

LEARNING TARGETS

- a) I can analyze the literary devices used to determine the rhetorical and/or aesthetic purposes of a text.
- b) I can evaluate the literary devices used to determine aesthetic purposes of a text.
- c) I can analyze rhetorical devices (arguments, assumptions, fallacies).
- d) I can analyze the way in which meaning is affected by the pattern of organization, repetition of the main ideas, organization of language, and word choice in the text.

6. 1112.RL. 6 - 6. Analyze **a case in which grasping** point of view **requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement), include works by and about American Indians.**

LEARNING TARGETS

- a) I can analyze the author's implicit and explicit treatment of point of view.

Integration of Knowledge and Ideas

7. 1112.RL. 7 - Analyze **multiple interpretations** of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), **evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)**

LEARNING TARGETS

- a) I can compare and contrast versions of the same work presented across genres (different types of writing).
- b) I can assess how different versions/genres affect interpretations.

8. (Not applicable to literature)

9. 1112.RL. 9 - **Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian works, including how two or more texts from the same period treat similar themes or topics.**

LEARNING TARGETS

- a) I can compare and contrast the presentation of similar themes and/or topics across genres (different types of writing).
- b) I can explain how a selection of genres shapes and reflects the theme or topic in a specific time period and/or culture.

Range of Reading and Level of Text Complexity

10. **1112.RL. 10** - By the end of **grade 11**, read and comprehend literature, including stories, dramas, and poems, in the grades **11–CCR** text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of **grade 12**, read and comprehend literature, including stories, dramas, and poems, at the high end of the **grades 11–CCR** text complexity band independently and proficiently.

LEARNING TARGETS

- a) I can read books at the 11th grade level with guided support.
- b) I can read books at the 12th grade level with guided support.
- c) I can analyze poetic forms.
- d) I can analyze subgenres that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- e) I can monitor my reading comprehension and employ the comprehension strategies as needed.

Reading Standards for Informational Text

Key Ideas and Details

1. **1112.RI. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, **including determining where the text leaves matters uncertain**.

LEARNING TARGETS

- a) I can synthesize.
- b) I can combine background knowledge with details from the text to draw conclusions.
- c) I can identify which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them.
- d) I can recognize when my understanding breaks down and then apply a strategy to correct it.
- e) I can make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- f) I can analyze an author's implicit and explicit assumptions and beliefs about a subject.

2. **1112.RI. 2** - Determine **two or more** central ideas of a text and analyze **their** development over the course of the text, including how **they interact and build on one another to provide a complex analysis**; provide an objective summary of the text.

LEARNING TARGETS

- a) I can recognize the organizational structure of a text and how this impacts the development of ideas.
- b) I can recognize how two or more main ideas in a single text can interact.
- c) I can analyze multiple central ideas and their development in a text.

3. 1112.RI. 3 - Analyze a **complex set of ideas or sequence of events** and **explain how specific individuals, ideas, or events interact and develop over the course of the text.**

LEARNING TARGETS

- a) I can identify specific individuals, ideas, and/or events in an informational text.
- b) I can analyze how individuals, ideas, and events interact and develop.

Craft and Structure

4. 1112.RI. 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze **how an author uses and refines the meaning of a key term or terms over the course of a text.**

LEARNING TARGETS

- a) I can analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

5. 1112.RI. 5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

LEARNING TARGETS

- a) I can evaluate the effectiveness of the organizational structure of an informational text.
- b) I can analyze how the structure of an informational text impacts exposition or argument.

6. 1112.RI. 6 - Determine an author's point of view or purpose in a text, **including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.**

LEARNING TARGETS

- a) I can analyze the literary devices used to develop the point of view, rhetorical and/or aesthetic purposes of a text.
- b) I can make reasonable assertions about an author's point of view and/or purpose by examining the style and content of a text to determine its quality and effectiveness.

Integration of Knowledge and Ideas

7. 1112.RI. 7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LEARNING TARGETS

- a) I can evaluate the usefulness of different media or formats (including primary and secondary sources) to address a question or problem.
- b) I can synthesize the content from several sources or works dealing with a question or a problem.
- c) I can evaluate sources for accuracy, bias, validity and credibility.

8. **1112.RI. 8** - Delineate and evaluate the **reasoning in seminal U.S. texts including those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies).**

LEARNING TARGETS

- a) I can analyze both the features and rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.
- b) I can identify the premises, purposes, and arguments in informational texts.
- c) I can critique the power, validity, and truthfulness or arguments set forth in public documents.
- d) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.

9. **1112.RI. 9** - Analyze **seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln’s Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features.**

LEARNING TARGETS

- a) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.
- b) I can analyze the presentation of similar themes, purposes, and rhetorical features in historical documents from multiple time periods.

Range of Reading and Level of Text Complexity

10. **1112.RI. 10** - By the end of **grade 11**, read and comprehend literary nonfiction in the grades **11–CCR** text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of **grade 12**, read and comprehend literary nonfiction at the high end of the grades **11–CCR** text complexity band independently and proficiently.

LEARNING TARGETS

- a) I can read informational texts at the 11th grade level independently and proficiently.
- b) I can read informational texts at the 12th grade level independently and proficiently.
- c) I can analyze literary nonfiction independently and proficiently.
- d) I can monitor my reading comprehension and employ the comprehension strategies as needed.

Writing Standards

Text Types and Purposes

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

a. **1112.WR. 1.a** - Introduce precise, **knowledgeable** claim(s), **establish the significance** of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that **logically sequences** claim(s), counterclaims, reasons, and evidence.

LEARNING TARGETS

- a) I can organize ideas and appeals in a sustained and effective fashion.
- b) I can address readers' concerns, counterclaims, biases, and expectations.
- c) I can develop a credible claim.

b. **1112.WR. 1.b** - Develop claim(s) and counterclaims fairly **and thoroughly**, supplying **the most relevant** evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, **values, and possible biases**.

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can adjust my voice, style, and form depending on audience, occasion and purpose.

c. **1112.WR. 1.c** - Use words, phrases, and clauses **as well as varied syntax** to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LEARNING TARGETS

- a) I can use transitional words and phrases to create cohesion and clarity.

d. **1112.WR. 1.d** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

e. **1112.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion derived from my argument.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **1112.WR. 2.a** - Introduce a topic; organize complex ideas, concepts, and information **so that each new element builds on that which precedes it to create a unified whole**; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I can develop a thesis.
- b) I can create an organizing structure appropriate to purpose, audience, and context.
- c) I can include accurate information from primary and secondary sources and exclude extraneous information.
- d) I can make valid inferences.
- e) I can support judgments with relevant and substantial evidence and well-chosen details.
- f) I can use technical terms and notations correctly.
- g) I can create a coherent conclusion.
- h) I can use a variety of formatting, graphics, and/or technologies to enhance comprehension.
- i) I can organize information by classifying, categorizing, and sequencing, and demonstrate the distinction between one's ideas and the ideas of others.
- j) I can correctly cite my sources.

b. **1112.WR. 2.b** - Develop the topic **thoroughly by selecting the most significant and relevant facts**, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the topic.
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

c. **1112.WR. 2.c** - Use appropriate and varied transitions **and syntax** to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING TARGETS

- a) I can use transitional words and phrases to create cohesion and clarity.

d. **1112.WR. 2.d** - Use precise language, domain-specific vocabulary, and **techniques such as metaphor, simile, and analogy** to manage the complexity of the topic.

LEARNING TARGETS

- a) I can develop a style and an appreciation of the effects created.
- b) I can use precise word choice in creative and vivid ways to explain a topic.
- c) I can choose language (e.g. strong nouns, active verbs, concrete and sensory details, figurative language) appropriate for the topic.

e. **1112.WR. 2.e** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

f. **1112.WR. 2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion supporting the explanation.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **1112.WR. 3.a** - Engage and orient the reader by setting out a problem, situation, or observation **and its significance**, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LEARNING TARGETS

- a) I can create a smooth progression of experiences or events.
- b) I can engage the reader by setting out a problem, situation or observation and its significance.
- c) I can establish one or more points of view in narrative writing.
- d) I can introduce a narrator and or characters.

b. **1112.WR. 3.b** - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LEARNING TARGETS

- a) I can use a variety of techniques to create an engaging and multi-layered narrative.
- b) I can develop experiences, events, and/or characters.
- c) I can use narrative techniques such as dialogue, pacing, descriptions, reflection, and multiple plot lines.
- d) I can create multiple drafts with significant revisions to critique my own work.
- e) I can apply my editing knowledge to the work of others.

c. **1112.WR. 3.c** - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole **and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).**

LEARNING TARGETS

- a) I can sequence events in multiple ways to build a coherent whole.
- b) I can develop a particular tone and outcome.

d. **1112.WR. 3.d** - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

LEARNING TARGETS

- a) I can use a variety of specific sensory details to create a clear and engaging picture of characters, events and setting.
- b) I can use precise word choice in creative and vivid ways to convey a vivid picture of the experiences, events, setting, and/or characters.
- c) I can choose precise words and phrases, including sensory details and figurative language.

e. **1112.WR. 3.e** - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LEARNING TARGETS

- a) I can address/resolve earlier conflicts or experiences to create a logical ending.
- b) I can reflect on my writing to provide a satisfying conclusion.
- c) I can reinforce narrative form and style choices.
- d) I can reflect on what is experienced, observed, and resolved in a narrative conclusion.

Production and Distribution of Writing

4. **1112.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I produce writing that is clearly organized and appropriate to task, purpose, and audience.

5. **1112.WR. 5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LEARNING TARGETS

- a) I can analyze strength and weaknesses in my writing and implement suggestions to improve my writing.
- b) I can use the 6 Traits of Writing throughout the prewriting, drafting, revision, proofreading, and editing of my writing.
- c) I can analyze models of effective writing and similar strategies to improve my writing.
- d) I can use information from reference materials for creating, revising, editing, and publishing throughout the writing process.
- e) I can use technology to create, revise, edit, and publish throughout the writing process.
- f) I can analyze my own writing to understand how to improve.

- g) I can analyze published pieces to understand how to improve my writing.
- h) I can write effectively for particular audiences and purposes.

6. **1112.WR. 6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products **in response to ongoing feedback, including new arguments or information.**

LEARNING TARGETS

- a) I can use technology tools and resources for managing and communicating information in situations individuals encounter in the world.
- b) I can routinely and effectively use online information resources to meet needs for collaboration, research, publication, communication, and production.
- c) I can collaborate with peers, experts, and others to communicate new knowledge using technology to compile, synthesize, produce and disseminate information, models, and other creative works.

Research to Build and Present Knowledge

7. **1112.WR. 7** - Conduct short as well as more sustained research projects to answer a question **(including a self-generated question)** or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the research question(s).
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

8. **1112.WR. 8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess **the strengths and limitations of each source in terms of the task, purpose, and audience**; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism **and over reliance on any one** source and following a standard format for citation.

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can synthesize information gathered from a variety of sources and evaluate information for its relevance to the topic.
- c) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

9. **1112.WR. 9** - Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

a. **1112.WR. 9.a** - Apply **grades 11–12** Reading standards to literature (e.g., “**Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics**”).

LEARNING TARGETS

- a) I can demonstrate a comprehensive grasp of the significant ideas of literary works across various time periods.
- b) I can support statements with evidence from the text.
- c) I can demonstrate an awareness of the author's style and an appreciation of the effects created.
- d) I can identify and assess the impact of ambiguities, nuances, and complexities within text(s).
- e) I can compare and contrast the presentation of similar theme or topic across various time periods.

b. **1112.WR. 9.b** - **Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies]”).**

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can synthesize information gathered from a variety of print and digital sources and evaluate information for its relevance to the topic.
- c) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

Range of Writing

10. **1112.WR. 10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING TARGETS

- a) I can routinely use the 6 Traits of Writing model to research, write, reflect, and revise.
- b) I can write routinely in a short term time frame (e.g. journal, timed write, essay response, etc.).
- c) I can routinely edit my work to create multiple drafts.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grades 11–12** topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. **1112.SL. 1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LEARNING TARGETS

- a) I can read and research to prepare for and participate in discussions.
- b) I can refer to text and present evidence from other research to participate in a range of discussions.

b. **1112.SL. 1.b** - Work with peers **to promote civil, democratic discussions** and decision-making, set clear goals and deadlines, and establish individual roles as needed.

LEARNING TARGETS

- a) I can work with peers to promote civil, democratic discussions and decision-making.
- b) I can set clear goals and deadlines and establish and fulfill individual roles as needed.
- c) I can build on the ideas of others and contribute relevant information or ideas.

c. **1112.SL. 1.c** - Propel conversations by posing and responding to questions **that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue;** clarify, verify, or challenge ideas and conclusions; **and promote divergent and creative perspectives.**

LEARNING TARGETS

- a) I can pose and respond to stimulating questions to propel discussions.
- b) I can use reasoning and evidence to clarify, verify, or challenge ideas and conclusions.
- c) I can promote and encourage divergent and creative perspectives in discussions.

d. **1112.SL. 1.d** - Respond thoughtfully to diverse perspectives; **synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.**

LEARNING TARGETS

- a) I can synthesize and respond thoughtfully to diverse perspectives in discussions.
- b) I can determine when to add additional information to deepen discussion.
- c) I can clarify information to resolve contradictions.

2. **1112.SL. 2** - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) **in order to make informed decisions and solve problems,** evaluating the credibility and accuracy of each source **and noting any discrepancies among the data.**

LEARNING TARGETS

- a) I can evaluate the credibility and accuracy of sources.
- b) I can recognize discrepancies among data.
- c) I can synthesize and assess multiple sources to make informed decisions and solve problems.

3. **1112.SL. 3** - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, **assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**

LEARNING TARGETS

- a) I can evaluate devices used to support assertions such as appealing to logic through reasoning, appealing to emotion or ethical belief, or relating a personal anecdote, case study, or analogy.
- b) I can analyze types of arguments, including argument by causation, analogy, authority, emotion, and the use of sweeping generalization.
- c) I can observe a variety of criteria (e.g. clarity, accuracy, bias, relevance of facts, tone, point of view, word choice, points of emphasis) to evaluate speaking.

Presentation of Knowledge and Ideas

4. **1112.SL. 4** - Present information, findings, and supporting evidence, **conveying a clear and distinct perspective**, such that listeners can follow the line of reasoning, **alternative or opposing perspectives are addressed**, and the organization, development, substance, and style are appropriate to purpose, audience, and **a range of formal and informal tasks.**

LEARNING TARGETS

- a) I can exhibit a logical structure appropriate to audience, context, and purpose.
- b) I can choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language).
- c) I can convey a clear and distinct perspective while speaking.
- d) I can effectively address alternative or opposing perspectives.
- e) I can present using a range of formal and informal tasks.

5. **1112.SL. 5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LEARNING TARGETS

- a) I use digital media to enhance, support, explain and add interest to a presentation.
- b) I can identify the methods in which media influences individuals and societies.
- c) I can reflect on my use of media and its value and appropriateness.

6. **1112.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I can create oral presentations that are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context, and occasion.
- b) I can apply delivery techniques, both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact).
- c) I can demonstrate a command of formal English when indicated and appropriate.
- d) I can avoid distracting delivery behaviors (e.g., excessive verbal pauses, fidgeting, "like um ah").
- e) I can document ideas used from outside sources using appropriate formats (e.g., citing authors, titles, web sites).

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. 1112.LS. 1.a - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

LEARNING TARGETS

- a) I can use current standards of English grammar.

b. 1112.LS. 1.b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

LEARNING TARGETS

- a) I can use appropriate resources to resolve grammatical issues.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 1112.LS. 2.a - Observe hyphenation conventions.

LEARNING TARGETS

- a) I can use hyphens correctly.

b. 1112.LS. 2.b - Spell correctly.

LEARNING TARGETS

- a) I can spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. 1112.LS. 3.a - Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

LEARNING TARGETS

- a) I can vary syntax for effect.
- b) I can use syntactical references when needed.
- c) I can analyze how syntax is used in text.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grades 11–12** reading and content, choosing flexibly from a range of strategies.

a. 1112.LS. 4.a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I can use context to determine meaning of multiple-meaning words and phrases.

b. 1112.LS. 4.b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

LEARNING TARGETS

- a) I can identify and analyze prefixes, roots, and suffixes to determine word meaning.

c. 1112.LS. 4.c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, **or its standard usage.**

LEARNING TARGETS

- a) I can use appropriate references to determine pronunciation, part of speech and etymology, and clarify definitions and standard usage of words.

d. 1112.LS. 4.d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LEARNING TARGETS

- a) I can determine the denotation and connotation of words by using context or consulting appropriate resources.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. 1112.LS. 5.a - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

LEARNING TARGETS

- a) I can identify literary devices and explain their impact on style.
- b) I can identify imagery, figurative language, and sound devices used in a variety of texts.
- c) I can use precise word choice to convey proper nuance and relationship.

b. **1112.LS. 5.b** - Analyze nuances in the meaning of words with similar denotations.

LEARNING TARGETS

- a) I can analyze nuances among synonyms.

6. **1112.LS. 6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I can acquire and use appropriate vocabulary for a variety of audiences, purposes and formats.

ENGLISH 2 HONORS GRADE 10

Units of Credit: One Year

Prerequisite: English 1

Course Overview:

MCPS English Language Arts teaching and learning in Tenth Grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

The sophomore English Honors course includes both grammar and vocabulary study but focuses primarily on literature and writing. The vocabulary text targets common SAT words; and the grammar program stresses correct usage in areas such as subject/verb agreement, pronoun/antecedent agreement, commas, semicolons, colons, parallelism, active and passive voice, pronoun case, proper uses of clauses and phrases and modifier usage. Grammar is taught as a vehicle for better writing, not as an end in itself. Students learn to look for common errors in their own and others’ writing during peer revision.

The study of literature reinforces the individual elements of each genre, including the short story, the novel, poetry, and drama. The curriculum focuses on a variety of texts. Using their knowledge of literary terms and devices, students make connections among works that are organized by theme. In general, the Honors literature parallels that of English 10; however, the Honors group reads more works and discusses them in greater depth than do students in English 10. In addition, the writing requirements of Honors are more rigorous than those of English 10.

Expository writing is an important focus of the tenth grade curriculum as well as essential research skills, such as note-taking and citing sources using the MLA format, are included in the writing program. The writing section of the course includes a brief review of paragraph structure and sentence style, moving to mastery of the five-paragraph essay. Students learn to organize their thoughts effectively and to formulate successful thesis statements. Although students write some creative pieces in response to literature, students’ formal essays, grounded in the texts with primary source quotations, comprise the bulk of the writing in this course. Students are asked to respond analytically to literature. As with literature study, Honors students write more essays both in and

out of class in preparation for their possible advancement to English Literature and Composition (AP), English Language and Composition (AP), IB English Higher Level year one [Hellgate], and American Studies [Big Sky].

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Reading Standards for Literature

Key Ideas and Details

1. **910.RL. 1** - Cite **strong and thorough** textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, **including works by and about American Indians**.

LEARNING TARGETS

- a) I can utilize the reading/comprehension strategies to "text-code" and annotate the text as I read.
- b) I can use examples from the text to explain the explicit meaning, as well as the inferential meaning of the text.
- c) I can code and annotate the text to find multiple points of evidence to support my analysis of the text.
- d) I can recognize cultural perspectives implied inferred from the text.

2. **910.RL. 2** - Determine a theme or central idea of a text, **including those by and about American Indians**, and analyze **in detail** its development over the course of the text, **including how it emerges and is shaped and refined by specific details; provide an objective summary of the text**.

LEARNING TARGETS

- a) I can analyze how a theme or central idea changes over the course of the text.
- b) I can determine how specific details shape and develop the theme or main idea of the text.
- c) I can craft a summary of the text (e.g. written, oral, or by illustration).

3. **910.RL. 3** - Analyze how **complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, including those of American Indians, interact with other characters, and advance the plot or develop the theme**.

LEARNING TARGETS

- a) I can differentiate character motivations and analyze how those motivations influence the theme or story.
- b) I can explain how these characters change over the course of the story.
- c) I can pinpoint how character interactions influence the plot or theme.

Craft and Structure

4. **910.RL. 4** - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze **the cumulative** impact of specific word choices on meaning and tone

LEARNING TARGETS

- a) I can define the figurative and connotative meanings of specific word(s) from the text.
- b) I can explain how the choice of specific words influence the story.
- c) I can determine the author's tone through the language used.
- d) I can create meaning from the context of the text.

5. **910.RL. 5** - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

LEARNING TARGETS

- a) I can identify the plot structure(s) of a text.
- b) I can examine how the structure of the text creates an emotional response in the reader.

6. **910.RL. 6** - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

LEARNING TARGETS

- a) I can identify what a cultural experience is and evaluate how it influences the text.
- b) I can compare and contrast a cultural experience or point of view from a text, to my own experiences.
- c) I can compare cultural texts from all over the world.

Integration of Knowledge and Ideas

7. **910.RL. 7** - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

LEARNING TARGETS

- a) I can identify a key scene or character in a text.
- b) I can critique how a key scene or character is treated differently in various forms (e.g. a painting and a song)
- c) I can identify what is emphasized or what is missing in the artistic interpretation of the text.

8. *(Not applicable to literature)*

9. **910.RL. 9** - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare or how American Indian stories and oral histories appear in contemporary works, such as James Welch's *Fools Crow*, and how the author retells the Pikuni traditional story, "Star Boy").

LEARNING TARGETS

- a) I can locate or infer references to source materials (e.g., Simon in *Lord of the Flies* as a Christ figure, or Blake's reference in stanza five of *The Tyger* to the battle in heaven).
- b) I can code the text to identify and keep track of source materials.
- c) I can interpret how the author uses source materials to add to or change a text.

Range of Reading and Level of Text Complexity

10. 910.RL.10 - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

LEARNING TARGETS

- a) I can analyze poetic forms.
- b) I can analyze subgenres that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- c) I can monitor my reading level comprehension and employ the comprehension strategies as needed.

Reading Standards for Informational Text

Key Ideas and Details

1. 910.RI. 1 - Cite **strong and thorough** textual evidence **to support** analysis of what the text says explicitly as well as inferences drawn from the text.

LEARNING TARGETS

- a) I can utilize the reading comprehension strategies to "text-code" and annotate the text as I read.
- b) I can use examples from the text to explain the explicit meaning, as well as the inferential meaning of the text.
- c) I can code and annotate the text to find multiple points of evidence to support my analysis of the text.
- d) I can recognize cultural perspectives implied inferred from the text.

2. 910.RI. 2 - Determine a central idea of a text and analyze its development over the course of the text, including **how it emerges and is shaped and refined by specific details**; provide an objective summary of the text.

LEARNING TARGETS

- a) I can identify the main point of a text.
- b) I can explain how the main point develops over time through the use of specific details.
- c) I can present my findings in an objective summary (e.g. written, oral, through drawing, etc.).
- d) I can determine the important details and information in a text to include in a summary.

3. 910.RI. 3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

LEARNING TARGETS

- a) I can explain connections between points made in an analysis or series of ideas.
- b) I can demonstrate how the presentation of ideas, or order of events or analysis changes over the course of the text.
- c) I can draw connections between my life, the world and other things I have read.

Craft and Structure

4. 910.RI. 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

LEARNING TARGETS

*Include an analysis of rhetorical devices

- a) I can define the figurative, connotative and technical meanings of words in the text.
- b) I can show that word choice varies greatly by text; and changes how the text is interpreted or feels.
- c) I can create meaning from the context.

5. 910.RI. 5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

LEARNING TARGETS

- a) I can extract the author's ideas and claims from the text.
- b) I can show how different parts of the text build to develop the author's ideas or claims.
- c) I can make connections and draw inferences between sections of the text to deepen my understanding.

6. 910.RI. 6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

LEARNING TARGETS

- a) I can analyze the literary devices used to develop the point of view and rhetorical purposes of a text.
- b) I can make reasonable assertions about an author's point of view and/or purpose by examining the style and content of a text to determine its quality and effectiveness.

Integration of Knowledge and Ideas

7. 910.RI. 7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

LEARNING TARGETS

- a) I can make connections between accounts in multiple formats and compare and contrast them.
- b) I can appraise which details are significant in each format.

8.910.RI.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; **identify false statements and fallacious reasoning.**

LEARNING TARGETS

- a) I can evaluate the author's argument to determine validity and relevance.
- b) I can determine whether the author has sufficient and relevant evidence to support his/her claims.
- c) I can identify false statements or faulty evidence presented by the author.
- d) I can code and annotate the text to find relevant details and evidence.

9. 910.RI.9 - Analyze **seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail")**, including how they address related themes and concepts.

LEARNING TARGETS

- a) I can examine themes and/or concepts in various seminal documents.
- b) I can compare and contrast themes in seminal documents to one another.
- c) I can draw connections between the text, the world, and my own experience.

Range of Reading and Level of Text Complexity

10. 910.RI.10 - By the end of **grade 9**, read and comprehend literary nonfiction in the **grades 9–10** text complexity band **proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.**

LEARNING TARGETS

- a) I can analyze literary nonfiction independently and proficiently.
- b) I can monitor my reading comprehension and employ the comprehension strategies as needed.

Writing Standards

Text Types and Purposes

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

a. 910.WR. 1.a - Introduce **precise claim(s)**, distinguish the claim(s) from alternate or opposing claims, **and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.**

LEARNING TARGETS

- a) I can write a clear and precise claim.
- b) I can distinguish my claim from the claims of others.
- c) I can organize the evidence needed to support my claim.
- d) I can create a structure that shows a relationship between claims and counterclaims using evidence and sound reasoning.

b. 910.WR.1.b - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

LEARNING TARGETS

- a) I can justify my claim by highlighting its strengths and addressing its weaknesses.
- b) I can use evidence to support my claim and cite it properly if appropriate.
- c) I can introduce my claim and introduce the counterclaims fairly and accurately.
- d) I can prove my claim is valid through comparison to the counterclaim.

c. 910.WR. 1.c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LEARNING TARGETS

- a) I can construct relationships between claims and counterclaims, evidence, and reason.
- b) I can develop unity and consistency in the text with words and structures.
- c) I can write for the appropriate audience, using effective transitions, words, phrases, and clauses.

d. 910.WR. 1.d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

*Disciplines should include practice of SAT/ACT, IB, AP writing prompts.

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

e. 910.WR. 1.e - Provide a concluding statement or section that follows from and supports the argument presented.

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion derived from my argument.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **910.WR. 2.a** - Introduce a topic; organize **complex** ideas, concepts, and information **to make important connections and distinctions**; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I can develop a thesis.
- b) I can create an organized structure that is appropriate to the purpose of my writing.
- c) I can insert graphics, multimedia or illustrations in the correct format when appropriate.
- d) I can clearly show my reader connections and distinctions in my topic to help my reader understand.

b. **910.WR. 2.b** - Develop the topic with **well-chosen**, relevant, and **sufficient facts, extended** definitions, concrete details, quotations, or other information and examples **appropriate to the audience's knowledge of the topic**.

LEARNING TARGETS

- a) I can determine how much information is necessary to develop my topic.
- b) I can evaluate which information is appropriate to use for my intended audience.
- c) I correctly use quotations, definitions, examples, and other evidence to develop my topic.

c. **910.WR. 2.c** - Use appropriate and varied transitions **to link the major sections of the text**, create cohesion, and clarify the relationships among **complex** ideas and concepts.

LEARNING TARGETS

- a) I can effectively combine major sections of text and clarify relationships using clear transitions.

d. **910.WR. 2.d** - Use precise language and domain-specific vocabulary to **manage the complexity** of the topic.

LEARNING TARGETS

- a) I can self-edit to ensure my vocabulary appropriately matches the topic.
- b) I use appropriate vocabulary to enhance and clarify a complex topic.

e. **910.WR. 2.e** - Establish and maintain a formal style **and objective tone while attending to the norms and conventions of the discipline in which they are writing**.

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

f. **910.WR. 2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (**e.g., articulating implications or the significance of the topic**).

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion supporting the explanation.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **910.WR. 3.a** - Engage and orient the reader by **setting out a problem, situation, or observation**, establishing **one or multiple** point(s) of view, and introducing a narrator and/or characters; **create a smooth progression of experiences or events**.

LEARNING TARGETS

- a) I can convey an experience that is real or imagined using time as a structure.
- b) I can establish multiple points of view.
- c) I can develop a clear order of events.

b. **910.WR. 3.b** - Use narrative techniques, such as dialogue, pacing, description, reflection, and **multiple plot lines**, to develop experiences, events, and/or characters.

LEARNING TARGETS

- a) I can use a variety of techniques to create an engaging and multi-layered narrative.
- b) I can develop experiences, events, and/or characters.
- c) I can use narrative techniques such as dialogue, pacing, descriptions, reflection, and multiple plot lines.
- d) I can create multiple drafts with significant revisions to critique my own work.
- e) I can apply my editing knowledge to the work of others.

c. **910.WR. 3.c** - Use a variety of **techniques to sequence events so that they build on one another to create a coherent whole**.

LEARNING TARGETS

- a) I can effectively use the following to create a well organized and dynamic narrative: parallel plot lines, multiple plot lines, multiple points of view, dialogue, flashbacks or foreshadowing, etc.

d. **910.WR. 3.d** - Use precise words and phrases, **telling** details, and sensory language to **convey a vivid picture** of the experiences, events, **setting, and/or characters**.

LEARNING TARGETS

- a) I can use a variety of specific sensory details to create a clear and engaging picture of characters, events and setting.
- b) I can use precise word choice in creative and vivid ways to convey a vivid picture of the experiences, events, setting, and/or characters.

- c) I can choose precise words and phrases, including sensory details and figurative language.

e. **910.WR. 3.e** - Provide a **conclusion** that follows from and **reflects on what is experienced, observed, or resolved over the course of the narrative.**

LEARNING TARGETS

- a) I can address/resolve earlier conflicts or experiences to create a logical ending.
- b) I can reflect on my writing to provide a satisfying conclusion.
- c) I can reinforce narrative form and style choices.
- d) I can reflect on what is experienced, observed, and resolved in a narrative conclusion.

Production and Distribution of Writing

4. **910.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I produce writing that is clearly organized and appropriate to task, purpose, and audience.

5. **910.WR. 5** - **Develop and strengthen** writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing **on addressing what is most significant for a specific purpose and audience.**

LEARNING TARGETS

- a) I can analyze strength and weaknesses in my writing and implement suggestions to improve my writing.
- b) I can use the 6 Traits of Writing throughout the prewriting, drafting, revision, proofreading and editing of my writing.
- c) I can analyze models of effective writing and similar strategies to improve my writing.
- d) I can use information from reference materials for creating, revising, editing and publishing throughout the writing process.
- e) I can use technology to create, revise, edit, and publish throughout the writing process.
- f) I can analyze my own writing to understand how to improve.
- g) I can analyze published pieces to understand how to improve my writing.
- h) I can write effectively for particular audiences and purposes.

6. **910.WR. 6** - Use technology, including the Internet, to produce, publish, and **update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**

LEARNING TARGETS

- a) I can utilize technology to collaborate, and create multiple formats for presenting information.
- b) I can use technology to create an electronic portfolio.
- c) I can evaluate which technology is appropriate when creating individual and shared writing products.
- d) I can apply the editing process to my work.

Research to Build and Present Knowledge

7. 910.WR.7 - Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources, and evaluate information for its relevance to the research question(s).
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

8. 910.WR. 8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LEARNING TARGETS

- a) I can synthesize relevant information from a variety of sources into my text selectively.
- b) I can tailor my writing to be organized and flow well.
- c) I can utilize advanced searches, indexes and other tools to gather relevant and appropriate materials to support my writing.

9. Draw evidence from literary or informational texts, including American Indian texts, to support analysis, reflection, and research.

a. 910.WR. 9.a - Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]” and as in James Welch’s “Fools Crow,” the author retells the Pikuni traditional story, “Star Boy.”).

LEARNING TARGETS

- a) I can use specific examples from literature to support my claim in my writing or opinion about the text.
- b) I can demonstrate an awareness of the author's style or tone.
- c) I can identify various techniques used by the author and employ them in my writing.
- d) I can use details from the text to develop a central idea in my writing.

b. 910.WR. 9.b - Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

LEARNING TARGETS

- a) I can use specific examples from the text to support my claim in my writing or opinion about the text.
- b) I can demonstrate an awareness of the author's claim, counterclaims or main ideas.

- c) I can identify various techniques used by the author and employ them in my writing.
- d) I can use details from the text to develop a central idea in my writing.
- e) I can critique how the author uses evidence to support their claims.

Range of Writing

10. **910.WR. 10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) **for a range of tasks**, purposes, and audiences.

LEARNING TARGETS

- a) I can routinely use the 6 Traits writing model to research, write, reflect and revise.
- b) I can write routinely in a short term time frame (e.g. journal, timed write, essay response, etc.).
- c) I can routinely edit my work to create multiple drafts.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grades 9–10** topics, texts, and issues, building on others' ideas and expressing their own clearly and **persuasively**.

a. **910.SL. 1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence **from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas**.

LEARNING TARGETS

- a) I can initiate a conversation in a variety of ways (e.g. ask questions, reflect on the text, connect personally, etc.)
- b) I can connect and respond other's ideas to my own logically and with support from the text(s).

b. **910.SL. 1.b** - **Work with peers to set** rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.

LEARNING TARGETS

- a) I can engage my peers in a respectful and professional manner.
- b) I can self-edit and know when to speak and when to let others speak.
- c) I can collaborate with a group and work independently when needed.
- d) I can organize my time to set clear goals and meet deadlines.

c. **910.SL. 1.c** - **Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.**

LEARNING TARGETS

- a) I can draw connections between the topic at hand the world at large.
- b) I can re-state my opinion or thoughts in different ways for purposes of clarity.

- c) I can ask relevant questions and make observations about other's opinions to contribute to the discussion.
- d) I can encourage and question other speakers to draw them further into the discussion.

d. 910.SL. 1.d - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LEARNING TARGETS

- a) I can draw inferences from other speaker's points to make new conclusions.
- b) I can be respectful towards other speakers in discussions.
- c) I can identify points of agreement and disagreement.

2. 910.SL. 2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LEARNING TARGETS

- a) I can find and use information in a variety of formats (visual, oral, media arts, etc.).
- b) I can determine if each sources credible.

3. 910.SL. 3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LEARNING TARGETS

- a) I can identify and evaluate a speaker's point of view.
- b) I can determine when they are using rhetoric, unsound reasoning or exaggeration.

Presentation of Knowledge and Ideas

4. 910.SL. 4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LEARNING TARGETS

- a) I can present information in a clear and logical order, using well structured examples to support my reasoning.
- b) I can convey a clear and distinct perspective when speaking.
- c) I can match my style and materials appropriately to the audience.

5. 910.SL. 5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LEARNING TARGETS

- a) I use digital media to enhance, support, explain and add interest to a presentation.
- b) I can identify the methods in which media influences individuals and societies.
- c) I can reflect on my use of media and its value and appropriateness.

6. **910.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I can use formal or informal speech depending on my audience and purpose.
- b) I can demonstrate my command of formal English when necessary.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LEARNING TARGETS

a. 910.LS. 1.a - Use parallel structure.

- a) I can demonstrate my ability to write and speak using appropriate structures in words, phrases and clauses.

b. 910.LS. 1.b - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

LEARNING TARGETS

- a) I can write and present various types of phrases and clauses correctly to add interest and variety to my work.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 910.LS. 2.a - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

LEARNING TARGETS

- a) In writing, I can demonstrate my understanding of standard English by linking two or more independent clauses correctly with a semicolon.

b. 910.LS. 2.b - Use a colon to introduce a list or quotation.

LEARNING TARGETS

- a) In writing, I can demonstrate my command of English and punctuation by using a colon to introduce lists or quotations.

c. 910.LS. 2.c - Spell correctly.

LEARNING TARGETS

- a) I can spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. 910.LS. 3.a - Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

LEARNING TARGETS

- a) I can edit my work to adhere to the appropriate style manual.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

a. 910.LS. 4.a - Use context (e.g., **the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**

LEARNING TARGETS

- a) I can use context to determine the meaning of words, phrases, or words with multiple meanings.

b. 910.LS. 4.b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

LEARNING TARGETS

- a) I can correctly use prefixes and suffixes to change root words.

c. 910.LS. 4.c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, **or its etymology.**

LEARNING TARGETS

- a) I can use reference materials to: pronounce words, determine meaning or clarify other information such as part of speech or etymology.

d. 910.LS. 4.d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LEARNING TARGETS

- a) I can infer the meaning of a word from the context, or a reference tool.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. 910.LS. 5.a - Interpret figures of speech (e.g., **euphemism, oxymoron) in context **and analyze their role in the text**.**

LEARNING TARGETS

- a) I can find particular figures of speech/literary and analyze their role in creating depth and meaning in the text.

b. 910.LS. 5.b - Analyze nuances in the meaning of words with similar denotations.

LEARNING TARGETS

- a) I can analyze nuances among synonyms.

6. 910.LS. 6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I can acquire and use appropriate vocabulary for a variety of audiences, purposes and formats.

ENGLISH 2 HONORS/ MODERN WORLD HISTORY

GRADE 10

Units of Credit: One Year (Required)

Prerequisites: English 1

Course Overview:

MCPS English Language Arts teaching and learning in tenth grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

A collaborative approach to the study of world cultures, this course offers credit for Modern World History and Honors Sophomore English. The class emphasizes the dynamic interdependence and evolutionary nature of world history and culture. Students study the roles geography, religion, politics, economics, and political systems play in shaping modern civilization. While modern world history and literature are the primary focus, the importance of art, music, philosophy, science, and technology is also explored. Teachers emphasize reading, writing, and composition in preparation for Advanced Placement (AP) classes at the junior and senior levels. See the MCPS Social Studies Curriculum document for the Modern World History Standards, Competencies, and Learning Targets.

The sophomore English Honors course includes both grammar and vocabulary study but focuses primarily on literature and writing. The vocabulary text targets common SAT words; and the grammar program stresses correct usage in areas such as subject/verb agreement, pronoun/antecedent agreement, commas, semicolons, colons, parallelism, active and passive voice, pronoun case, proper uses of clauses and phrases and modifier usage. Grammar is taught as a vehicle for better writing, not as an end in itself. Students learn to look for common errors in their own and others’ writing during peer revision.

The study of literature reinforces the individual elements of each genre, including the short story, the novel, poetry, and drama. The curriculum focuses on a variety of texts. Using their knowledge of literary terms and devices, students make connections among works that are organized by theme. In general, the Honors literature parallels that of English 10; however, the Honors group reads more works and discusses them in greater depth than do students in English 10. In addition, the writing requirements of Honors are more rigorous than those of English 10.

Expository writing is an important focus of the tenth grade curriculum as well as essential research skills, such as note-taking and citing sources using the MLA format, are included in the writing program. The writing section of the course includes a brief review of paragraph structure and sentence style, moving to mastery of the five-paragraph essay. Students learn to organize their thoughts effectively and to formulate successful thesis statements. Although students write some creative pieces in response to literature, students' formal essays, grounded in the texts with primary source quotations, comprise the bulk of the writing in this course. Students are asked to respond analytically to literature. As with literature study, Honors students write more essays both in and out of class in preparation for their possible advancement to English Literature and Composition (AP), English Language and Composition (AP), IB English Higher Level year one [Hellgate], and American Studies [Big Sky].

Major Themes

- Tolerance
- Cultural Awareness
- Social/Political Awareness
- Connecting with the Past: The Rise of Democratic Ideas
- The Industrial Revolution
- World Cultures and the Rise of Imperialism and Colonialism
- World War I and Its Consequences
- The Rise of Totalitarianism in the Modern World
- World War II: Causes and Consequences
- Nationalism in the Contemporary World

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Reading Standards for Literature

Key Ideas and Details

1. **910.RL. 1** - Cite **strong and thorough** textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, **including works by and about American Indians**.

LEARNING TARGETS

- a) I know the text can have multiple meanings – explicit and inferential.
- b) I know that "thorough textual evidence" may include multiple points of view, examples, quotes, etc. to support a point or an idea.
- c) I know the reading/comprehension strategies.
- d) I can utilize the reading/comprehension strategies to "text-code" and annotate the text as I read.

- e) I can use examples from the text to explain the explicit meaning, as well as the inferential meaning of the text.
- f) I can code and annotate the text to find multiple points of evidence to support my analysis of the text.
- g) I can recognize cultural perspectives implied inferred from the text.

2. 910.RL. 2 - Determine a theme or central idea of a text, **including those by and about American Indians**, and analyze **in detail** its development over the course of the text, **including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

LEARNING TARGETS

- a) I know a theme or major idea from a text.
- b) I know the reading/comprehension strategies.
- c) I know how an idea or theme changes through details (e.g. events, character's actions/motivation, quotes, etc) throughout the text.
- d) I can analyze how a theme or central idea changes over the course of the text.
- e) I can determine how specific details shape and develop the theme or main idea of the text.
- f) I can craft a summary of the text (e.g. written, oral, or by illustration).

3. 910.RL.3 - Analyze how **complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, including those of American Indians, interact with other characters, and advance the plot or develop the theme.**

LEARNING TARGETS

- a) I know how to distinguish between complex and simple characters.
- b) I know how to recognize character motivations.
- c) I know how interactions between characters add to or change the theme and or story.
- d) I know external and internal conflict.
- e) I know the reading/comprehension strategies.
- f) I can differentiate character motivations and analyze how those motivations influence the theme or story.
- g) I can explain how these characters change over the course of the story.
- h) I can pinpoint how character interactions influence the plot or theme.

Craft and Structure

4. 910.RL. 4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze **the cumulative** impact of specific word choices on meaning and tone.

LEARNING TARGETS

- a) I know that words can have figurative and connotative meanings.
- b) I know words in a text are purposefully chosen to influence or create a specific meaning or tone.
- c) I know the reading/comprehension strategies.
- d) I can define the figurative and connotative meanings of specific word(s) from the text.

- e) I can explain how the choice of specific words influence the story.
- f) I can determine the author's tone through the language used.
- g) I can create meaning from the context of the text.

5. 910.RL.5 - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

LEARNING TARGETS

- a) I know authors have an intent and purpose when they write.
- b) I know there are multiple ways to structure a text.
- c) I know differing structures create different effects in a text.
- d) I am familiar with basic plot structures such as, parallel plots, different points of view chapters, flashbacks, prologues, etc.
- e) I know that varying cultures have different ways of developing plot and time.
- f) I know the reading/comprehension strategies.
- g) I can identify the plot structure(s) of a text.
- h) I can examine how the structure of the text creates an emotional response in the reader.

6. 910.RL. 6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

LEARNING TARGETS

- a) I know the different points of view.
- b) I know how to distinguish between a cultural experience and a personal or universal experience.
- c) I know the reading/comprehension strategies.
- d) I can identify what a cultural experience is, and evaluate how it influences the text.
- e) I can compare and contrast a cultural experience or point of view from a text, to my own experiences.
- f) I can compare cultural texts from all over the world.

Integration of Knowledge and Ideas

7. 910.RL. 7 - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

LEARNING TARGETS

- a) I know subjects of text are often represented in different artistic mediums such as painting, sculpture, theater, music, dance, multimedia, etc.
- b) I know the reading comprehension strategies.
- c) I can identify a key scene or character in a text.
- d) I can critique how a key scene or character is treated differently in various forms (e.g. a painting and a song).
- e) I can identify what is emphasized or what is missing in the artistic interpretation of the text.

8. (Not applicable to literature)

9. **910.RL. 9** - Analyze how an **author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare or how American Indian stories and oral histories appear in contemporary works, such as James Welch's *Fools Crow*, and how the author retells the Pikuni traditional story, "Star Boy").**

LEARNING TARGETS

- a) I know authors use references from other works in their writing (known as source materials).
- b) I know the reading/comprehension strategies.
- c) I know authors use oral stories for source material.
- d) I can locate or infer references to source materials (e.g., Simon in *Lord of the Flies* as a Christ figure, or Blake's reference in stanza five of *The Tyger* to the battle in heaven).
- e) I can code the text to identify and keep track of source materials.
- f) I can interpret how the author uses source materials to add to or change a text.

Range of Reading and Level of Text Complexity

10. **910.RL. 10** - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

LEARNING TARGETS

- a) I am familiar with the titles on the 10th grade reading list for fiction.
- b) I know how to comprehend and analyze multiple genres of literature.
- c) I know the reading comprehension strategies.
- d) I can read books at the 10th grade level independently and proficiently.
- e) I can analyze poetic forms.
- f) I can analyze subgenres that are used in poetry, prose, plays, novels, short stories, essays and other basic genres.
- g) I can monitor my reading level comprehension and employ the comprehension strategies as needed.

Reading Standards for Informational Text

Key Ideas and Details

1. **910.RI. 1** - Cite **strong and thorough** textual evidence **to support** analysis of what the text says explicitly as well as inferences drawn from the text.

LEARNING TARGETS

- a) I know that text can have multiple meanings – explicit and inferential.
- b) I know that "thorough textual evidence" may include multiple points of view, examples, quotes, etc. to support a point or an idea.

- c) I know the reading comprehension strategies.
- d) I can utilize the reading comprehension strategies to "text-code" and annotate the text as I read.
- e) I can use examples from the text to explain the explicit meaning, as well as the inferential meaning of the text.
- f) I can code and annotate the text to find multiple points of evidence to support my analysis of the text.
- g) I can recognize cultural perspectives implied inferred from the text.

2. **910.RI. 2** - Determine a central idea of a text and analyze its development over the course of the text, including **how it emerges and is shaped and refined by specific details**; provide an objective summary of the text.

LEARNING TARGETS

- a) I know the central idea of a text and how it develops.
- b) I know how to write an objective summary.
- c) I know the reading comprehension strategies.
- d) I can identify the main point of a text.
- e) I can explain how the main point develops over time through the use of specific details.
- f) I can present my findings in an objective summary (e.g. written, oral, through drawing, etc.).
- g) I can determine the important details and information in a text to include in a summary.

3. **910.RI. 3** - Analyze how **the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.**

LEARNING TARGETS

- a) I know what an analysis is.
- b) I know how an author uses events and ideas to present their point.
- c) I know how to recognize connections between how a point or event is introduced and how it changes.
- d) I know how to recognize connections that are made in the text.
- e) I know the reading comprehension strategies.
- f) I can explain connections between points made in an analysis or series of ideas.
- g) I can demonstrate how the presentation of ideas, or order of events or analysis changes over the course of the text.
- h) I can draw connections between my life, the world and other things I have read.

Craft and Structure

4. **910.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (**e.g., how the language of a court opinion differs from that of a newspaper**).

LEARNING TARGETS

- a) I know that words can have different meanings; including figurative, connotative and technical.
- b) I know that words in a text are chosen for a purpose to influence or create a specific meaning or tone (e.g. findings in a lab report vs. a text book).
- c) I know the reading comprehension strategies.
- d) I can define the figurative, connotative and technical meanings of words in the text.
- e) I can show that word choice varies greatly by text; and changes how the text is interpreted or feels.
- f) I can create meaning from the context.

5. 910.RI. 5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

LEARNING TARGETS

- a) I know that there are multiple ways to structure a text.
- b) I know different structures (e.g. paragraphs, sections, chapters) create different effects in a text.
- c) I know major concepts in texts are created and developed through sub sections.
- d) I know the reading comprehension strategies.
- e) I can extract the author's ideas and claims from the text.
- f) I can show how different parts of the text build to develop the author's ideas or claims.
- g) I can make connections and draw inferences between sections of the text to deepen my understanding.

6. 910.RI. 6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

7. 910.RI. 7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

LEARNING TARGETS

- a) I know a personal account or story can be told in different ways.
- b) I know the reading comprehension strategies.
- c) I can make connections between accounts in multiple formats and compare and contrast them.
- d) I can appraise which details are significant in each format.

8. **910.RI. 8** - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; **identify false statements and fallacious reasoning.**

LEARNING TARGETS

- a) I know how to locate the argument and/or specific claims in a text.
- b) I know how to define fallacious reasoning.
- c) I understand not everything the author writes may not be factual or truthful.
- d) I know how to find evidence in the text to support the author's claims.
- e) I know the reading comprehension strategies.
- f) I can evaluate the author's argument to determine validity and relevance.
- g) I can determine whether the author has sufficient and relevant evidence to support his/her claims.
- h) I can identify false statements or faulty evidence presented by the author.
- i) I can code and annotate the text to find relevant details and evidence.

9. **910.RI. 9** - Analyze **seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail")**, including how they address related themes and concepts.

LEARNING TARGETS

- a) I know how to identify a seminal U.S. document and why it is of literary importance.
- b) I know the reading comprehension strategies.
- c) I can examine themes and/or concepts in various seminal documents.
- d) I can compare and contrast themes in seminal documents to one another.
- e) I can draw connections between the text, the world and my own experience.

Range of Reading and Level of Text Complexity

10. **910.RI. 10** - By the end of **grade 9**, read and comprehend literary nonfiction in the **grades 9–10** text complexity band **proficiently, with scaffolding as needed at the high end of the range.** **By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.**

LEARNING TARGETS

- a) I am familiar with the titles on the 10th grade reading list for non-fiction, essays, etc.
- b) I know how to comprehend and analyze literary nonfiction.
- c) I know how to apply the reading comprehension strategies.
- d) I can analyze literary nonfiction independently and proficiently.
- e) I can monitor my reading level comprehension and employ the comprehension strategies as needed.

Writing Standards

Text Types and Purposes

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

a. 910.WR. 1.a - Introduce **precise** claim(s), distinguish the claim(s) from alternate or opposing claims, **and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.**

LEARNING TARGETS

- a) I know what a precise claim is, what a counterclaim is, and how to distinguish them from other claims.
- b) I can write a clear and precise claim.
- c) I can distinguish my claim from the claims of others.
- d) I can organize the evidence needed to support my claim.
- e) I can create a structure that shows a relationship between claims and counterclaims using evidence and sound reasoning.

b. 910.WR. 1.b - **Develop** claim(s) and **counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.**

LEARNING TARGETS

- a) I know that most claims have a counter claim.
- b) I know how to find evidence to support my claim.
- c) I know who my audience is.
- d) I can justify my claim by highlighting its strengths and addressing its weaknesses.
- e) I can use evidence to support my claim and cite it properly if appropriate.
- f) I can introduce my claim, and introduce the counterclaims fairly and accurately.
- g) I can prove my claim is valid through comparison to the counterclaim.

c. 910.WR. 1.c - Use words, phrases, and clauses to **link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.**

LEARNING TARGETS

- a) I know the difference between phrases and clauses.
- b) I know how to create transitions.
- c) I know the meaning of the term, cohesion.
- d) I know how to draw connections between my claims, evidence and counterclaims.
- e) I can construct relationships between claims and counterclaims, evidence and reason.
- f) I can develop unity and consistency in the text with words and structures.
- g) I can write for the appropriate audience, using effective transitions, words, phrases and clauses.

d. **910.WR. 1.d** - Establish and maintain a formal style **and objective tone while attending to the norms and conventions of the discipline in which they are writing.**

LEARNING TARGETS

- a) I know what formal style is and when it is appropriate.
- b) I know how to use an objective tone.
- c) I know how to use the editing process to improve my writing.
- d) I can establish and maintain a formal style and objective tone.
- e) I can attend to the norms and conventions of the discipline.
- f) I can use word choice to establish a specific tone.
- g) I can omit personal bias.
- h) I can construct many drafts to improve and refine my point.

e. **910.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

LEARNING TARGETS

- a) I know how to arrive at and develop an effective conclusion.
- b) I can reinforce my organization with an effective conclusion derived from my argument.
- c) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **910.WR. 2.a** - Introduce a topic; organize **complex** ideas, concepts, and information **to make important connections and distinctions**; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I know how to introduce a topic in an opening paragraph.
- b) I know how to organize complex ideas into a logical format for my audience.
- c) I know how to appropriately include supporting information in the form of graphics, multimedia or illustrations.
- d) I can develop a thesis.
- e) I can create an organized structure that is appropriate to the purpose of my writing.
- f) I can insert graphics, multimedia or illustrations in the correct format when appropriate.
- g) I can clearly show my reader connections and distinctions in my topic to help my reader understand.

b. **910.WR. 2.b** - Develop the topic with **well-chosen**, relevant, and **sufficient facts, extended** definitions, concrete details, quotations, or other information and examples **appropriate to the audience's knowledge of the topic.**

LEARNING TARGETS

- a) I know how to discern good facts from bad facts.

- b) I know how to appropriately use quotations and definitions.
- c) I know how to address my audience at their level of understanding.
- d) I can determine how much information is necessary to develop my topic.
- e) I can evaluate which information is appropriate to use for my intended audience.
- f) I can correctly use quotations, definitions, examples, and other evidence to develop my topic.

c. 910.WR. 2.c - Use appropriate and varied transitions to **link the major sections of the text**, create cohesion, and clarify the relationships among **complex** ideas and concepts.

LEARNING TARGETS

- a) I know how to construct a good transition.
- b) I know the importance of transitions and how they help organize major ideas.
- c) I can effectively combine major sections of text, and clarify relationships using clear transitions.

d. 910.WR. 2.d - Use precise language and domain-specific vocabulary to **manage the complexity** of the topic.

LEARNING TARGETS

- a) I know how to use language appropriate to my topic (domain).
- b) I can self-edit to ensure my vocabulary appropriately matches the topic.
- c) I can use good vocabulary to enhance and clarify a complex topic.

e. 910.WR. 2.e - Establish and maintain a formal style **and objective tone while attending to the norms and conventions of the discipline in which they are writing.**

LEARNING TARGETS

- a) I know what formal style is and when it is appropriate.
- b) I know how to use an objective tone.
- c) I know how to use the editing process to improve my writing.
- d) I can establish and maintain a formal style and objective tone.
- e) I can attend to the norms and conventions of the discipline.
- f) I can use word choice to establish a specific tone.
- g) I can omit personal bias.
- h) I can construct many drafts to improve and refine my point.

f. 910.WR. 2.f - Provide a concluding statement or section that follows from and supports the information or explanation presented (**e.g., articulating implications or the significance of the topic**).

LEARNING TARGETS

- a) I know how to arrive at and develop an effective conclusion.
- b) I can reinforce my organization with an effective conclusion supporting the explanation.
- c) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **910.WR. 3.a** - Engage and orient the reader by **setting out a problem, situation, or observation**, establishing **one or multiple** point(s) of view, and introducing a narrator and/or characters; **create a smooth progression of experiences or events**.

LEARNING TARGETS

- a) I know the multiple points of view.
- b) I know a variety of narrative structures.
- c) I can convey an experience that is real or imagined using time as a structure.
- d) I can establish multiple points of view.
- e) I can develop a clear order of events.

b. **910.WR. 3.b** - Use narrative techniques, such as dialogue, pacing, description, reflection, and **multiple plot lines**, to develop experiences, events, and/or characters.

LEARNING TARGETS

- a) I know a variety of narrative techniques (e.g. dialogue, description, multiple plot lines).
- b) I know how to use narrative techniques effectively.
- c) I know the draft and editing process is central to good writing.
- d) I can use a variety of techniques to create an engaging and multi-layered narrative.
- e) I can develop experiences, events, and/or characters.
- f) I can use narrative techniques such as dialogue, pacing, descriptions, reflection, and multiple plot lines.
- g) I can create multiple drafts with significant revisions to critique my own work.
- h) I can apply my editing knowledge to the work of others.

c. **910.WR. 3.c** - Use a variety of **techniques to sequence events so that they build on one another to create a coherent whole**.

LEARNING TARGETS

- a) I know several narrative techniques.
- b) I can effectively use the following to create a well organized and dynamic narrative: parallel plot lines, multiple plot lines, multiple points of view, dialogue, flashbacks or foreshadowing, etc.

d. **910.WR. 3.d** - Use precise words and phrases, **telling** details, and sensory language to **convey a vivid picture** of the experiences, events, **setting, and/or characters**.

LEARNING TARGETS

- a) I know sensory details and how they are used to enrich language.
- b) I know the importance of precise, descriptive language choices.
- c) I can use a variety of specific sensory details to create a clear and engaging picture of characters, events and setting.
- d) I can use precise word choice in creative and vivid ways to convey a vivid picture of the experiences, events, setting, and/or characters.
- e) I can choose precise words and phrases, including sensory details and figurative language.

e. **910.WR. 3.e** - Provide a **conclusion** that follows from and **reflects on what is experienced, observed, or resolved over the course of the narrative.**

LEARNING TARGETS

- a) I know how to arrive at and develop an effective conclusion.
- b) I know how to arrive at and develop an effective conclusion in narrative writing.
- c) I can address/resolve earlier conflicts or experiences to create a logical ending.
- d) I can reflect on my writing to provide a satisfying conclusion.
- e) I can reinforce narrative form and style choices.
- f) I can reflect on what is experienced, observed and resolved in a narrative conclusion.

Production and Distribution of Writing

4. **910.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I know how to pay attention to development, organization, and style.
- b) I know task, purpose, and audience.
- c) I know how and when to write and produce arguments, informative/explanatory texts and narratives.
- d) I can produce writing that is clearly organized and appropriate to task, purpose, and audience.

5. **910.WR. 5** - **Develop and strengthen** writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing **on addressing what is most significant for a specific purpose and audience.**

LEARNING TARGETS

- a) I know the writing process.
- b) I know how to analyze my own writing.
- c) I know the 6 Traits of Writing
- d) I can analyze strength and weaknesses in my writing and implement suggestions to improve my writing.
- e) I can use the 6 Traits of Writing throughout the prewriting, drafting, revision, proofreading and editing of my writing.
- f) I can analyze models of effective writing and similar strategies to improve my writing.
- g) I can use information from reference materials for creating, revising, editing and publishing throughout the writing process.
- h) I can use technology to create, revise, edit and publish throughout the writing process.
- i) I can analyze my own writing to understand how to improve.
- j) I can analyze published pieces to understand how to improve my writing.
- k) I can write effectively for particular audiences and purposes.

6. 910.WR. 6 - Use technology, including the Internet, to produce, publish, and **update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**

LEARNING TARGETS

- a) I know how to critically review internet sites and materials to determine their validity and relevance.
- b) I know basic internet functions; such as how to create hyperlinks, open web pages, and upload content.
- c) I know any published material needs to be free from errors.
- d) I know how to apply the editing process to my work.
- e) I can utilize technology to collaborate, and create multiple formats for presenting information.
- f) I can use technology to create an electronic portfolio.
- g) I can evaluate which technology is appropriate when creating individual and shared writing products.
- h) I can apply the editing process to my work.

Research to Build and Present Knowledge

7. 910.WR. 7 - Conduct short **as well as more sustained** research projects to answer a question **or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**

LEARNING TARGETS

- a) I know how to recognize and use relevant facts.
- b) I know how to narrow or broaden focus on a research topic.
- c) I can synthesize the information gathered from a variety of sources, and evaluate information for its relevance to the research question(s).
- d) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

8. 910.WR. 8 - Gather relevant information from multiple **authoritative print and** digital sources, **using advanced searches effectively**; assess the **usefulness** of each source in **answering the research question; integrate information into the text selectively to maintain the flow of ideas**, avoiding plagiarism **and following a standard format for citation.**

LEARNING TARGETS

- a) I know which information is relevant to my topic.
- b) I know how to use Advanced Search features on web pages and databases.
- c) I know how to use an index properly.
- d) I know how to integrate the appropriate amount of material I gather from my findings.
- e) I can synthesize relevant information from a variety of sources into my text selectively.
- f) I can tailor my writing to be organized and flow well.
- g) I can utilize advanced searches, indexes and other tools to gather relevant and appropriate materials to support my writing.

9. Draw evidence from literary or informational texts, **including American Indian texts**, to support analysis, reflection, and research.

a. 910.WR. 9.a - Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]” and as in James Welch’s “Fools Crow,” the author retells the Pikuni traditional story, “Star Boy.”).

LEARNING TARGETS

- a) I know how to draw from text to support analysis, reflection and research in literature.
- b) I can use specific examples from literature to support my claim in my writing or opinion about the text.
- c) I can demonstrate an awareness of the author’s style or tone.
- d) I can identify various techniques used by the author and employ them in my writing.
- e) I can use details from the text to develop a central idea in my writing.

b. 910.WR. 9.b - Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; **identify false statements and fallacious reasoning**”).

LEARNING TARGETS

- a) I know how to draw from text to support analysis, reflection and research in informational texts.
- b) I can use specific examples from the text to support my claim in my writing or opinion about the text.
- c) I can demonstrate an awareness of the author’s claim, counterclaims or main ideas.
- d) I can identify various techniques used by the author and employ them in my writing.
- e) I can use details from the text to develop a central idea in my writing.
- f) I can critique how the author uses evidence to support their claims.

Range of Writing

10. **910.WR. 10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) **for a range of tasks, purposes, and audiences.**

LEARNING TARGETS

- a) I know how to write over extended time frames and shorter time frames.
- b) I know how to write for a range of tasks, purposes and audiences.
- c) I know how to evaluate my work for technical mistakes as well as content.
- d) I know how to apply the editing process.
- e) I can routinely use the 6 Traits of Writing model to research, write, reflect and revise.
- f) I can write routinely in a short term time frame (e.g. journal, timed write, essay response, etc.).

- g) I can routinely edit my work to create multiple drafts.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Initiate and participate** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grades 9–10** topics, texts, and issues, building on others' ideas and expressing their own clearly and **persuasively**.

a. **910.SL. 1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence **from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas**.

LEARNING TARGETS

- a) I know the importance of coming to class prepared and completing my reading and all other assignments.
- b) I can initiate a conversation in a variety of ways (e.g. ask questions, reflect on the text, connect personally, etc.).
- c) I can connect and respond other's ideas to my own logically and with support from the text(s).

b. **910.SL. 1.b** - **Work with peers to set** rules for collegial discussions and decision-making, **clear goals** and deadlines, and individual roles as needed.

LEARNING TARGETS

- a) I know the appropriate way to engage my peers in discussion.
- b) I know how to support my thoughts and opinions in an articulate and respectful manner.
- c) I know how to manage my time to ensure I am prepared to meet deadlines.
- d) I can engage my peers in a respectful and professional manner.
- e) I can self-edit and know when to speak and when to let others speak.
- f) I can collaborate with a group and work independently when needed.
- g) I can organize my time to set clear goals and meet deadlines.

c. **910.SL. 1.c** - **Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions**.

LEARNING TARGETS

- a) I know how the diversity of ideas propels discussion.
- b) I know how to think critically and add to discussions.
- c) I know that a discussion can connect to several broader themes or ideas.
- d) I can draw connections between the topic at hand and the world at large.
- e) I can re-state my opinion or thoughts in different ways for purposes of clarity.
- f) I can ask relevant questions and make observations about other's opinions to contribute to the discussion.
- g) I can encourage and question other speakers to draw them further into the discussion.

d. 910.SL.1.d - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LEARNING TARGETS

- a) I know that there are diverse perspectives I need to respect.
- b) I know how to synthesize various perspectives of the discussion and evaluate them to reach new conclusions.
- c) I can draw inferences from other speakers' points to make new conclusions.
- d) I can be respectful towards other speakers in discussions.
- e) I can identify points of agreement and disagreement.

2. 910.SL. 2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LEARNING TARGETS

- a) I know how to evaluate the accuracy and validity of a variety of sources.
- b) I can find and use information in a variety of formats (visual, oral, media arts, etc.).
- c) I can determine if each source is credible.

3. 910.SL. 3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LEARNING TARGETS

- a) I know the definition of rhetoric and fallacious reasoning.
- b) I know that some speakers may manipulate evidence to support their claims.
- c) I can identify and evaluate a speaker's point of view.
- d) I can determine when they are using rhetoric, unsound reasoning or exaggeration.

Presentation of Knowledge and Ideas

4. 910.SL. 4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LEARNING TARGETS

- a) I know how to create a logical outline.
- b) I know that my arguments must be clearly structured to aid my audience in understanding.
- c) I know I must match my materials (language, visuals, etc.) to the intended audience and purpose.
- d) I can present information in a clear and logical order, using well structured examples to support my reasoning.
- e) I can convey a clear and distinct perspective when speaking.
- f) I can match my style and materials appropriately to the audience.

5. 910.SL. 5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LEARNING TARGETS

- a) I know where to find multiple forms of digital media.
- b) I know when to use a variety of digital media to enhance or support my presentation.
- c) I can use digital media to enhance, support, explain and add interest to a presentation.
- d) I can identify the methods in which media influences individuals and societies.
- e) I can reflect on my use of media, its value and appropriateness.

6. 910.SL. 6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I know the conventions of grammar usage.
- b) I know that language functions in various ways according to context.
- c) I can use formal or informal speech depending on my audience and purpose.
- d) I can demonstrate my command of formal English when necessary.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. 910.LS. 1.a - Use parallel structure.

LEARNING TARGETS

- a) I know and use the conventions of standard English grammar when writing and speaking.
- b) I use appropriate structure (i.e. gerunds, *running*, *walking* and *biking*) when writing and speaking.
- c) I can demonstrate my ability to write and speak using appropriate structures in words, phrases and clauses.

b. 910.LS. 1.b - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

LEARNING TARGETS

- a) I know different types of phrases (i.e. noun, verb, adjectival, etc) and clauses (independent, dependent, etc).
- b) I know how to use phrases and clauses to make my writing or presentations interesting and specific.
- c) I can write and present various types of phrases and clauses correctly to add interest and variety to my work.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 910.LS. 2.a - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

LEARNING TARGETS

- a) I know how to use semicolons to separate independent clauses.
- b) In writing, I can demonstrate my understanding of standard English by linking two or more independent clauses correctly with a semicolon.

b. 910.LS. 2.b - Use a colon to introduce a list or quotation.

LEARNING TARGETS

- a) I know how to use colons correctly.
- b) I know how to use colons to introduce lists or quotations.
- c) In writing, I can demonstrate my command of English and punctuation by using a colon to introduce lists or quotations.

c. 910.LS. 2.c - Spell correctly.

LEARNING TARGETS

- a) I know how to spell.
- b) I can spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. 910.LS. 3.a - Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

LEARNING TARGETS

- a) I know which style format is appropriate for my task.
- b) I can edit my work to adhere to the appropriate style manual.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

a. 910.LS. 4.a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I know context provides clues to the meanings of words.
- b) I can use context to determine the meaning of words, phrases, or words with multiple meanings.

b. 910.LS. 4.b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

LEARNING TARGETS

- a) I know what a prefix and suffix is and how they change root words (morpheme).
- b) I know the parts of speech.
- c) I can correctly use prefixes and suffixes to change root words.

c. 910.LS. 4.c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its **etymology**.

LEARNING TARGETS

- a) I know how to use the pronunciation key from various reference materials (e.g. dictionaries, thesauruses, glossaries both print and digital).
- b) I know how to appropriately use reference material (e.g. the index, table of contents, etc.).
- c) I know the definition of etymology.
- d) I can use reference materials to: pronounce words, determine meaning or clarify other information such as part of speech or etymology.

d. 910.LS. 4.d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LEARNING TARGETS

- a) I know how to find the meaning of words by context or reference material (e.g. a dictionary).
- b) I can infer the meaning of a word from the context, or a reference tool.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. 910.LS. 5.a - Interpret figures of speech (**e.g., euphemism, oxymoron**) in context **and analyze their role in the text**.

LEARNING TARGETS

- a) I know key figures of speech and literary terms and how they are used in a text; such as: euphemism, oxymoron, simile, metaphor, irony, puns, allusion, alliteration, etc.
- b) I can find particular figures of speech/literary and analyze their role in creating depth and meaning in the text.

b. 910.LS. 5.b - **Analyze nuances in the meaning of words with similar denotations.**

LEARNING TARGETS

- a) I know synonyms have different nuances.
- b) I can analyze nuances among synonyms.

6. **910.LS. 6** - Acquire and use **accurately general academic** and domain-specific words and phrases, **sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence** in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I know how to consult proper resources to gather vocabulary knowledge.
- b) I can acquire and use appropriate vocabulary for a variety of audiences, purposes and formats.

ADVANCED PLACEMENT (AP) ENGLISH 3 or 4 LITERATURE AND COMPOSITION GRADE 11 or 12

Units of Credit: One Year

Prerequisites: English 2 for English 3 Literature and Composition-select MCPS high schools may require students to have earned a B or higher in English 2 and/or have a recommendation from their English 2 teacher.
English 3 for English 4 Literature and Composition
Students are expected to complete summer reading and assignments.

Course Overview:

MCPS English Language Arts teaching and learning in high school are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

This AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

The course includes intensive study of representative works from various genres and periods, concentrating on selections of recognized literary merit. Reading in an AP course is both wide and deep. This reading necessarily builds upon and complements the reading done in previous English courses so that by the time students complete their AP course, they will have read works from several genres and periods spanning the 16th to the 21st Century. More importantly, they will become deeply familiar with a few works. In the course, they read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work’s literary artistry, students reflect on the social and historical values it represents and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Although critical analysis makes up the bulk of student writing for the course, well-constructed creative writing assignments may help students see how literature is written. Such experiences sharpen their understanding of what writers have accomplished and deepen their appreciation of literary artistry. The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do.

To that end, writing instruction includes attention to developing and organizing ideas in clear, coherent, and persuasive language. It includes study of the elements of style and it attends to matters of precision and correctness as necessary. (College Board AP English Course Description, May 2007, May 2008. P.49-51)

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Reading Standards for Literature

Key Ideas and Details

1. **1112.RL. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including **determining where the text leaves matters uncertain**.

LEARNING TARGETS

- a) I can analyze text.
- b) I can determine importance.
- c) I can use evidence to make logical inferences about texts.
- d) I can synthesize.
- e) I can combine background knowledge with details from the text to draw conclusions.
- f) I can identify which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them.
- g) I can recognize when my understanding breaks down and then apply a strategy to correct it.
- h) I can make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- i) I can analyze an author's implicit and explicit assumptions and beliefs about a subject.

2. **1112.RL. 2** - Determine **two or more** themes or central ideas of a text, including those by and about American Indians, **and analyze their development** over the course of the text, including **how they interact and build on one another to produce a complex account** of the meaning of the work as a whole; provide an analysis of the text beyond plot summary.

LEARNING TARGETS

- a) I can identify multiple themes in a text.
- b) I can chart how a theme is developed.
- c) I can analyze the way in which the themes and/or meaning(s) of a selection represent a view or comment on life (including those related to American Indians), using textual evidence to support the claim.
- d) I can provide an objective summary of the text.

3. **1112.RL. 3** - Analyze **the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).**

LEARNING TARGETS

- a) I can analyze the author's use of elements such as setting, plot development, and characters.
- b) I can analyze the author's use of methods of development, e.g., hyperbole, understatement, humor, sarcasm, dialect, diction, tone, dramatic and situational irony.

Craft and Structure

4. **1112.RL. 4** - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, **including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, works by American Indian authors, as well as other authors.)**

LEARNING TARGETS

- a) I can analyze the impact of specific word choices on meaning, tone, originality, and creativity.
- b) I can determine the meaning of words and phrases as they are used in text.
- c) I can determine the difference between literal meanings of words and the ideas that are sometimes associated with them.

5. **1112.RL. 5** - Analyze how an author's choices concerning how to structure **specific parts** of a text **contribute to its overall structure and meaning as well as its aesthetic** impact. Complete close reading of a specific text selection identifying diction, syntax, figurative language, irony, tone, etc.

LEARNING TARGETS

- a) I can analyze the literary devices used to determine the rhetorical and/or aesthetic purposes of a text.
- b) I can evaluate the literary devices used to determine aesthetic purposes of a text.
- c) I can analyze rhetorical devices (arguments, assumptions, fallacies).
- d) I can analyze the way in which meaning is affected by the pattern of organization, repetition of the main ideas, organization of language, and word choice in the text.

6. 1112.RL. 6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement), include works by and about American Indians.

LEARNING TARGETS

- a) I can analyze the author's implicit and explicit treatment of point of view.

Integration of Knowledge and Ideas

7. 1112.RL. 7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

LEARNING TARGETS

- a) I can compare and contrast versions of the same work presented across genres (different types of writing).
- b) I can assess how different versions/genres affect interpretations.

8. (Not applicable to literature)

9. 1112.RL. 9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including American Indian works, including how two or more texts from the same period treat similar themes or topics.

LEARNING TARGETS

- a) I can compare and contrast the presentation of similar themes and/or topics across genres (different types of writing).
- b) I can explain how a selection of genres shapes and reflects the theme or topic in a specific time period and/or culture.

Range of Reading and Level of Text Complexity

10. 1112.RL. 10 - By the end of the course, read, comprehend and analyze literature, including stories, dramas, and poems, in the **grades 11/12–CCR** text complexity band proficiently, with scaffolding as needed at the high end of the range.

LEARNING TARGETS

- a) I can read books at the 11th grade level independently and proficiently.
- b) I can read books at the 12th grade level independently and proficiently.
- c) I can analyze poetic forms.
- d) I can analyze subgenres that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- e) I can monitor my reading comprehension and employ the comprehension strategies as needed.

Reading Standards for Informational Text

Key Ideas and Details

1. **1112.RI. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, **including determining where the text leaves matters uncertain.**

LEARNING TARGETS

- a) I can analyze text.
- b) I can synthesize.
- c) I can combine background knowledge with details from the text to draw conclusions.
- d) I can identify which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them.
- e) I can recognize when my understanding breaks down and then apply a strategy to correct it.
- f) I can make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- g) I can analyze an author's implicit and explicit assumptions and beliefs about a subject.

2. **1112.RI. 2** - Determine **two or more** central ideas of a text and analyze **their** development over the course of the text, including how **they interact and build on one another to provide a complex analysis**; provide an objective summary of the text.

LEARNING TARGETS

- a) I can recognize the organizational structure of a text and how this impacts the development of ideas.
- b) I can recognize how two or more main ideas in a single text can interact.
- c) I can analyze multiple central ideas and their development in a text.

3. **1112.RI. 3** - Analyze a **complex set of ideas or sequence of events** and **explain how specific individuals, ideas, or events interact and develop over the course of the text.**

LEARNING TARGETS

- a) I can identify specific individuals, ideas, and/or events in an informational text.
- b) I can analyze how individuals, ideas, and events interact and develop.

Craft and Structure

4. **1112.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze **how an author uses and refines the meaning of a key term or terms over the course of a text.**

LEARNING TARGETS

- a) I can analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

5. 1112.RI. 5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

LEARNING TARGETS

- a) I can evaluate the effectiveness of the organizational structure of an informational text.
- b) I can analyze how the structure of an informational text impacts exposition or argument.

6. 1112.RI. 6 - Determine an author's point of view or purpose in a text, **including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.**

LEARNING TARGETS

- a) I can analyze the literary devices used to develop the point of view, rhetorical and/or aesthetic purposes of a text.
- b) I can make reasonable assertions about an author's point of view and/or purpose by examining the style and content of a text to determine its quality and effectiveness.

Integration of Knowledge and Ideas

7. 1112.RI. 7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LEARNING TARGETS

- a) I can evaluate the usefulness of different media or formats (including primary and secondary sources) to address a question or problem.
- b) I can synthesize the content from several sources or works dealing with a question or a problem.
- c) I can evaluate sources for accuracy, bias, validity, and credibility.

8. 1112.RI. 8 - Delineate and evaluate the **reasoning in seminal texts including those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.**

LEARNING TARGETS

- a) I can analyze both the features and rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.
- b) I can identify the premises, purposes, and arguments in informational texts.
- c) I can critique the power, validity, and truthfulness or arguments set forth in public documents.
- d) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.

9. 1112.RI. 9 - Analyze **seventeenth-, eighteenth-, and nineteenth-century foundational** documents of historical and literary significance for their themes, purposes, and rhetorical features.

LEARNING TARGETS

- a) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.
- b) I can analyze the presentation of similar themes, purposes, and rhetorical features in historical documents from multiple time periods.

Range of Reading and Level of Text Complexity

10. 1112.RI. 10 - By the end of the course, read and comprehend literary nonfiction in the **grades 11/12–CCR** text complexity band proficiently, with scaffolding as needed at the high end of the range.

LEARNING TARGETS

- a) I can read informational texts at the 11th grade level independently and proficiently.
- b) I can read informational texts at the 12th grade level independently and proficiently.
- c) I can analyze literary nonfiction independently and proficiently.
- d) I can monitor my reading comprehension and employ the comprehension strategies as needed.

Writing Standards

Text Types and Purposes

1. Write essays of literary analysis discussing the salient features of a specific text displaying an effective thesis and organizational structure including the selection of appropriate detail to support the thesis, insight and efficient use of diction and syntax.

a. Respond directly and efficiently to questions that require a timed essay, organizing quickly and clearly, focusing on major points that provide a competent response to the question as asked and developing major points fully, by citing direct references to the text.

LEARNING TARGETS

- a) I can read and annotate text.
- b) I can quickly organize ideas.
- c) I can respond with a developed essay to a timed writing prompt.
- d) I can cite direct references to the text.

b. draw upon textual details to make and explain judgments about a work's artistry and quality, as well as a work's historical and/or social values.

LEARNING TARGETS

- a) I can read, scan, and annotate the text.
- b) I can examine and form a judgment about a work's quality while citing direct references to the text.
- c) I can examine and form a judgment about a work's historical and/or social values while citing direct evidence to the text.

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

a. **1112.WR. 1.a** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

LEARNING TARGETS

- a) I can organize ideas and appeals in a sustained and effective fashion.
- b) I can address readers' concerns, counterclaims, biases, and expectations.
- c) I can develop a credible claim.

b. **1112.WR. 1.b** - Develop claim(s) and counterclaims fairly **and thoroughly**, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, **values, and possible biases**.

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can adjust my voice, style, and form depending on audience, occasion, and purpose.

c. **1112.WR. 1.c** - Use words, phrases, and clauses **as well as varied syntax to** link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LEARNING TARGETS

- a) I can use transitional words and phrases to create cohesion and clarity.

d. **1112.WR. 1.d** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

e. **1112.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion derived from my argument.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **1112.WR. 2.a** - Introduce a topic; organize complex ideas, concepts, and information **so that each new element builds on that which precedes it to create a unified whole**; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I can develop a thesis.
- b) I can create an organizing structure appropriate to purpose, audience, and context.
- c) I can include accurate information from primary and secondary sources and exclude extraneous information.
- d) I can make valid inferences.
- e) I can support judgments with relevant and substantial evidence and well-chosen details.
- f) I can use technical terms and notations correctly.
- g) I can create a coherent conclusion.
- h) I can use a variety of formatting, graphics, and/or technologies to enhance comprehension.
- i) I can organize information by classifying, categorizing, and sequencing, and demonstrate the distinction between one's ideas and the ideas of others.
- j) I can correctly cite sources.

b. **1112.WR. 2.b** - Develop the topic **thoroughly by selecting the most significant and relevant facts**, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the topic.
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

c. **1112.WR. 2.c** - Use appropriate and varied transitions **and syntax** to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING TARGETS

- a) I can use transitional words and phrases to create cohesion and clarity.

d. **1112.WR. 2.d** - Use precise language, domain-specific vocabulary, and **techniques such as metaphor, simile, and analogy** to manage the complexity of the topic.

LEARNING TARGETS

- a) I can develop a style and an appreciation of the effects created.
- b) I can use precise word choice in creative and vivid ways to explain a topic.
- c) I can choose language (e.g. strong nouns, active verbs, concrete and sensory details, figurative language) appropriate for the topic.

e. **1112.WR. 2.e** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

f. **1112.WR. 2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion that supports the explanation.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **1112.WR. 3.a** - Engage and orient the reader by setting out a problem, situation, or observation **and its significance**, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LEARNING TARGETS

- a) I can create a smooth progression of experiences or events.
- b) I can engage the reader by setting out a problem, situation or observation, and its significance.
- c) I can establish one or more points of view in narrative writing.
- d) I can introduce a narrator and or characters.

b. **1112.WR. 3.b** - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LEARNING TARGETS

- a) I can use a variety of techniques to create an engaging and multi-layered narrative.
- b) I can develop experiences, events, and/or characters.
- c) I can use narrative techniques such as dialogue, pacing, descriptions, reflection, and multiple plot lines.
- d) I can create multiple drafts with significant revisions to critique my own work.
- e) I can apply my editing knowledge to the work of others.

c. **1112.WR. 3.c** - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole **and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).**

LEARNING TARGETS

- a) I can sequence events in multiple ways to build a coherent whole.
- b) I can develop a particular tone and outcome.

d. **1112.WR. 3.d** - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

LEARNING TARGETS

- a) I can use a variety of specific sensory details to create a clear and engaging picture of characters, events and setting.
- b) I can use precise word choice in creative and vivid ways to convey a vivid picture of the experiences, events, setting, and/or characters.
- c) I can choose precise words and phrases, including sensory details and figurative language.

e. **1112.WR. 3.e** - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LEARNING TARGETS

- a) I can address/resolve earlier conflicts or experiences to create a logical ending.
- b) I can reflect on my writing to provide a satisfying conclusion.
- c) I can reinforce narrative form and style choices.
- d) I can reflect on what is experienced, observed, and resolved in a narrative conclusion.

Production and Distribution of Writing

4. **1112.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I can produce writing that is clearly organized and appropriate to task, purpose, and audience.
- b) I can write and produce arguments, informative/explanatory texts, and narratives.

5. **1112.WR. 5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LEARNING TARGETS

- a) I can analyze strength and weaknesses in my writing and implement suggestions to improve my writing.
- b) I can use the 6 Traits of Writing throughout the prewriting, drafting, revision, proofreading, and editing of my writing.
- c) I can analyze models of effective writing and similar strategies to improve my writing.
- d) I can use information from reference materials for creating, revising, editing, and publishing throughout the writing process.

- e) I can use technology to create, revise, edit, and publish throughout the writing process.
- f) I can analyze my own writing to understand how to improve.
- g) I can analyze published pieces to understand how to improve my writing.
- h) I can write effectively for particular audiences and purposes.

6. **1112.WR. 6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products **in response to ongoing feedback, including new arguments or information.**

LEARNING TARGETS

- a) I can use technology tools and resources for managing and communicating information in situations individuals encounter in the world.
- b) I can routinely and effectively use online information resources to meet needs for collaboration, research, publication, communication, and productivity.
- c) I can collaborate with peers, experts, and others to communicate new knowledge using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Research to Build and Present Knowledge

7. **1112.WR. 7** - Conduct short as well as more sustained research projects to answer a question (**including a self-generated question**) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LEARNING TARGETS

- a) I can recognize and use relevant facts.
- b) I can narrow or broaden focus on a research topic.
- c) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the research question(s).
- d) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

8. **1112.WR. 8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess **the strengths and limitations of each source in terms of the task, purpose, and audience**; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism **and over reliance on any one** source and following a standard format for citation.

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can assess the strengths and limitations of sources in regard to task, purpose, and audience.
- c) I can synthesize information gathered from a variety of sources and evaluate information for its relevance to the topic.
- d) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

9. **1112.WR.9** - Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

a. 1112.WR. 9.a - Apply **grades 11–12** Reading standards to literature (e.g., “**Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics**”).

LEARNING TARGETS.

- a) I can demonstrate a comprehensive grasp of the significant ideas of literary works across various time periods.
- b) I can support statements with evidence from the text.
- c) I can demonstrate an awareness of the author's style and an appreciation of the effects created.
- d) I can identify and assess the impact of ambiguities, nuances, and complexities within text(s).
- e) I can compare and contrast the presentation of a similar theme or topic across various time periods.

b. 1112.WR. 9.b - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. **b. Apply grades 11–12 Reading standards to literary nonfiction** (e.g., “**Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies]**”).

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can gather and draw evidence from literary and informational texts to support analysis and reflection.
- c) I can research using advanced searches.
- d) I can synthesize information gathered from a variety of print and digital sources and evaluate information for its relevance to the topic.
- e) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

c. 1112.WR. 10 Collect data from primary and secondary sources, use it judiciously in essays, and document it accurately according to MLA standards.

Range of Writing

10. **1112.WR. 10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING TARGETS

- a) I can write over extended time frames.
- b) I can write for a range of tasks, purposes, and audiences.
- c) I can routinely use the 6 Traits of Writing model to research, write, reflect, and revise.
- d) I can write routinely in a short term time frame (e.g. journal, timed write, essay response, etc.).
- e) I can routinely edit my work to create multiple drafts.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grades 11–12** topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. **1112.SL. 1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LEARNING TARGETS

- a) I can read and research to prepare for and participate in discussions.
- b) I can refer to text and present evidence from other research to participate in a range of discussions.
- c) I can initiate and participate effectively in a range of collaborative discussions.

b. **1112.SL. 1.b** - Work with peers to **promote civil, democratic discussions** and decision-making, set clear goals and deadlines, and establish individual roles as needed.

LEARNING TARGETS

- a) I can work with peers to promote civil, democratic discussions, and decision-making.
- b) I can set clear goals and deadlines and establish and fulfill individual roles as needed.
- c) I can build on the ideas of others and contribute relevant information or ideas.

c. **1112.SL. 1.c** - Propel conversations by posing and responding to questions **that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue;** clarify, verify, or challenge ideas and conclusions; **and promote divergent and creative perspectives.**

LEARNING TARGETS

- a) I can pose and respond to stimulating questions to propel discussions.
- b) I can use reasoning and evidence to clarify, verify, or challenge ideas and conclusions.
- c) I can promote and encourage divergent and creative perspectives in discussions.

d. 1112.SL. 1.d - Respond thoughtfully to diverse perspectives; **synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.**

LEARNING TARGETS

- a) I can synthesize and respond thoughtfully to diverse perspectives in discussions.
- b) I can determine when to add additional information to deepen discussion.
- c) I can clarify information to resolve contradictions.

2. 1112.SL. 2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) **in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**

LEARNING TARGETS

- a) I can evaluate the credibility and accuracy of sources.
- b) I can recognize discrepancies among data.
- c) I can synthesize and assess multiple sources to make informed decisions and solve problems.

3. 1112.SL. 3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, **assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**

LEARNING TARGETS

- a) I can evaluate devices used to support assertions such as appealing to logic through reasoning, appealing to emotion or ethical belief, or relating a personal anecdote, case study, or analogy.
- b) I can analyze types of arguments, including argument by causation, analogy, authority, emotion, and the use of sweeping generalization.
- c) I can observe a variety of criteria (e.g. clarity, accuracy, bias, relevance of facts, tone, point of view, word choice, points of emphasis) to evaluate speaking.

Presentation of Knowledge and Ideas

4. 1112.SL. 4 - Present information, findings, and supporting evidence, **conveying a clear and distinct perspective**, such that listeners can follow the line of reasoning, **alternative or opposing perspectives are addressed**, and the organization, development, substance, and style are appropriate to purpose, audience, and **a range of formal and informal** tasks.

LEARNING TARGETS

- a) I can exhibit a logical structure appropriate to audience, context, and purpose.
- b) I can choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language).
- c) I can convey a clear and distinct perspective while speaking.
- d) I can effectively address alternative or opposing perspectives.
- e) I can present using a range of formal and informal tasks.

5. **1112.SL. 5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LEARNING TARGETS

- a) I use digital media to enhance, support, explain, and add interest to a presentation.
- b) I can identify the methods in which media influences individuals and societies.
- c) I can reflect on my use of media and its value and appropriateness.

6. **1112.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I can create oral presentations that are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion.
- b) I can apply delivery techniques, both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact).
- c) I can demonstrate a command of formal English when indicated and appropriate.
- d) I can avoid distracting delivery behaviors (e.g., excessive verbal pauses, fidgeting, "like um ah").
- e) I can document ideas used from outside sources using appropriate formats (e.g., citing authors, titles, web sites).

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. 1112.LS. 1.a - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

LEARNING TARGETS

- a) I can use current standards of English grammar.

b. 1112.LS. 1.b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

LEARNING TARGETS

- a) I can use appropriate resources to resolve grammatical issues.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 1112.LS. 2.a - Observe hyphenation conventions.

LEARNING TARGETS

- a) I can use hyphens correctly.

b. 1112.LS. 2.b - Spell correctly.

LEARNING TARGETS

- a) I can spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. 1112.LS. 3.a - Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

LEARNING TARGETS

- a) I can vary syntax for effect.
- b) I can use syntactical references when needed.
- c) I can analyze how syntax is used in text.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

a. 1112.LS. 4.a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I can use context to determine meaning of multiple-meaning words and phrases.

b. 1112.LS. 4.b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

LEARNING TARGETS

- a) I can identify and analyze prefixes, roots, and suffixes to determine word meaning.

c. 1112.LS.4.c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

LEARNING TARGETS

- a) I can use appropriate references to determine pronunciation, part of speech and etymology, and clarify definitions and standard usage of words.

d. **1112.LS. 4.d** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LEARNING TARGETS

- a) I can determine the denotation and connotation of words by using context or consulting appropriate resources.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. **1112.LS. 5.a** - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

LEARNING TARGETS

- a) I can identify literary devices and explain their impact on style.
 - b) I can identify imagery and figurative language and sound devices used in a variety of texts.
 - c) I can use precise word choice to convey proper nuance and relationship.
- b. **1112.LS. 5.b** - Analyze nuances in the meaning of words with similar denotations.

LEARNING TARGETS

- a) I can analyze nuances among synonyms.

6. **1112.LS. 6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I can acquire and use appropriate vocabulary for a variety of audiences, purposes, and formats.

ADVANCED PLACEMENT (AP) ENGLISH 3 or 4 LANGUAGE AND COMPOSITION GRADE 11 or 12

Units of Credit: One Year

Prerequisite: English 2 for English 3 Language and Composition
English 3 for English 4 Language and Composition

Course Overview:

MCPS English Language Arts teaching and learning in high school are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

This AP English Language and Composition course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

The purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Students should be encouraged to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing.

AP English Language emphasizes expository, analytical, and argumentative and critical writing. Students are asked to reflect on the increasing importance of graphics and visual images in texts published in print and electronic media. They analyze how such images relate to written and digital texts and serve as alternative forms of text themselves. (College Board AP English Course Description, May 2007, May 2008. P.6-7)

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Reading Standards for Literature

Key Ideas and Details

1. **1112.RL. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including **determining where the text leaves matters uncertain**.

LEARNING TARGETS

- a) I can synthesize.
- b) I can combine background knowledge with details from the text to draw conclusions.
- c) I can identify which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them.
- d) I can recognize when my understanding breaks down and then apply a strategy to correct it.
- e) I can make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- f) I can analyze an author's implicit and explicit assumptions and beliefs about a subject.

2. **1112.RL. 2** - Determine **two or more** themes or central ideas of a text, including those by and about American Indians, **and analyze their development** over the course of the text, including **how they interact and build on one another to produce a complex account**; provide an objective summary of the text.

LEARNING TARGETS

- a) I can identify multiple themes in a text.
- b) I can analyze the way in which the themes and/or meaning(s) of a selection represent a view or comment on life (including those related to American Indians), using textual evidence to support the claim.
- c) I can provide an objective summary of the text.

3. **1112.RL. 3** - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

LEARNING TARGETS

- a) I can analyze the author's use of elements such as setting, plot development, and characters.
- b) I can analyze the author's use of methods of development, e.g., hyperbole, understatement, humor, sarcasm, dialect, diction, tone, dramatic and situational irony.

Craft and Structure

4. **1112.RL. 4** - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, **including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, works by American Indian authors, as well as other authors.)**

LEARNING TARGETS

- a) I can analyze the impact of specific word choices on meaning, tone, originality, and creativity.
- b) I can determine the meaning of words and phrases as they are used in text.

5. **1112.RL. 5** - Analyze how an author's choices concerning how to structure **specific parts** of a text **contribute to its overall structure and meaning as well as its aesthetic impact.**

LEARNING TARGETS

- a) I can analyze the literary devices used to determine the rhetorical and/or aesthetic purposes of a text.
- b) I can evaluate the literary devices used to determine aesthetic purposes of a text.
- c) I can analyze rhetorical devices (arguments, assumptions, fallacies).
- d) I can analyze the way in which meaning is affected by the pattern of organization, repetition of the main ideas, organization of language, and word choice in the text.

6. **1112.RL. 6** - Analyze a case in which grasping point of view **requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement), include works by and about American Indians.**

LEARNING TARGETS

- a) I can analyze the author's implicit and explicit treatment of point of view.

Integration of Knowledge and Ideas

7. **1112.RL. 7** - Analyze **multiple interpretations** of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. **(Include at least one play by Shakespeare and one play by an American dramatist.)**

LEARNING TARGETS

- a) I can compare and contrast versions of the same work presented across genres (different types of writing).
- b) I can assess how different versions/genres affect interpretations.

8. *(Not applicable to literature)*

9. 1112.RL. 9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian works, including how two or more texts from the same period treat similar themes or topics.

LEARNING TARGETS

- a) I can compare and contrast the presentation of similar themes and/or topics across genres (different types of writing).
- b) I can explain how a selection of genres shapes and reflects the theme or topic in a specific time period and/or culture.

Range of Reading and Level of Text Complexity

10. 1112.RL. 10 - Read and comprehend literature and expository texts, in text complexity band proficiently, with scaffolding as needed at the high end of the range for a college course.

LEARNING TARGETS

- a) In 11th grade, I can read books at the 11th grade level independently and proficiently.
- b) In 12th grade, I can read books at the 12th grade level independently and proficiently.
- c) I can analyze poetic forms.
- d) I can analyze subgenres that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- e) I can monitor my reading level comprehension and employ the comprehension strategies as needed.

Reading Standards for Informational Text

Key Ideas and Details

1. 1112.RI. 1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, **including determining where the text leaves matters uncertain.**

LEARNING TARGETS

- a) I can synthesize.
- b) I can combine background knowledge with details from the text to draw conclusions.
- c) I can identify which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them.
- d) I can recognize when my understanding breaks down and then apply a strategy to correct it.
- e) I can make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- f) I can analyze an author's implicit and explicit assumptions and beliefs about a subject.

2. 1112.RI. 2 - Determine **two or more central ideas of a text and analyze **their** development over the course of the text, including **how they interact and build on one another to provide a complex analysis**; provide an objective summary of the text.**

LEARNING TARGETS

- a) I can recognize the organizational structure of a text and how this impacts the development of ideas.

- b) I can recognize how two or more main ideas in a single text can interact.
- c) I can analyze multiple central ideas and their development in a text.

3. **1112.RI. 3** - Analyze a **complex set of ideas or sequence of events** and **explain how specific individuals, ideas, or events interact and develop over the course of the text.**

LEARNING TARGETS

- a) I can identify specific individuals, ideas, and/or events in an informational text.
- b) I can analyze how individuals, ideas, and events interact and develop.

Craft and Structure

4. **1112.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze **how an author uses and refines the meaning of a key term or terms over the course of a text.** Develop proficiency with recognizing rhetorical strategies as they are used in text and rhetorical terms for these techniques.

LEARNING TARGETS

- a) I can analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

5. **1112.RI. 5** - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

LEARNING TARGETS

- a) I can evaluate the effectiveness of the organizational structure of an informational text.
- b) I can analyze how the structure of an informational text impacts exposition or argument.

6. **1112.RI. 6** - Determine an author's point of view or purpose in a text, **including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.**

LEARNING TARGETS

- a) I can analyze the literary devices used to develop the point of view, rhetorical, and/or aesthetic purposes of a text.
- b) I can make reasonable assertions about an author's point of view and/or purpose by examining the style and content of a text to determine its quality and effectiveness.

Integration of Knowledge and Ideas

7. **1112.RI. 7** - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LEARNING TARGETS

- a) I can evaluate the usefulness of different media or formats (including primary and secondary sources) to address a question or problem.
- b) I can synthesize the content from several sources or works dealing with a question or a problem.

- c) I can evaluate sources for accuracy, bias, validity, and credibility.

8. 1112.RI. 8 - Delineate and evaluate the **reasoning in seminal U.S. texts including those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies).**

LEARNING TARGETS

- a) I can analyze both the features and rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.
- b) I can identify the premises, purposes, and arguments in informational texts.
- c) I can critique the power, validity, and truthfulness or arguments set forth in public documents.
- d) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.

9. 1112.RI. 9 - Analyze **seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (e.g., The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln’s Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features.**

LEARNING TARGETS

- a) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.
- b) I can analyze the presentation of similar themes, purposes, and rhetorical features in historical documents from multiple time periods.

Range of Reading and Level of Text Complexity

10. 1112.RI. 10 - Read and comprehend literary nonfiction text complexity band proficiently, with scaffolding as needed at the high end of the range for a college course.

LEARNING TARGETS

- a) In 11th grade, I can read informational texts at the 11th grade level independently and proficiently.
- b) In 12th grade, I can read informational texts at the 12th grade level independently and proficiently.
- c) I can analyze literary nonfiction independently and proficiently.
- d) I can monitor my reading comprehension and employ the comprehension strategies as needed.

Writing Standards

Text Types and Purposes

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

a. **1112.WR. 1.a** - Introduce precise, **knowledgeable** claim(s), **establish the significance** of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that **logically sequences** claim(s), counterclaims, reasons, and evidence.

LEARNING TARGETS

- a) I can organize ideas and appeals in a sustained and effective fashion.
- b) I can address readers' concerns, counterclaims, biases, and expectations.
- c) I can develop a credible claim.

b. **1112.WR. 1.b** - Develop claim(s) and counterclaims fairly **and thoroughly**, supplying the **most relevant** evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, **values, and possible biases**.

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can adjust my voice, style, and form depending on audience, occasion and purpose.

c. **1112.WR. 1.c** - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LEARNING TARGETS

- a) I can use transitional words and phrases to create cohesion and clarity.

d. **1112.WR. 1.d** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

e. **1112.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion derived from my argument.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **1112.WR. 2.a** - Introduce a topic; organize complex ideas, concepts, and information **so that each new element builds on that which precedes it to create a unified whole**; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I can develop a thesis.
- b) I can create an organizing structure appropriate to purpose, audience, and context.
- c) I can include accurate information from primary and secondary sources and exclude extraneous information.
- d) I can make valid inferences.
- e) I can support judgments with relevant and substantial evidence and well-chosen details.
- f) I can use technical terms and notations correctly.
- g) I can create a coherent conclusion.
- h) I can use a variety of formatting, graphics, and/or technologies to enhance comprehension.
- i) I can organize information by classifying, categorizing, and sequencing, and demonstrate the distinction between one's ideas and the ideas of others.
- j) I can correctly cite my sources.

b. **1112.WR. 2.b** - Develop the topic **thoroughly by selecting the most significant and relevant facts**, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the topic.
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

c. **1112.WR. 2.c** - Use appropriate and varied transitions **and syntax** to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING TARGETS

- a) I can use transitional words and phrases to create cohesion and clarity.

d. **1112.WR. 2.d** - Use precise language, domain-specific vocabulary, and **techniques such as metaphor, simile, and analogy** to manage the complexity of the topic.

LEARNING TARGETS

- a) I can develop a style and an appreciation of the effects created.
- b) I can use precise word choice in creative and vivid ways to explain a topic.
- c) I can choose language (e.g. strong nouns, active verbs, concrete and sensory details, figurative language) appropriate for the topic.

e. **1112.WR. 2.e** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

f. **1112.WR. 2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion that supports the explanation.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

Production and Distribution of Writing

4. **1112.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I can produce writing that is clearly organized and appropriate to task, purpose, and audience.

5. **1112.WR. 5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LEARNING TARGETS

- a) I can analyze strength and weaknesses in my writing and implement suggestions to improve my writing.
- b) I can use the 6 Traits of Writing throughout the prewriting, drafting, revision, proofreading, and editing of my writing.
- c) I can analyze models of effective writing and similar strategies to improve my writing.
- d) I can use information from reference materials for creating, revising, editing, and publishing throughout the writing process.
- e) I can use technology to create, revise, edit, and publish throughout the writing process.
- f) I can analyze my own writing to understand how to improve.
- g) I can analyze published pieces to understand how to improve my writing.
- h) I can write effectively for particular audiences and purposes.

6. **1112.WR. 6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products **in response to ongoing feedback, including new arguments or information.**

LEARNING TARGETS

- a) I can use technology tools and resources for managing and communicating information in situations individuals encounter in the world.
- b) I can routinely and effectively use online information resources to meet needs for collaboration, research, publication, communication, and production.
- c) I can collaborate with peers, experts, and others to communicate new knowledge using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Research to Build and Present Knowledge

7. **1112.WR. 7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the research question(s).
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

8. **1112.WR. 8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; **assess the strengths and limitations of each source in terms of the task, purpose, and audience**; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism **and over-reliance on any one** source and following a standard format for citation.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the research question(s).
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

9. **1112.WR. 9** - Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

a. **1112.WR. 9.a** - Apply **grades 11–12** Reading standards to literature (e.g., **“Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”**).

LEARNING TARGETS

- a) I can demonstrate a comprehensive grasp of the significant ideas of literary works across various time periods.
- b) I can support statements with evidence from the text,

- c) I can demonstrate an awareness of the author's style and an appreciation of the effects created.
- d) I can identify and assess the impact of ambiguities, nuances, and complexities within text(s).
- e) I can compare and contrast the presentation of similar theme or topic across various time periods.

b. 1112.WR. 9.b - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. [b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies]”).

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can synthesize information gathered from a variety of print and digital sources and evaluate information for its relevance to the topic.
- c) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

c. 1113.WR. 9.b – Collect data from primary and secondary sources, use it judiciously in essay, and document it accurately according to Modern Language Association (MLA) standards.

Range of Writing

10. 1112.WR. 10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING TARGETS

- a) I can routinely use the 6 Traits of Writing model to research, write, reflect, and revise.
- b) I can write routinely in a short-term time frame (e.g. journal, timed write, essay response, etc.).
- c) I can routinely edit my work to create multiple drafts.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

a. **1112.SL. 1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LEARNING TARGETS

- a) I can read and research to prepare for and participate in discussions.
- b) I can refer to text and present evidence from other research to participate in a range of discussions.

b. **1112.SL. 1.b** - Work with peers **to promote civil, democratic discussions** and decision-making, set clear goals and deadlines, and establish individual roles as needed.

LEARNING TARGETS

- a) I can work with peers to promote civil, democratic discussions, and decision-making.
- b) I can set clear goals and deadlines and establish and fulfill individual roles as needed.
- c) I can build on the ideas of others and contribute relevant information or ideas.

c. **1112.SL. 1.c** - Propel conversations by posing and responding to questions **that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue;** clarify, verify, or challenge ideas and conclusions; **and promote divergent and creative perspectives.**

LEARNING TARGETS

- a) I can pose and respond to stimulating questions to propel discussions.
- b) I can use reasoning and evidence to clarify, verify or challenge ideas, and conclusions.
- c) I can promote and encourage divergent and creative perspectives in discussions.

d. **1112.SL. 1.d** - Respond thoughtfully to diverse perspectives; **synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.**

LEARNING TARGETS

- a) I can synthesize and respond thoughtfully to diverse perspectives in discussions.
- b) I can determine when to add additional information to deepen discussion.
- c) I can clarify information to resolve contradictions.

2. **1112.SL. 2** - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) **in order to make informed decisions and solve problems**, evaluating the credibility and accuracy of each source **and noting any discrepancies among the data**.

LEARNING TARGETS

- a) I can evaluate the credibility and accuracy of sources.
- b) I can recognize discrepancies among data.
- c) I can synthesize and assess multiple sources to make informed decisions and solve problems.

3. **1112.SL. 3** - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, **assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used**.

LEARNING TARGETS

- a) I can evaluate devices used to support assertions such as appealing to logic through reasoning, appealing to emotion or ethical belief, or relating a personal anecdote, case study, or analogy.
- b) I can analyze types of arguments, including argument by causation, analogy, authority, emotion, and the use of sweeping generalization.
- c) I can observe a variety of criteria (e.g. clarity, accuracy, bias, relevance of facts, tone, point of view, word choice, points of emphasis) to evaluate speaking.

Presentation of Knowledge and Ideas

4. **1112.SL. 4** - Present information, findings, and supporting evidence, **conveying a clear and distinct perspective**, such that listeners can follow the line of reasoning, **alternative or opposing perspectives are addressed**, and the organization, development, substance, and style are appropriate to purpose, audience, and **a range of formal and informal** tasks.

LEARNING TARGETS

- a) I can exhibit a logical structure appropriate to audience, context, and purpose.
- b) I can choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language).
- c) I can convey a clear and distinct perspective while speaking.
- d) I can effectively address alternative or opposing perspectives.
- e) I can present using a range of formal and informal tasks.

5. **1112.SL. 5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LEARNING TARGETS

- a) I use digital media to enhance, support, explain, and add interest to a presentation.
- b) I can identify the methods in which media influences individuals and societies.
- c) I can reflect on my use of media and its value and appropriateness.

6. **1112.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I can create oral presentations that are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context, and occasion.
- b) I can apply delivery techniques, both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact).
- c) I can demonstrate a command of formal English when indicated and appropriate.
- d) I can avoid distracting delivery behaviors (e.g., excessive verbal pauses, fidgeting, "like um ah").
- e) I can document ideas used from outside sources using appropriate formats (e.g., citing authors, titles, web sites).

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. 1112.LS. 1.a - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

LEARNING TARGETS

- a) I know that language usage can change over time.

b. 1112.LS. 1.b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. | Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

LEARNING TARGETS

- a) I can use appropriate grammar when speaking.
- b) I can use appropriate grammar in my writing.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 1112.LS. 2.a - Observe hyphenation conventions.

LEARNING TARGETS

- a) I can use hyphens appropriately.

b. 1112.LS. 2.b - Spell correctly.

LEARNING TARGETS

- a) I can spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

a. 1112.LS. 3.a - Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

LEARNING TARGETS

- a) I can vary syntax for effect.
- b) I can use syntactical references when needed.
- c) I can analyze how syntax is used in text.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grades 11–12** reading and content, choosing flexibly from a range of strategies.

a. 1112.LS. 4.a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I can use context to determine meaning of multiple-meaning words and phrases.

b. 1112.LS. 4.b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

LEARNING TARGETS

- a) I can identify and analyze prefixes, roots, and suffixes to determine word meaning.

c. 1112.LS. 4.c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, **or its standard usage.**

LEARNING TARGETS

- a) I can use appropriate references to determine pronunciation, part of speech and etymology, and clarify definitions and standard usage of words.

d. 1112.LS. 4.d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LEARNING TARGETS

- a) I can determine the denotation and connotation of words by using context or consulting appropriate resources.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. 1112.LS. 5.a - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

LEARNING TARGETS

- a) I can identify literary devices and explain their impact on style.

- b) I can identify imagery and figurative language and sound devices used in a variety of texts.
- c) I can use precise word choice to convey proper nuance and relationship.

b. **1112.LS. 5.b** - Analyze nuances in the meaning of words with similar denotations.

LEARNING TARGETS

- a) I can analyze nuances among synonyms.

6. **1112.LS. 6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I can acquire and use appropriate vocabulary for a variety of audiences, purposes, and formats.

ENGLISH 3/UNITED STATES HISTORY

GRADE 11

Units of Credit: One Year of English and One Year of U.S. History

Prerequisite: English 2

Course Overview:

MCPS English Language Arts teaching and learning in eleventh grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

English 3/U.S. History is open to all students who are motivated to understand the relationship between literary works and the historical and cultural contexts they were created in and reflect. Through thematic units students explore various periods of American history by examining the literature and informational texts, speeches, seminal historical and political documents, and various art forms of the designated time frames. See the MCPS Social Studies Curriculum document for the U.S. History Standards, Competencies, and Learning Targets.

Grade 11 is primarily a study of American literature from the colonial period to the 21st Century that focuses on two overarching themes: the American Dream and Social Justice. Through the incorporation of textual evidence to support their analysis, students evaluate multiple interpretations of the same or similar subject, author’s bias and perspective, and how choices regarding language and literary elements impact the overall effect of a text. Guiding questions drive student interest and connect themes to relevant issues. In addition to whole class, shared studies, students read independent works related to the common themes.

Primary documents and anchor texts provide the foundation for argumentative, informational/explanatory, and analytical writing that form the basis for most academic and professional communication. Students are heavily involved in the research and the writing of essays which include all aspects of the writing process and knowledge of proper citation of sources. Personal and reflective writing is also incorporated throughout this course.

Students build upon their writing skill from previous years, by integrating multiple sources into their work, reading literary criticism, and writing longer and more complex essays. They follow the

writing process and deal with significant topics that require research, evaluation, synthesis, and development. A strong command of vocabulary and the conventions of grammar and usage are emphasized in both writing and speaking.

Students strengthen their speaking and listening skills by participating and collaborating in informal classroom discussions, current event reports, role playing, living biographies, Socratic seminars, and more formal presentations of diverse formats that incorporate a variety of sources, extensive supporting information, and the strategic use of digital media to enhance the message and audience interest.

Examples of thematic links and anchor texts are: Colonial Period – *The Scarlet Letter* and *The Crucible*; American Indian Removal – *Fool’s Crow*; Pre-Civil War – *Adventures of Huckleberry Finn*; Roaring Twenties – *Great Gatsby*; Vietnam Era – *Things They Carried*; Contemporary American Indian Issues – *Flight*; Montana – *A River Runs Through It*.

Major Themes

- American Dream
- Social Justice
- Rights
- Equality
- Liberty
- Opportunity
- Democracy

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Reading Standards for Literature

Key Ideas and Details

1. **1112.RL. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including **determining where the text leaves matters uncertain**.

LEARNING TARGETS

- a) I know how to analyze text.
- b) I know how to determine importance.
- c) I know when to use evidence to make logical inferences about texts.
- d) I know when and how to apply fix up strategies.
- e) I can synthesize.
- f) I can combine background knowledge with details from the text to draw conclusions.
- g) I can identify which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them.

- h) I can recognize when my understanding breaks down and then apply a strategy to correct it.
- i) I can make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- j) I can analyze an author's implicit and explicit assumptions and beliefs about a subject.

2. **1112.RL. 2** - Determine **two or more** themes or central ideas of a text, including those by and about American Indians, **and analyze their development** over the course of the text, including **how they interact and build on one another to produce a complex account**; provide an objective summary of the text.

LEARNING TARGETS

- a) I know what a theme is.
- b) I know how a theme is developed.
- c) I know how themes interact.
- d) I know how to summarize a text.
- e) I can identify multiple themes in a text.
- f) I can analyze the way in which the themes and/or meaning(s) of a selection represent a view or comment on life (including those related to American Indians), using textual evidence to support the claim.
- g) I can provide an objective summary of the text.

3. **1112.RL. 3** - Analyze **the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).**

LEARNING TARGETS

- a) I know elements of story and drama.
- b) I know how authors use these elements to develop story and drama.
- c) I can analyze the author's use of elements such as setting, plot development, and characters.
- d) I can analyze the author's use of methods of development, e.g., hyperbole, understatement, humor, sarcasm, dialect, diction, tone, dramatic and situational irony.

Craft and Structure

4. **1112.RL. 4** - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, **including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, works by American Indian authors, as well as other authors.)**

LEARNING TARGETS

- a) I know how denotation and connotation influence the meaning of text.
- b) I know the impact of the author's word choice.
- c) I know the difference between literal meanings of words and the ideas that are sometimes associated with them.

- d) I can analyze the impact of specific word choices on meaning, tone, originality, and creativity.
- e) I can determine the meaning of words and phrases as they are used in text.

5. 1112.RL. 5 - Analyze how an author's choices concerning how to structure **specific parts** of a text **contribute to its overall structure and meaning as well as its aesthetic** impact.

LEARNING TARGETS

- a) I know different structures.
- b) I know how structure impacts the meaning of text.
- c) I can analyze the literary devices used to determine the rhetorical and/or aesthetic purposes of a text.
- d) I can evaluate the literary devices used to determine aesthetic purposes of a text.
- e) I can analyze rhetorical devices (arguments, assumptions, fallacies).
- f) I can analyze the way in which meaning is affected by the pattern of organization, repetition of the main ideas, organization of language, and word choice in the text.

6. 1112.RL. 6 - Analyze **a case in which grasping** point of view **requires distinguishing what is directly stated in a text from what is really meant** (e.g., satire, sarcasm, irony, or understatement), **include works by and about American Indians**.

LEARNING TARGETS

- a) I know denotation and connotation influence point of view.
- b) I can analyze the author's implicit and explicit treatment of point of view.

Integration of Knowledge and Ideas

7. 1112.RL. 7 - Analyze **multiple interpretations of a story, drama, or poem** (e.g., recorded or live production of a play or recorded novel or poetry), **evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)** Analyze **multiple interpretations of a story, drama, or poem** (e.g., recorded or live production of a play or recorded novel or poetry), **or traditional American Indian oral histories, evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)**

LEARNING TARGETS

- a) I know how different versions/genres affect interpretations.
- b) I can compare and contrast versions of the same work presented across genres (different types of writing).
- c) I can assess how different versions/genres affect interpretations.

8. *(Not applicable to literature)*

9. 1112.RL. 9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian works, including how two or more texts from the same period treat similar themes or topics.

LEARNING TARGETS

- a) I know that time period and culture impact text, subject matter and its treatment.
- b) I can compare and contrast the presentation of similar themes and/or topics across genres (different types of writing).
- c) I can explain how a selection of genres shapes and reflects the theme or topic in a specific time period and/or culture.

Range of Reading and Level of Text Complexity

10. 1112.RL. 10 - By the end of **grade 11**, read and comprehend literature, including stories, dramas, and poems, in the **grades 11–CCR** text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of **grade 12**, read and comprehend literature, including stories, dramas, and poems, at the high end of the **grades 11–CCR** text complexity band independently and proficiently.

LEARNING TARGETS

- a) I am familiar with the titles on the 9th and 10th grade reading list for fiction.
- b) I am familiar with the titles on the 11th and 12th grade reading list for fiction
- c) I know how to comprehend and analyze multiple genres of literature.
- d) I know the reading comprehension strategies.
- e) I can read books at the 11th grade level independently and proficiently.
- f) I can analyze poetic forms.
- g) I can analyze subgenres that are used in poetry, prose, plays, novels, short stories, essays and other basic genres.
- h) I can monitor my reading comprehension and employ the comprehension strategies as needed.

Reading Standards for Informational Text

Key Ideas and Details

1. 1112.RI. 1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, **including determining where the text leaves matters uncertain.**

LEARNING TARGETS

- a) I know how to analyze text.
- b) I know how to determine importance.
- c) I know when to use evidence to make logical inferences about texts.
- d) I know when and how to apply fix up strategies.
- e) I can synthesize.
- f) I can combine background knowledge with details from the text to draw conclusions.
- g) I can identify which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them.

- h) I can recognize when my understanding breaks down and then apply a strategy to correct it.
- i) I can make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- j) I can analyze an author's implicit and explicit assumptions and beliefs about a subject.

2. **1112.RI. 2** - Determine **two or more** central ideas of a text and analyze **their** development over the course of the text, including how **they interact and build on one another to provide a complex analysis**; provide an objective summary of the text.

LEARNING TARGETS

- a) I know the different organizational structures of informational texts.
- b) I can recognize the organizational structure of a text and how this impacts the development of ideas.
- c) I can recognize how two or more main ideas in a single text can interact.
- d) I can analyze multiple central ideas and their development in a text.

3. **1112.RI. 3** - Analyze a **complex set of ideas or sequence of events** and **explain how specific individuals, ideas, or events interact and develop over the course of the text**.

LEARNING TARGETS

- a) I know how individuals, ideas, and events interact and develop over the course of a text.
- b) I can identify specific individuals, ideas, and/or events in an informational text.
- c) I can analyze how individuals, ideas and events interact and develop.

Craft and Structure

4. **1112.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze **how an author uses and refines the meaning of a key term or terms over the course of a text**.

LEARNING TARGETS

- a) I know that authors develop key terms over the course of a text.
- b) I can analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

5. **1112.RI. 5** - Analyze **and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging**.

LEARNING TARGETS

- a) I know the different organizational structures of informational texts.
- b) I can evaluate the effectiveness of the organizational structure of an informational text.
- c) I can analyze how the structure of an informational text impacts exposition or argument.

6. **1112.RI. 6** - Determine an author's point of view or purpose in a text, **including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text**.

LEARNING TARGETS

- a) I know that authors make deliberate stylistic choices to develop point of view and/or purpose.
- b) I can analyze the literary devices used to develop the point of view, rhetorical and/or aesthetic purposes of a text.
- c) I can make reasonable assertions about an author's point of view and/or purpose by examining the style and content of a text to determine its quality and effectiveness.

Integration of Knowledge and Ideas

7. 1112.RI. 7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LEARNING TARGETS

- a) I know how multiple sources address a question or solve a problem.
- b) I can evaluate the usefulness of different media or formats (including primary and secondary sources) to address a question or problem.
- c) I can synthesize the content from several sources or works dealing with a question or a problem.
- d) I can evaluate sources for accuracy, bias, validity, and credibility.

8. 1112.RI. 8 - Delineate and evaluate the reasoning in seminal U.S. texts including those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies).

LEARNING TARGETS

- a) I know how to delineate and evaluate reasoning.
- b) I can analyze both the features and rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.
- c) I can identify the premises, purposes, and arguments in informational texts.
- d) I can critique the power, validity, and truthfulness or arguments set forth in public documents.
- e) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.

9. 1112.RI. 9 - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln's Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features.

LEARNING TARGETS

- a) I know that time period shapes the construction of historical documents.
- b) I know how to identify and analyze themes, purposes, and rhetorical features.
- c) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.
- d) I can analyze the presentation of similar themes, purposes and rhetorical features in historical documents from multiple time periods.

Range of Reading and Level of Text Complexity

10. **1112.RI. 10** - By the end of **grade 11**, read and comprehend literary nonfiction in the **grades 11–CCR** text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of **grade 12**, read and comprehend literary nonfiction at the high end of the **grades 11–CCR** text complexity band independently and proficiently.

LEARNING TARGETS

- a) I am familiar with the titles on the 9th and 10th grade reading list for non-fiction, essays, etc.
- b) I am familiar with the titles on the 11th and 12th grade reading list for non-fiction, essays, etc.
- c) I know how to comprehend and analyze literary nonfiction.
- d) I know how to apply the reading comprehension strategies.
- e) I can read informational texts at the 11th grade level independently and proficiently.
- f) I can analyze literary nonfiction independently and proficiently.
- g) I can monitor my reading comprehension and employ the comprehension strategies as needed.

Writing Standards

Text Types and Purposes

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

a. **1112.WR. 1.a** - Introduce precise, **knowledgeable** claim(s), **establish the significance** of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that **logically sequences** claim(s), counterclaims, reasons, and evidence.

LEARNING TARGETS

- a) I know what a knowledgeable claim is.
- b) I know how to distinguish alternate or opposing claims.
- c) I can organize ideas and appeals in a sustained and effective fashion.
- d) I can address readers' concerns, counterclaims, biases and expectations.
- e) I can develop a credible claim.

b. **1112.WR. 1.b** - Develop claim(s) and counterclaims fairly **and thoroughly**, supplying **the most relevant** evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, **values, and possible biases**.

LEARNING TARGETS

- a) I know the importance of audience when writing a persuasive piece.
- b) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- c) I can adjust my voice, style and form depending on audience, occasion, and purpose.

c. **1112.WR. 1.c** - Use words, phrases, and clauses **as well as varied syntax** to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LEARNING TARGETS

- a) I know that transition creates cohesion and clarifies relationships among claims, counterclaims, reasons and evidence.
- b) I can use transitional words and phrases to create cohesion and clarity.

d. **1112.WR. 1.d** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I know what formal style is and when it is appropriate.
- b) I know how to use an objective tone.
- c) I know how to use the editing process to improve my writing.
- d) I can establish and maintain a formal style and objective tone.
- e) I can attend to the norms and conventions of the discipline.
- f) I can use word choice to establish a specific tone.
- g) I can omit personal bias.
- h) I can construct many drafts to improve and refine my point.

e. **1112.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

LEARNING TARGETS

- a) I know how to arrive at and develop an effective conclusion.
- b) I can reinforce my organization with an effective conclusion derived from my argument.
- c) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **1112.WR. 2.a** - Introduce a topic; organize complex ideas, concepts, and information **so that each new element builds on that which precedes it to create a unified whole**; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I know that organization, formatting, and graphics work together to aid in comprehension of informational/explanatory texts.
- b) I can develop a thesis.
- c) I can create an organizing structure appropriate to purpose, audience, and context.
- d) I can include accurate information from primary and secondary sources and exclude extraneous information.
- e) I can make valid inferences.
- f) I can support judgments with relevant and substantial evidence and well-chosen details.
- g) I can use technical terms and notations correctly.
- h) I can create a coherent conclusion.
- i) I can use a variety of formatting, graphics, and/or technologies to enhance comprehension.
- j) I can organize information by classifying, categorizing, and sequencing, and demonstrate the distinction between one's ideas and the ideas of others, and include citations.

b. **1112.WR. 2.b** - Develop the topic **thoroughly by selecting the most significant and relevant facts**, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LEARNING TARGETS

- a) I know how to recognize and use relevant facts.
- b) I can synthesize the information gathered from a variety of sources, and evaluate information for its relevance to the topic.
- c) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

c. **1112.WR. 2.c** - Use appropriate and varied transitions **and syntax** to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING TARGETS

- a) I know that transition creates cohesion and clarifies relationships among complex ideas and concepts.
- b) I can use transitional words and phrases to create cohesion and clarity.

d. **1112.WR. 2.d** - Use precise language, domain-specific vocabulary, and **techniques such as metaphor, simile, and analogy** to manage the complexity of the topic.

LEARNING TARGETS

- a) I know the importance of effective language choices.
- b) I can develop a style and an appreciation of the effects created.
- c) I can use precise word choice in creative and vivid ways to explain a topic.
- d) I can choose language (e.g. strong nouns, active verbs, concrete and sensory details, figurative language) appropriate for the topic.

e. **1112.WR. 2.e** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I know what formal style is and when it is appropriate.
- b) I know how to use an objective tone.
- c) I know how to use the editing process to improve my writing.
- d) I can establish and maintain a formal style and objective tone.
- e) I can attend to the norms and conventions of the discipline.
- f) I can use word choice to establish a specific tone.
- g) I can omit personal bias.
- h) I can construct many drafts to improve and refine my point.

f. **1112.WR. 2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LEARNING TARGETS

- a) I know how to arrive at and develop an effective conclusion.
- b) I can reinforce my organization with an effective conclusion supporting the explanation.
- c) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **1112.WR. 3.a** - Engage and orient the reader by setting out a problem, situation, or observation **and its significance**, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LEARNING TARGETS

- a) I know how to establish a problem, situation, or observation.
- b) I know how to convey its significance.
- c) I know how to use point of view.
- d) I know how to introduce and develop characters.
- e) I know how to sequence the progression of experiences and events.
- f) I can create a smooth progression of experiences or events.
- g) I can engage the reader by setting out a problem, situation or observation and its significance.
- h) I can establish one or more points of view in narrative writing.
- i) I can introduce a narrator and or characters.

b. **1112.WR. 3.b** - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LEARNING TARGETS

- a) I know various narrative techniques (e.g. dialogue, description, multiple plot lines).
- b) I know how to use narrative techniques effectively.
- c) I know the draft and editing process is central to good writing.
- d) I can use a variety of techniques to create an engaging and multi-layered narrative.
- e) I can develop experiences, events, and/or characters.
- f) I can use narrative techniques such as dialogue, pacing, descriptions, reflection, and multiple plot lines.
- g) I can create multiple drafts with significant revisions to critique my own work.
- h) I can apply my editing knowledge to the work of others.

c. **1112.WR. 3.c** - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole **and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).**

LEARNING TARGETS

- a) I know how to sequence events.
- b) I can sequence events in multiple ways to build a coherent whole.
- c) I can develop a particular tone and outcome.

d. **1112.WR. 3.d** - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

LEARNING TARGETS

- a) I know sensory details and how they are used to enrich language.
- b) I know the importance of precise, descriptive language choices.
- c) I can use a variety of specific sensory details to create a clear and engaging picture of characters, events and setting.
- d) I can use precise word choice in creative and vivid ways to convey a vivid picture of the experiences, events, setting, and/or characters.
- e) I can choose precise words and phrases, including sensory details and figurative language.

e. **1112.WR. 3.e** - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LEARNING TARGETS

- a) I know how to arrive at and develop an effective conclusion.
- b) I know how to arrive at and develop an effective conclusion in narrative writing.
- c) I can address/resolve earlier conflicts or experiences to create a logical ending.
- d) I can reflect on my writing to provide a satisfying conclusion.
- e) I can reinforce narrative form and style choices.
- f) I can reflect on what is experienced, observed and resolved in a narrative conclusion.

Production and Distribution of Writing

4. **1112.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I know how to pay attention to development, organization, and style.
- b) I know task, purpose, and audience.
- c) I know how and when to write and produce arguments, informative/explanatory texts and narratives.
- d) I can produce writing that is clearly organized and appropriate to task, purpose, and audience.

5. **1112.WR. 5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LEARNING TARGETS

- a) I know the writing process.
- b) I know how to analyze my own writing.
- c) I know the 6 Traits of Writing.
- d) I can analyze strength and weaknesses in my writing and implement suggestions to improve my writing.
- e) I can use the 6 Traits of Writing throughout the prewriting, drafting, revision, proofreading, and editing of my writing.
- f) I can analyze models of effective writing and similar strategies to improve my writing.
- g) I can use information from reference materials for creating, revising, editing and publishing throughout the writing process.
- h) I can use technology to create, revise, edit, and publish throughout the writing process.
- i) I can analyze my own writing to understand how to improve.
- j) I can analyze published pieces to understand how to improve my writing.
- k) I can write effectively for particular audiences and purposes.

6. **1112.WR. 6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products **in response to ongoing feedback, including new arguments or information.**

LEARNING TARGETS

- a) I know the skills, knowledge and abilities to apply a variety of technologies to conduct research, process data, report results, solve problems, and make decisions using a variety of sources.
- b) I know how to use technology to collaborate with others.
- c) I can use technology tools and resources for managing and communicating information in situations individuals encounter in the world.
- d) I can routinely and effectively use online information resources to meet needs for collaboration, research, publication, communication and productivity.

- e) I can collaborate with peers, experts, and others to communicate new knowledge using technology to compile, synthesize, produce and disseminate information, models, and other creative works.

Research to Build and Present Knowledge

7. **1112.WR. 7** - Conduct short as well as more sustained research projects to answer a question (**including a self-generated question**) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LEARNING TARGETS

- a) I know how to recognize and use relevant facts.
- b) I know how to narrow or broaden focus on a research topic.
- c) I can synthesize the information gathered from a variety of sources, and evaluate information for its relevance to the research question(s).
- d) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

8. **1112.WR. 8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess **the strengths and limitations of each source in terms of the task, purpose, and audience**; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism **and over reliance on any one** source and following a standard format for citation.

LEARNING TARGETS

- a) I know how to assess the strengths and limitations of sources in regard to task, purpose and audience.
- b) I know how to selectively integrate a variety of sources into writing.
- c) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs and logical reasoning.
- d) I can synthesize information gathered from a variety of sources and evaluate information for its relevance to the topic.
- e) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

9. **1112.WR. 9** - Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

a. **1112.WR. 9.a** - Apply **grades 11–12** Reading standards to literature (e.g., **“Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”**).

LEARNING TARGETS

- a) I know how to draw from text to support analysis, reflection and research.
- b) I can demonstrate a comprehensive grasp of the significant ideas of literary works across various time periods.
- c) I can support statements with evidence from the text.

- d) I can demonstrate an awareness of the author's style and an appreciation of the effects created.
- e) I can identify and assess the impact of ambiguities, nuances and complexities within text(s).
- f) I can compare and contrast the presentation of similar theme or topic across various time periods.

b. 1112.WR. 9.b - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies]”).

LEARNING TARGETS

- a) I know how to gather and draw evidence from literary and informational texts to support analysis, reflection and research using advanced searches.
- b) I know how to selectively integrate a variety of sources into writing.
- c) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs and logical reasoning.
- d) I can synthesize information gathered from a variety of print and digital sources and evaluate information for its relevance to the topic.
- e) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

Range of Writing

10. 1112.WR. 10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING TARGETS

- a) I know how to write over extended and shorter time frames.
- b) I know how to write for a range of tasks, purposes and audiences.
- c) I know how to evaluate my work for technical mistakes as well as content.
- d) I know how to apply the editing process.
- e) I can routinely use the 6 Traits of Writing model to research, write, reflect and revise.
- f) I can write routinely in a short term time frame (e.g. journal, timed write, essay response, etc.).
- g) I can routinely edit my work to create multiple drafts.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grades 11–12** topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. **1112.SL. 1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LEARNING TARGETS

- a) I know how to initiate and participate effectively in a range of collaborative discussions.
- b) I can read and research to prepare for and participate in discussions.
- c) I can refer to text and present evidence from other research to participate in a range of discussions.

b. **1112.SL. 1.b** - Work with peers **to promote civil, democratic discussions** and decision-making, set clear goals and deadlines, and establish individual roles as needed.

LEARNING TARGETS

- a) I know that there are a variety of roles and responsibilities in discussions.
- b) I can work with peers to promote civil, democratic discussions and decision-making.
- c) I can set clear goals and deadlines and establish and fulfill individual roles as needed.
- d) I can build on the ideas of others and contribute relevant information or ideas.

c. **1112.SL. 1.c** - Propel conversations by posing and responding to questions **that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue;** clarify, verify, or challenge ideas and conclusions; and **promote divergent and creative perspectives.**

LEARNING TARGETS

- a) I know that diversity of ideas propels discussion.
- b) I know how to think critically to contribute to discussions.
- c) I can pose and respond to stimulating questions to propel discussions.
- d) I can use reasoning and evidence to clarify, verify or challenge ideas and conclusions.
- e) I can promote and encourage divergent and creative perspectives in discussions.

d. **1112.SL. 1.d** - Respond thoughtfully to diverse perspectives; **synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.**

LEARNING TARGETS

- a) I know the importance of objectivity when synthesizing discussions.
- b) I can synthesize and respond thoughtfully to diverse perspectives in discussions.
- c) I can determine when to add additional information to deepen discussion.
- d) I can clarify information to resolve contradictions.

2. **1112.SL. 2** - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) **in order to make informed decisions and solve problems**, evaluating the credibility and accuracy of each source **and noting any discrepancies among the data**.

LEARNING TARGETS

- a) I know how to evaluate sources for credibility and accuracy.
- b) I know how to use multiple sources to make informed decisions and solve problems.
- c) I can evaluate the credibility and accuracy of sources.
- d) I can recognize discrepancies among data.
- e) I can synthesize and assess multiple sources to make informed decisions and solve problems.

3. **1112.SL.3** - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, **assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used**.

LEARNING TARGETS

- a) I know the criteria used to evaluate a speaker.
- b) I can evaluate devices used to support assertions such as appealing to logic through reasoning, appealing to emotion or ethical belief, or relating a personal anecdote, case study, or analogy.
- c) I can analyze types of arguments, including argument by causation, analogy, authority, emotion, and the use of sweeping generalization.
- d) I can observe a variety of criteria (e.g. clarity, accuracy, bias, relevance of facts, tone, point of view, word choice, points of emphasis) to evaluate speaking.

Presentation of Knowledge and Ideas

4. **1112.SL. 4** - Present information, findings, and supporting evidence, **conveying a clear and distinct perspective**, such that listeners can follow the line of reasoning, **alternative or opposing perspectives are addressed**, and the organization, development, substance, and style are appropriate to purpose, audience, and **a range of formal and informal** tasks.

LEARNING TARGETS

- a) I know how to present for a variety of audiences and purposes.
- b) I can exhibit a logical structure appropriate to audience, context and purpose.
- c) I can choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language).
- d) I can convey a clear and distinct perspective while speaking.
- e) I can effectively address alternative or opposing perspectives.
- f) I can present using a range of formal and informal tasks.

5. **1112.SL. 5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LEARNING TARGETS

- a) I know where to find multiple forms of digital media.
- b) I know when to use a variety of digital media to enhance or support my presentation.
- c) I can use digital media to enhance, support, explain and add interest to a presentation.
- d) I can identify the methods in which media influences individuals and societies.
- e) I can reflect on my use of media and its value and appropriateness.

6. **1112.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I know how to adapt speech to a variety of contexts and tasks.
- b) I can create oral presentations that are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion.
- c) I can apply delivery techniques, both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and non verbal (e.g., gestures, facial expressions, eye contact).
- d) I can demonstrate a command of formal English when indicated and appropriate.
- e) I can avoid distracting delivery behaviors (e.g., excessive verbal pauses, fidgeting, "like um ah").
- f) I can document ideas used from outside sources using appropriate formats (e.g., citing authors, titles, web sites).

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. 1112.LS. 1.a - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

LEARNING TARGETS

- a) I know that language is dynamic and always changing.
- b) I can use current standards of English grammar.

b. 1112.LS. 1.b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

LEARNING TARGETS

- a) I know that there are resources to consult for grammar usage issues.

- b) I can use appropriate resources to resolve grammatical issues.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 1112.LS. 2.a - Observe hyphenation conventions.

LEARNING TARGETS

- a) I know hyphenation conventions.
- b) I can use hyphens correctly.

b. 1112.LS. 2.b - Spell correctly.

LEARNING TARGETS

- a) I know how to spell.
- b) I can spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. 1112.LS. 3.a - Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

LEARNING TARGETS

- a) I know syntax impacts the meaning of text.
- b) I know there are resources I can consult for help with syntax.
- c) I can vary syntax for effect.
- d) I can use syntactical references when needed.
- e) I can analyze how syntax is used in text.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grades 11–12** reading and content, choosing flexibly from a range of strategies.

a. 1112.LS. 4.a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I know context provides clues to the meanings of words.
- b) I can use context to determine meaning of multiple-meaning words and phrases.

b. 1112.LS. 4.b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

LEARNING TARGETS

- a) I know common prefixes, roots, and suffixes.
- b) I know how changes of prefixes, roots, and suffixes impact meaning and parts of speech.
- c) I can identify and analyze prefixes, roots and suffixes to determine word meaning.

c. **1112.LS. 4.c** - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, **or its standard usage**.

LEARNING TARGETS

- a) I know how to appropriately use reference materials to resolve vocabulary issues.
- b) I can use appropriate references to determine pronunciation, part of speech and etymology, and clarify definitions and standard usage of words.

d. **1112.LS. 4.d** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LEARNING TARGETS

- a) I know words have both denotative and connotative meanings.
- b) I can determine the denotation and connotation of words by using context or consulting appropriate resources.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. **1112.LS. 5.a** - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

LEARNING TARGETS

- a) I know figurative language and word choice contribute to the meaning of text.
- b) I can identify literary devices and explain their impact on style.
- c) I can identify imagery and figurative language and sound devices used in a variety of texts.
- d) I can use precise word choice to convey proper nuance and relationship.

b. **1112.LS. 5.b** - Analyze nuances in the meaning of words with similar denotations.

LEARNING TARGETS

- a) I know synonyms have different nuances.
- b) I can analyze nuances among synonyms.

6. **1112.LS. 6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I know how to consult proper resources to gather vocabulary knowledge.
- b) I can acquire and use appropriate vocabulary for a variety of audiences, purposes, and formats.

LITERATURE 110

GRADE 12

Units of Credit: One Semester

Seeley-Swan students in grade 12 will have the option of taking this course, instead of one semester of English 4, for dual credit with the University of Montana-Helena College of Technology. This course at Seeley-Swan corresponds to the UM-Helena COT course LIT 110 – Introduction to Literature. NOTE! ***All courses taken to satisfy UM General Education Requirements must be taken for a traditional letter grade and must be passed with a grade of C- or better***.

Prerequisite: English 3

Course Overview:

Through in-depth study, students in Literature 110 will know what makes great literature and why. They will understand how to tell the difference between a good book and a great book. This course will teach the dynamics of what makes us embrace specific viewpoints. Students will write an analysis that takes in opposing views and presents a clear, articulate argument. They will know how to write not merely a summary or impressions, but an analysis. They will engage in focused classroom discussion and oral presentation. Literature 110 will foster a love of literature and will develop the skills to discuss it with passion.

Reading Standards for Literature

Key Ideas and Details

1. **1112.RL. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LEARNING TARGETS

- a) I can respond critically to the text, using criteria established in a body of literary criticism to evaluate the text's methods and meanings.

2. **1112.RL. 2** - Determine two or more themes or central ideas of a text, including those by and about American Indians, and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

LEARNING TARGETS

- a) I can respond imaginatively and critically to a variety of texts.

3. **1112.RL. 3** - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

LEARNING TARGETS

- a) I can analyze how aesthetic and emotional responses are conceived and constructed.

Craft and Structure

4. **1112.RL. 4** - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, works by American Indian authors, as well as other authors.)

LEARNING TARGETS

- a) I can make connections between imaginative literature, culture, and self.

5. **1112.RL. 5** - Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

LEARNING TARGETS

- a) I can recognize, describe, and evaluate the devices writers use to communicate experiences and ideas.
- b) I can identify basic elements in short stories, poems, and plays and evaluate their contribution to the meaning of the works.

6. **1112.RL. 6** - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement), include works by and about American Indians.

LEARNING TARGETS

- a) I can use knowledge of literary devices, cultural elements, and personal experiences to construct meaning from a text.
- b) I can identify the assumptions, expressed and implicitly, that inform a text and the reader's response to it.

Integration of Knowledge and Ideas

7. **1112.RL. 7** - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

LEARNING TARGETS

- a) I can recognize and respond to a variety of literary texts and genres.

8. *(Not applicable to literature)*

9. **1112.RL. 9** - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian works, including how two or more texts from the same period treat similar themes or topics.

LEARNING TARGETS

- a) I can develop an understanding of the significance of both historical and cultural context of literature.

Range of Reading and Level of Text Complexity

10. **1112.RL. 10** - Read and comprehend literature and expository texts, in text complexity band proficiently, with scaffolding as needed at the high end of the range for a college course.

LEARNING TARGETS

- a) I can develop an awareness of the significance of Literature.

Reading Standards for Informational Text

Key Ideas and Details

1. **1112.RI. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. **1112.RI. 2** - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

3. **1112.RI. 3** - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

4. **1112.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. **Develop proficiency with recognizing rhetorical strategies as they are used in text and rhetorical terms for these techniques.**

5. **1112.RI. 5** - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

6. **1112.RI. 6** - Determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

7. **1112.RI. 7** - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

8. **1112.RI. 8** - Delineate and evaluate the reasoning in seminal U.S. texts including those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies).

9. **1112.RI. 9** - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (e.g., The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln's Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

10. **1112.RI. 10** - Read and comprehend literary nonfiction text complexity band proficiently, with scaffolding as needed at the high end of the range for a college course.

Writing Standards

Text Types and Purposes

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

a. **1112.WR. 1.a** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

LEARNING TARGETS

a) I can investigate a topic, collect, generate, and evaluate evidence, and establish a position on the topic in a concise manner.

b. **1112.WR. 1.b** - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

LEARNING TARGETS

a) I can consider and explain differing points of view regarding the topic.

b) I can locate and analyze current information that is accurate and detailed and supports the thesis statement and considers other points of view.

c. **1112.WR. 1.c** - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LEARNING TARGETS

- a) I can recognize writing issues, such as active and passive voice, parallel sentence structure, parts of speech, and transitions.
- b) I can support an argument by evidence, which can be debated/challenged.
- c) I can substantiate a claim with research, evidence, testimony, and academic reasoning.
- d) I can write so that the reader can follow my argument and the logical flow of ideas because there are links between sentences and paragraphs.
- e) I can also go on to address the “so what?” question, the implications and why we should care in the first place.

d. **1112.WR. 1.d** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I can respond creatively to the texts by producing texts in the same forms, styles, and genres.
- b) I can write in a style that is formal and logical, unlike fiction or journal writing.
- c) I can write in a way that is cohesive, which means that the various parts are connected to form a unified whole.

e. **1112.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

LEARNING TARGETS

- a) I can write a conclusion that provides a forum to persuasively and succinctly restate the thesis.
- b) I can write a conclusion that presents one or two general sentences which accurately summarize my arguments.

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

a. **1112.WR. 2.a** - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I can write critically and/or imaginatively about Literature.

b. **1112.WR. 2.b** - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LEARNING TARGETS

- a) I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

c. **1112.WR. 2.c** - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING TARGETS

- a) I can recognize and use appropriate and varied transitions and syntax.

d. **1112.WR. 2.d** - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

LEARNING TARGETS

- a) I can recognize and know how to use literary techniques in my writing.
- b) I can use a vocabulary of precise nouns and vivid verbs that create strong mental pictures.
- c) I can use the fewest possible words, without sacrificing meaning, to make my writing more understandable.

e. **1112.WR. 2.e** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I can employ literary terminology in written or oral assignment.
- b) I can write in a style characterized by longer and more complex sentences, a scholarly vocabulary, and a consistently serious tone.
- c) I can apply grammatical rules.

f. **1112.WR. 2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LEARNING TARGETS

- a) I can write a conclusion that provides a forum to persuasively and succinctly restate the thesis.
- b) I can write a conclusion that presents one or two general sentences which accurately summarize my arguments.

Production and Distribution of Writing

4. **1112.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I can produce clear and coherent writing appropriate to task, purpose and audience.

5. **1112.WR. 5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LEARNING TARGETS

- a) I can rewrite and make deep, contextual changes to a piece of written work.
- b) I can edit to make the work ready for a readership.
- c) I can proofread to check for correctness, focusing on grammar, spelling, and punctuation (including typos and syntax).

6. **1112.WR. 6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LEARNING TARGETS

- a) I can use the internet and other technology using consistent and reliable filtering methods.
- b) I can use critical thinking skills to disbelieve anything until it is intelligently validated.
- c) I know how to publish writing on the web.

Research to Build and Present Knowledge

7. **1112.WR. 7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LEARNING TARGETS

- a) I can seek out the ‘why’, not the ‘how’ of a topic through the analysis of unstructured information.

8. **1112.WR. 8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

LEARNING TARGETS

- a) I can synthesize ideas from multiple sources into a cohesive viewpoint.
- b) I know what plagiarism is.

9. **1112.WR. 9** - Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

a. 1112.WR. 9.a - Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

LEARNING TARGETS

- a) I can evaluate the “truth” of a text by relating its characters, situations, and ideas to my own experiences and observations.

b. **1112.WR. 9.b** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies]”).

LEARNING TARGETS

- a) I can find information in any available form (book, periodical, CD, video, internet) which is pertinent to my chosen focus.
- b) I can record my sources in the bibliographic format required by my instructor.

c. **1113.WR. 9.b** – Collect data from primary and secondary sources, use it judiciously in essay, and document it accurately according to Modern Language Association (MLA) standards.

Range of Writing

10. **1112.WR. 10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. **1112.SL. 1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LEARNING TARGETS

- a) I can read and research to prepare for and participate in discussions.
- b) I can refer to text and present evidence from other research to participate in a range of discussions.

b. **1112.SL. 1.b** - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

LEARNING TARGETS

- a) I can work with peers to promote civil, democratic discussions, and decision-making.
- b) I can set clear goals and deadlines and establish and fulfill individual roles as needed.
- c) I can build on the ideas of others and contribute relevant information or ideas.

c. **112.SL. 1.c** - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

LEARNING TARGETS

- a) I can pose and respond to stimulating questions to propel discussions.
- b) I can use reasoning and evidence to clarify, verify, or challenge ideas and conclusions.
- c) I can promote and encourage divergent and creative perspectives in discussions.

d. **112.SL. 1.d** - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LEARNING TARGETS

- a) I can synthesize and respond thoughtfully to diverse perspectives in discussions.
- b) I can determine when to add additional information to deepen discussion.
- c) I can clarify information to resolve contradictions.

2. **112.SL. 2** - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LEARNING TARGETS

- a) I can evaluate the credibility and accuracy of sources.
- b) I can recognize discrepancies among data.
- c) I can synthesize and assess multiple sources to make informed decisions and solve problems.

3. **112.SL. 3** - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LEARNING TARGETS

- a) I can evaluate devices used to support assertions such as appealing to logic through reasoning, appealing to emotion or ethical belief, or relating a personal anecdote, case study, or analogy.
- b) I can analyze types of arguments, including argument by causation, analogy, authority, emotion, and the use of sweeping generalization.
- c) I can observe a variety of criteria (e.g. clarity, accuracy, bias, relevance of facts, tone, point of view, word choice, points of emphasis) to evaluate speaking.

Presentation of Knowledge and Ideas

4. **112.SL. 4** - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LEARNING TARGETS

- a) I can exhibit a logical structure appropriate to audience, context, and purpose.
- b) I can choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language).
- c) I can convey a clear and distinct perspective while speaking.
- d) I can effectively address alternative or opposing perspectives.
- e) I can present using a range of formal and informal tasks.

5. **1112.SL. 5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LEARNING TARGETS

- a) I can use digital media to enhance, support, explain, and add interest to a presentation.
- b) I can identify the methods in which media influences individuals and societies.
- c) I can reflect on my use of media and its value and appropriateness.

6. **1112.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I can create oral presentations that are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context, and occasion.
- b) I can apply delivery techniques, both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact).
- c) I can demonstrate a command of formal English when indicated and appropriate.
- d) I can avoid distracting delivery behaviors (e.g., excessive verbal pauses, fidgeting, "like um ah").
- e) I can document ideas used from outside sources using appropriate formats (e.g., citing authors, titles, web sites).

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. **1112.LS. 1.a** - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b. **1112.LS. 1.b** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. **1112.LS. 2.a** - Observe hyphenation conventions.
 - b. **1112.LS. 2.b** - Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. **1112.LS. 3.a** - **Vary syntax for effect, consulting references** (e.g., Tufte's *Artful Sentences*) for guidance as needed; **apply an understanding of syntax to the study of complex texts when reading.**

LEARNING TARGETS

- a) I can vary syntax for effect.
- b) I can use syntactical references when needed.
- c) I can analyze how syntax is used in text.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

- a. **1112.LS. 4.a** - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I can use context to determine meaning of multiple-meaning words and phrases.

- b. **1112.LS. 4.b** - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

LEARNING TARGETS

- a) I can identify and analyze prefixes, roots, and suffixes to determine word meaning.

- c. **1112.LS. 4.c** - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

LEARNING TARGETS

- a) I can use appropriate references to determine pronunciation, part of speech and etymology, and clarify definitions and standard usage of words.

- d. **1112.LS. 4.d** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LEARNING TARGETS

- a) I can determine the denotation and connotation of words by using context or consulting appropriate resources.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. **1112.LS. 5.a** - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

LEARNING TARGETS

- a) I can identify literary devices and explain their impact on style.
- b) I can identify imagery and figurative language and sound devices used in a variety of texts.
- c) I can use precise word choice to convey proper nuance and relationship.

b. **1112.LS. 5.b** - Analyze nuances in the meaning of words with similar denotations.

LEARNING TARGETS

- a) I can analyze nuances among synonyms.

6. **1112.LS.6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I can acquire and use appropriate vocabulary for a variety of audiences, purposes, and formats.

WRITING 101

GRADE 12

Units of Credit: One Year (One Semester at Seeley-Swan)

Sentinel students in grade 12 will have the option of taking this course, instead of English 4, for dual credit with the University of Montana. This course at Sentinel corresponds to the UM course WRIT 101 – College Writing I.

Seeley-Swan students in grade 12 will have the option of taking this course, instead of one semester of English 4, for dual credit with the University of Montana-Helena College of Technology. This course at Seeley-Swan corresponds to the UM-Helena COT course WRIT 101 – College Writing I.

NOTE! ***All courses taken to satisfy UM General Education Requirements must be taken for a traditional letter grade and must be passed with a grade of C- or better***.

Prerequisite: English 3 and a score of 3.5 or higher on the Montana University System Writing Assessment (MUSWA).

Course Overview:

Writing 101 engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes weaving together the Missoula County Public School's English Language Arts Curriculum and The University of Montana's English Department's WRIT 101-College Writing I Curriculum. It ensures "all students learn to write with clarity of thought and precision of language. Writing is understood as a skill, one that is improved by instructing students in the concerns of audience, organization, development, voice, diction, and grammar. Good writing also is related to cogent thinking, and ... critical thinking within the production of skilled writing." (*University of Montana Course Catalog 2011-2012, English Department*).

Writing 101 focuses on "sustainability as a "big idea" to inquire into during the semester for a couple of reasons: first, we quite simply care about the environment and human rights but recognize that the enormity of such problems as global warming or racism can seem too daunting for individuals to change. Many of us often do not feel we have the power, the wherewithal, or the agency to change the world. However, we believe that thoughtful, committed individuals can make a difference, and this belief leads us to our second point – we see learning to write in college as a means of further educating you to be engaged readers and writers of the world we all live in and continue on your path of learning to be active, agile, and reflective learners. Learning to write in college includes considering where you stand in relationship to others' beliefs, learning to work collaboratively and productively with others, and learning to critically engage new ideas and practices, and these skills and habits of mind are vital for being good students and interested citizens." (<http://www.cas.umt.edu/english/composition/writ101/outcomes101.cfm>)

The purpose of Writing 101 is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. “The ability to write effectively is fundamental to success in academic, professional, and civic endeavors. Specifically, a student should be able to:

- Use writing to learn and synthesize new concepts;
- Produce focused writing that is developed, logical, and organized;
- Compose written documents that are appropriate for a given audience, purpose, and context;
- Revise written documents based on constructive feedback;
- Develop competence in information literacy, information technology, and digital literacy;
- Use discipline-specific style and citation conventions;
- Demonstrate appropriate English language usage.”

(University of Montana Course Catalog 2011-2012, General Education requirements)

Writing 101 “students are encouraged to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing; to understand, assess, and evaluate how conclusions and generalizations are justified based on data; to develop coherent arguments that critique these works from a variety of approaches, such as historical, aesthetic, cultural, psychological, political, and philosophical; to synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events; to evaluate texts or artifacts within their historical and/or cultural contexts; and to analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts. “

(The University of Montana Course Catalog 2011-2012.)

Reading Standards for Literature

Key Ideas and Details

1. **1112.RL. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LEARNING TARGETS

- a) I can synthesize.
- b) I can combine background knowledge with details from the text to draw conclusions.
- c) I can identify which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them.
- d) I can recognize when my understanding breaks down and then apply a strategy to correct it.
- e) I can make reasonable assertions about an author’s arguments by using elements of the text to defend and clarify interpretations.
- f) I can analyze an author’s implicit and explicit assumptions and beliefs about a subject.

2. **1112.RL. 2** - Determine two or more themes or central ideas of a text, including those by and about American Indians, and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

LEARNING TARGETS

- a) I can identify multiple themes in a text.
- b) I can analyze the way in which the themes and/or meaning(s) of a selection represent a view or comment on life (including those related to American Indians), using textual evidence to support the claim.
- c) I can provide an objective summary of the text.

3. **1112.RL. 3** - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

LEARNING TARGETS

- a) I can analyze the author's use of elements such as setting, plot development, and characters.
- b) I can analyze the author's use of methods of development, e.g., hyperbole, understatement, humor, sarcasm, dialect, diction, tone, dramatic and situational irony.

Craft and Structure

4. **1112.RL. 4** - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, works by American Indian authors, as well as other authors.)

LEARNING TARGETS

- a) I can analyze the impact of specific word choices on meaning, tone, originality, and creativity.
- b) I can determine the meaning of words and phrases as they are used in text.

5. **1112.RL. 5** - Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

LEARNING TARGETS

- a) I can analyze the literary devices used to determine the rhetorical and/or aesthetic purposes of a text.
- b) I can evaluate the literary devices used to determine aesthetic purposes of a text.
- c) I can analyze rhetorical devices (arguments, assumptions, fallacies).
- d) I can analyze the way in which meaning is affected by the pattern of organization, repetition of the main ideas, organization of language, and word choice in the text.

6. **1112.RL. 6** - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement), include works by and about American Indians.

LEARNING TARGETS

- a) I can analyze the author's implicit and explicit treatment of point of view.

Integration of Knowledge and Ideas

7. **1112.RL. 7** - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

LEARNING TARGETS

- a) I can compare and contrast versions of the same work presented across genres (different types of writing).
- b) I can assess how different versions/genres affect interpretations.

8. (Not applicable to literature)

9. **1112.RL. 9** - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian works, including how two or more texts from the same period treat similar themes or topics.

LEARNING TARGETS

- a) I can compare and contrast the presentation of similar themes and/or topics across genres (different types of writing).
- b) I can explain how a selection of genres shapes and reflects the theme or topic in a specific time period and/or culture.

Range of Reading and Level of Text Complexity

10. **1112.RL. 10** - Read and comprehend literature and expository texts, in text complexity band proficiently, with scaffolding as needed at the high end of the range for a college course.

LEARNING TARGETS

- a) I can read books at the 12th grade level independently and proficiently.
- b) I can analyze poetic forms.
- c) I can analyze subgenres that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- d) I can monitor my reading comprehension and employ the comprehension strategies as needed.

Reading Standards for Informational Text

Key Ideas and Details

1. **1112.RI. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LEARNING TARGETS

- a) I can synthesize.
- b) I can combine background knowledge with details from the text to draw conclusions.
- c) I can identify which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them.
- d) I can recognize when my understanding breaks down and then apply a strategy to correct it.

- e) I can make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- f) I can analyze an author's implicit and explicit assumptions and beliefs about a subject.

2. **1112.RI. 2** - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

LEARNING TARGETS

- a) I can recognize the organizational structure of a text and how this impacts the development of ideas.
- b) I can recognize how two or more main ideas in a single text can interact.
- c) I can analyze multiple central ideas and their development in a text.

3. **1112.RI. 3** - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

LEARNING TARGETS

- a) I can identify specific individuals, ideas, and/or events in an informational text.
- b) I can analyze how individuals, ideas, and events interact and develop.

Craft and Structure

4. **1112.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. **Develop proficiency with recognizing rhetorical strategies as they are used in text and rhetorical terms for these techniques.**

LEARNING TARGETS

- a) I can analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

5. **1112.RI. 5** - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

LEARNING TARGETS

- a) I can evaluate the effectiveness of the organizational structure of an informational text.
- b) I can analyze how the structure of an informational text impacts exposition or argument.

6. **1112.RI. 6** - Determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

LEARNING TARGETS

- a) I can analyze the literary devices used to develop the point of view, rhetorical and/or aesthetic purposes of a text.
- b) I can make reasonable assertions about an author's point of view and/or purpose by examining the style and content of a text to determine its quality and effectiveness.

Integration of Knowledge and Ideas

7. **1112.RI.7** - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LEARNING TARGETS

- a) I can evaluate the usefulness of different media or formats (including primary and secondary sources) to address a question or problem.
- b) I can synthesize the content from several sources or works dealing with a question or a problem.
- c) I can evaluate sources for accuracy, bias, validity, and credibility.

8. **1112.RI. 8** - Delineate and evaluate the reasoning in seminal U.S. texts including those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies).

LEARNING TARGETS

- a) I can analyze both the features and rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.
- b) I can identify the premises, purposes, and arguments in informational texts.
- c) I can critique the power, validity, and truthfulness or arguments set forth in public documents.
- d) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.

9. **1112.RI. 9** - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (e.g., The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln's Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features.

LEARNING TARGETS

- a) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.
- b) I can analyze the presentation of similar themes, purposes, and rhetorical features in historical documents from multiple time periods.

Range of Reading and Level of Text Complexity

10. **1112.RI. 10** - Read and comprehend literary nonfiction text complexity band *proficiently*, with scaffolding as needed at the high end of the range for a college course.

LEARNING TARGETS

- a) I can read informational texts at the 12th grade level independently and proficiently.
- b) I can analyze literary nonfiction independently and proficiently.

- c) I can monitor my reading comprehension and employ the comprehension strategies as needed.

Writing Standards

Text Types and Purposes

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

a. **1112.WR. 1.a** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

LEARNING TARGETS

- a) I can organize ideas and appeals in a sustained and effective fashion.
- b) I can address readers' concerns, counterclaims, biases, and expectations.
- c) I can develop a credible claim.

b. **1112.WR. 1.b** - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can adjust my voice, style, and form depending on audience, occasion, and purpose.

c. **1112.WR. 1.c** - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LEARNING TARGETS

- a) I can use transitional words and phrases to create cohesion and clarity.

d. **1112.WR. 1.d** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

e. **1112.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion derived from my argument.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **1112.WR. 2.a** - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I can develop a thesis.
- b) I can create an organizing structure appropriate to purpose, audience, and context.
- c) I can include accurate information from primary and secondary sources and exclude extraneous information.
- d) I can make valid inferences.
- e) I can support judgments with relevant and substantial evidence and well-chosen details.
- f) I can use technical terms and notations correctly.
- g) I can create a coherent conclusion.
- h) I can use a variety of formatting, graphics, and/or technologies to enhance comprehension.
- i) I can organize information by classifying, categorizing, and sequencing, and demonstrate the distinction between one's ideas and the ideas of others, by including citations.

b. **1112.WR. 2.b** - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the topic.
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

c. **1112.WR. 2.c** - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING TARGETS

- a) I can use transitional words and phrases to create cohesion and clarity.

d. **1112.WR. 2.d** - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

LEARNING TARGETS

- a) I can develop a style and an appreciation of the effects created.
- b) I can use precise word choice in creative and vivid ways to explain a topic.
- c) I can choose language (e.g. strong nouns, active verbs, concrete and sensory details, figurative language) appropriate for the topic.

e. **1112.WR. 2.e** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

f. **1112.WR.2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion supporting the explanation.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

Production and Distribution of Writing

4. **1112.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I can produce writing that is clearly organized and appropriate to task, purpose, and audience.

5. **1112.WR. 5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LEARNING TARGETS

- a) I can analyze strength and weaknesses in my writing and implement suggestions to improve my writing.
- b) I can use the 6+1 Traits of Writing throughout the prewriting, drafting, revision, proofreading, and editing of my writing.
- c) I can analyze models of effective writing and similar strategies to improve my writing.

- d) I can use information from reference materials for creating, revising, editing and publishing throughout the writing process.
- e) I can use technology to create, revise, edit, and publish throughout the writing process.
- f) I can analyze my own writing to understand how to improve.
- g) I can analyze published pieces to understand how to improve my writing.
- h) I can write effectively for particular audiences and purposes.

6. **1112.WR. 6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LEARNING TARGETS

- a) I can use technology tools and resources for managing and communicating information in situations individuals encounter in the world.
- b) I can routinely and effectively use online information resources to meet needs for collaboration, research, publication, and communication.
- c) I can collaborate with peers, experts, and others to communicate new knowledge using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Research to Build and Present Knowledge

7. **1112.WR. 7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the research question(s).
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

8. **1112.WR. 8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the research question(s).
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

9. **1112.WR. 9** - Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

a. 1112.WR. 9.a - Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

LEARNING TARGETS

- a) I can demonstrate a comprehensive grasp of the significant ideas of literary works across various time periods.
- b) I can support statements with evidence from the text.,
- c) I can demonstrate an awareness of the author's style and an appreciation of the effects created.
- d) I can identify and assess the impact of ambiguities, nuances and complexities within text(s).
- e) I can compare and contrast the presentation of similar theme or topic across various time periods.

b. 1112.WR. 9.b - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. **b. Apply grades 11–12 Reading standards to literary nonfiction** (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies]”).

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can synthesize information gathered from a variety of print and digital sources and evaluate information for its relevance to the topic.
- c) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

c. 1113.WR. 9.b – Collect data from primary and secondary sources, use it judiciously in essay, and document it accurately according to Modern Language Association (MLA) standards.

Range of Writing

10. **1112.WR. 10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING TARGETS

- a) I can routinely use the 6+1 Traits writing model to research, write, reflect, and revise.
- b) I can write routinely in a short term time frame (e.g. journal, timed write, essay response, etc.).
- c) I can routinely edit my work to create multiple drafts.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. **1112.SL. 1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LEARNING TARGETS

- a) I can read and research to prepare for and participate in discussions.
- b) I can refer to text and present evidence from other research to participate in a range of discussions.

b. **1112.SL. 1.b** - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

LEARNING TARGETS

- a) I can work with peers to promote civil, democratic discussions, and decision-making.
- b) I can set clear goals and deadlines and establish and fulfill individual roles as needed.
- c) I can build on the ideas of others and contribute relevant information or ideas.

c. **1112.SL. 1.c** - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

LEARNING TARGETS

- a) I can pose and respond to stimulating questions to propel discussions.
- b) I can use reasoning and evidence to clarify, verify, or challenge ideas and conclusions.
- c) I can promote and encourage divergent and creative perspectives in discussions.

d. **1112.SL. 1.d** - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LEARNING TARGETS

- a) I can synthesize and respond thoughtfully to diverse perspectives in discussions.
- b) I can determine when to add additional information to deepen discussion.
- c) I can clarify information to resolve contradictions.

2. **1112.SL. 2** - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LEARNING TARGETS

- a) I can evaluate the credibility and accuracy of sources.
- b) I can recognize discrepancies among data.
- c) I can synthesize and assess multiple sources to make informed decisions and solve problems.

3. **1112.SL. 3** - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LEARNING TARGETS

- a) I can evaluate devices used to support assertions such as appealing to logic through reasoning, appealing to emotion or ethical belief, or relating a personal anecdote, case study, or analogy.
- b) I can analyze types of arguments, including argument by causation, analogy, authority, emotion, and the use of sweeping generalization.
- c) I can observe a variety of criteria (e.g. clarity, accuracy, bias, relevance of facts, tone, point of view, word choice, points of emphasis) to evaluate speaking.

Presentation of Knowledge and Ideas

4. **1112.SL. 4** - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LEARNING TARGETS

- a) I can exhibit a logical structure appropriate to audience, context, and purpose.
- b) I can choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language).
- c) I can convey a clear and distinct perspective while speaking.
- d) I can effectively address alternative or opposing perspectives.
- e) I can present using a range of formal and informal tasks.

5. **1112.SL. 5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LEARNING TARGETS

- a) I can use digital media to enhance, support, explain, and add interest to a presentation.
- b) I can identify the methods in which media influences individuals and societies.
- c) I can reflect on my use of media and its value and appropriateness.

6. **1112.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I can create oral presentations that are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context, and occasion.
- b) I can apply delivery techniques, both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and non verbal (e.g., gestures, facial expressions, eye contact).
- c) I can demonstrate a command of formal English when indicated and appropriate.
- d) I can avoid distracting delivery behaviors (e.g., excessive verbal pauses, fidgeting, "like um ah").
- e) I can document ideas used from outside sources using appropriate formats (e.g., citing authors, titles, web sites).

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. **1112.LS. 1.a** - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b. **1112.LS. 1.b** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. **1112.LS. 2.a** - Observe hyphenation conventions.

b. **1112.LS. 2.b** - Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. **1112.LS. 3.a** - **Vary syntax for effect, consulting references** (e.g., Tufte's *Artful Sentences*) for guidance as needed; **apply an understanding of syntax to the study of complex texts when reading.**

LEARNING TARGETS

- a) I can vary syntax for effect.
- b) I can use syntactical references when needed.

- c) I can analyze how syntax is used in text.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

- a. **1112.LS. 4.a** - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I can use context to determine meaning of multiple-meaning words and phrases.

- b. **1112.LS. 4.b** - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

LEARNING TARGETS

- a) I can identify and analyze prefixes, roots, and suffixes to determine word meaning.

- c. **1112.LS. 4.c** - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

LEARNING TARGETS

- a) I can use appropriate references to determine pronunciation, part of speech and etymology, and clarify definitions and standard usage of words.

- d. **1112.LS. 4.d** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LEARNING TARGETS

- a) I can determine the denotation and connotation of words by using context or consulting appropriate resources.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. **1112.LS. 5.a** - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

LEARNING TARGETS

- a) I can identify literary devices and explain their impact on style.
b) I can identify imagery and figurative language and sound devices used in a variety of texts.
c) I can use precise word choice to convey proper nuance and relationship.

- b. **1112.LS. 5.b** - Analyze nuances in the meaning of words with similar denotations.

LEARNING TARGETS

- a) I can analyze nuances among synonyms.

6. **1112.LS. 6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I can acquire and use appropriate vocabulary for a variety of audiences, purposes, and formats.

INTERNATIONAL BACCALAUREATE (IB) ENGLISH 11 AND 12: LITERATURE HL (HIGHER LEVEL) (EQUIVALENT OF ENGLISH 3 & 4)

Units of Credit: Two years (1 credit per year)

Prerequisite: English 2

Course Overview:

MCPS English Language Arts teaching and learning in high school are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

This two-year IB Literature course includes four parts: Options, Works in Translation, Detailed Study, and Literary Genres. Selected works for the course will be a purposeful blend of poetry, novel, non-fiction, and drama. Students will develop an appreciation for literature as art and the ways in which it impacts, processes, and inspires societal conceptions and experiences of the world. Through close and intensive reading, students will explore and respond to the complex array of emotions to which they are exposed daily and to literature’s artistry, contexts, and critical responses. The course will emphasize critical and independent thinking skills, the nuances of constructive communication and effective presentation, and a heightened sensitivity and awareness of linguistic structures and their purpose. An appreciation of other cultures will be achieved through a study of literary conventions, annotation, textual and contextual analysis, presentation, thematic analysis and comparative analysis.

This course is designed for students who fulfill the IB Learner Profile; students who enroll in this course should be:

- **Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

- **Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

With this in mind, the course is open to juniors who are willing to tackle the rigor and requirements of a two-year college-level course.

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation.

Reading Standards for Literature

Key Ideas and Details

1. 1112.RL. 1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LEARNING TARGETS

- I can synthesize.
- I can combine background knowledge with details from the text to draw conclusions.
- I can identify which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them.
- I can recognize when my understanding breaks down and then apply a strategy to correct it.
- I can make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- I can analyze an author's implicit and explicit assumptions and beliefs about a subject.

2. 1112.RL. 2 - Determine two or more themes or central ideas of a text, including those by and about American Indians, and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

LEARNING TARGETS

- I can identify multiple themes in a text.

- b) I can analyze the way in which the themes and/or meaning(s) of a selection represent a view or comment on life (including those related to American Indians), using textual evidence to support the claim.
- c) I can provide an objective summary of the text.

3. **1112.RL. 3** - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

LEARNING TARGETS

- a) I can analyze the author's use of elements such as setting, plot development, and characters.
- b) I can analyze the author's use of methods of development, e.g., hyperbole, understatement, humor, sarcasm, dialect, diction, tone, dramatic and situational irony.

Craft and Structure

4. **1112.RL. 4** - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, works by American Indian authors, as well as other authors.)

LEARNING TARGETS

- a) I can analyze the impact of specific word choices on meaning, tone, originality, and creativity.
- b) I can determine the meaning of words and phrases as they are used in text.

5. **1112.RL. 5** - Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

LEARNING TARGETS

- a) I can analyze the literary devices used to determine the rhetorical and/or aesthetic purposes of a text.
- b) I can evaluate the literary devices used to determine aesthetic purposes of a text.
- c) I can analyze rhetorical devices (arguments, assumptions, fallacies).
- d) I can analyze the way in which meaning is affected by the pattern of organization, repetition of the main ideas, organization of language, and word choice in the text.

6. **1112.RL. 6** - 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement), include works by and about American Indians.

LEARNING TARGETS

- a) I can analyze the author's implicit and explicit treatment of point of view.

Integration of Knowledge and Ideas

7. **1112.RL. 7** - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)|Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), or traditional American Indian oral histories, evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

LEARNING TARGETS

- a) I can compare and contrast versions of the same work presented across genres (different types of writing).
- b) I can assess how different versions/genres affects interpretations.

8. *(Not applicable to literature)*

9. *(Elimination of standard 9 is due to the international focus of the IB programme. Works from each century will be looked at, but they will not be seminal American texts.)*

Range of Reading and Level of Text Complexity

10. **1112.RL. 10** - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

LEARNING TARGETS

- a) Grade 11 - I can read books at the 11th grade level independently and proficiently.
- b) Grade 12 - I can read books at the 12th grade level independently and proficiently.
- c) I can analyze poetic forms.
- d) I can analyze subgenres that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- e) I can monitor my reading level comprehension and employ the comprehension strategies as needed.

Reading Standards for Informational Text

Key Ideas and Details

1. **1112.RI. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LEARNING TARGETS

- a) I can synthesize.
- b) I can combine background knowledge with details from the text to draw conclusions.

- c) I can identify which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them.
- d) I can recognize when my understanding breaks down and then apply a strategy to correct it.
- e) I can make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- f) I can analyze an author's implicit and explicit assumptions and beliefs about a subject.

2. **1112.RI. 2** - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

LEARNING TARGETS

- a) I can recognize the organizational structure of a text and how this impacts the development of ideas.
- b) I can recognize how two or more main ideas in a single text can interact.
- c) I can analyze multiple central ideas and their development in a text.

3. **1112.RI. 3** - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

LEARNING TARGETS

- a) I can identify specific individuals, ideas, and/or events in an informational text.
- b) I can analyze how individuals, ideas, and events interact and develop.

Craft and Structure

4. **1112.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

LEARNING TARGETS

- a) I can analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

5. **1112.RI. 5** - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

LEARNING TARGETS

- a) I can evaluate the effectiveness of the organizational structure of an informational text.
- b) I can analyze how the structure of an informational text impacts exposition or argument.

6. **1112.RI. 6** - Determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

LEARNING TARGETS

- a) I can analyze the literary devices used to develop the point of view, rhetorical and/or aesthetic purposes of a text.

- b) I can make reasonable assertions about an author's point of view and/or purpose by examining the style and content of a text to determine its quality and effectiveness.

Integration of Knowledge and Ideas

7. **1112.RI. 7** - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LEARNING TARGETS

- a) I can evaluate the usefulness of different media or formats (including primary and secondary sources) to address a question or problem.
- b) I can synthesize the content from several sources or works dealing with a question or a problem.
- c) I can evaluate sources for accuracy, bias, validity, and credibility.

8. **1112.RI. 8** - Delineate and evaluate the reasoning in seminal U.S. texts including those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies).

*The IB Programme will explore works of public advocacy with the same intent, but from a global perspective rather than with an American focus.

LEARNING TARGETS

- a) I can analyze both the features and rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.
- b) I can identify the premises, purposes and arguments in informational texts.
- c) I can critique the power, validity, and truthfulness or arguments set forth in public documents.
- d) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.

9. **1112.RI. 9** - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln's Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features.

*The IB Programme will explore works of public advocacy with the same intent, but from a global perspective rather than with an American focus.

LEARNING TARGETS

- a) I can identify and analyze themes, purposes, and rhetorical features.
- b) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.
- c) I can analyze the presentation of similar themes, purposes and rhetorical features in historical documents from multiple time periods.

Range of Reading and Level of Text Complexity

10. **1112.RI. 10** - By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

LEARNING TARGETS

- a) Grades 11 - I can read informational texts at the 11th grade level independently and proficiently.
- b) Grade 12 - I can read informational texts at the 12th grade level independently and proficiently.
- c) I can analyze literary nonfiction independently and proficiently.
- d) I can monitor my reading level comprehension and employ the comprehension strategies as needed.

Writing Standards

Text Types and Purposes

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

a. **1112.WR. 1.a** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

LEARNING TARGETS

- a) I can organize ideas and appeals in a sustained and effective fashion.
- b) I can address readers' concerns, counterclaims, biases, and expectations.
- c) I can develop a credible claim.

b. **1112.WR. 1.b** - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can adjust my voice, style and form depending on audience, occasion and purpose.

c. **1112.WR. 1.c** - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can adjust my voice, style, and form depending on audience, occasion, and purpose.

d. **1112.WR. 1.d** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

e. **1112.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion derived from my argument.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **1112.WR. 2.a** - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I can develop a thesis.
- b) I can create an organizing structure appropriate to purpose, audience, and context.
- c) I can include accurate information from primary and secondary sources and exclude extraneous information.
- d) I can make valid inferences.
- e) I can support judgments with relevant and substantial evidence and well-chosen details.
- f) I can use technical terms and notations correctly.
- g) I can create a coherent conclusion.
- h) I can use a variety of formatting, graphics, and/or technologies to enhance comprehension.
- i) I can organize information by classifying, categorizing, and sequencing, and demonstrate the distinction between one's ideas and the ideas of others, and include citations.

b. **1112.WR. 2.b** - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the topic.

- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

c. 1112.WR. 2.c - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING TARGETS

- a) I can use transitional words and phrases to create cohesion and clarity.

d. 1112.WR. 2.d - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

LEARNING TARGETS

- a) I can develop a style and an appreciation of the effects created.
- b) I can use precise word choice in creative and vivid ways to explain a topic.
- c) I can choose language (e.g. strong nouns, active verbs, concrete and sensory details, figurative language) appropriate for the topic.

e. 1112.WR. 2.e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

f. 1112.WR. 2.f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion supporting the explanation.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

3. (Elimination of Standard 3 is due to the absence of narrative writing in the prescribed IB programme. Though narrative texts will be studied, narrative writing will not be addressed in a focused manner.)

Production and Distribution of Writing

4. 1112.WR. 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I can produce writing that is clearly organized and appropriate to task, purpose, and audience.

5. **1112.WR. 5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LEARNING TARGETS

- a) I can analyze strength and weaknesses in my writing and implement suggestions to improve my writing.
- b) I can use the 6 Traits of Writing throughout the prewriting, drafting, revision, proofreading, and editing of my writing.
- c) I can analyze models of effective writing and similar strategies to improve my writing.
- d) I can use information from reference materials for creating, revising, editing, and publishing throughout the writing process.
- e) I can use technology to create, revise, edit, and publish throughout the writing process.
- f) I can analyze my own writing to understand how to improve.
- g) I can analyze published pieces to understand how to improve my writing.
- h) I can write effectively for particular audiences and purposes.

6. **1112.WR. 6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LEARNING TARGETS

- a) I can use technology tools and resources for managing and communicating information in situations individuals encounter in the world.
- b) I can routinely and effectively use online information resources to meet needs for collaboration, research, publication, communication, and productivity.
- c) I can collaborate with peers, experts, and others to communicate new knowledge using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Research to Build and Present Knowledge

7. **1112.WR. 7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources, and evaluate information for its relevance to the research question(s).
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

8. **1112.WR. 8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs and logical reasoning.
- b) I can synthesize information gathered from a variety of sources and evaluate information for its relevance to the topic.
- c) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

9. **1112.WR. 9** - Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

a. 1112.WR. 9.a - Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

LEARNING TARGETS

- a) I can demonstrate a comprehensive grasp of the significant ideas of literary works across various time periods.
- b) I can support statements with evidence from the text.
- c) I can demonstrate an awareness of the author's style and an appreciation of the effects created.
- d) I can identify and assess the impact of ambiguities, nuances, and complexities within text(s).
- e) I can compare and contrast the presentation of similar theme or topic across various time periods.

b. 1112.WR. 9.b - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can synthesize information gathered from a variety of print and digital sources and evaluate information for its relevance to the topic.
- c) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

Range of Writing

10. **1112.WR. 10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING TARGETS

- a) I can routinely use the 6 Traits writing model to research, write, reflect and revise.

- b) I can write routinely in a short term time frame (e.g. journal, timed write, essay response, etc.).
- c) I can routinely edit my work to create multiple drafts.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

a. **1112.SL. 1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LEARNING TARGETS

- a) I can read and research to prepare for and participate in discussions.
 - b) I can refer to text and present evidence from other research to participate in a range of discussions.
- b. **1112.SL. 1.b** - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

LEARNING TARGETS

- a) I can work with peers to promote civil, democratic discussions, and decision-making.
 - b) I can set clear goals and deadlines and establish and fulfill individual roles as needed.
 - c) I can build on the ideas of others and contribute relevant information or ideas.
- c. **1112.SL. 1.c** - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

LEARNING TARGETS

- a) I can pose and respond to stimulating questions to propel discussions.
 - b) I can use reasoning and evidence to clarify, verify or challenge ideas, and conclusions.
 - c) I can promote and encourage divergent and creative perspectives in discussions.
- d. **1112.SL. 1.d** - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LEARNING TARGETS

- a) I can synthesize and respond thoughtfully to diverse perspectives in discussions.
- b) I can determine when to add additional information to deepen discussion.
- c) I can clarify information to resolve contradictions.

2. **1112.SL. 2** - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LEARNING TARGETS

- a) I can evaluate the credibility and accuracy of sources.
- b) I can recognize discrepancies among data.
- c) I can synthesize and assess multiple sources to make informed decisions and solve problems.

3. **1112.SL. 3** - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LEARNING TARGETS

- a) I can evaluate devices used to support assertions such as appealing to logic through reasoning, appealing to emotion or ethical belief, or relating a personal anecdote, case study, or analogy.
- b) I can analyze types of arguments, including argument by causation, analogy, authority, emotion, and the use of sweeping generalization.
- d) I can observe a variety of criteria (e.g. clarity, accuracy, bias, relevance of facts, tone, point of view, word choice, points of emphasis) to evaluate speaking.

Presentation of Knowledge and Ideas

4. **1112.SL. 4** - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LEARNING TARGETS

- a) I can exhibit a logical structure appropriate to audience, context, and purpose.
- b) I can choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language).
- c) I can convey a clear and distinct perspective while speaking.
- d) I can effectively address alternative or opposing perspectives.
- e) I can present using a range of formal and informal tasks.

5. **1112.SL. 5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LEARNING TARGETS

- a) I can use digital media to enhance, support, explain, and add interest to a presentation.
- b) I can identify the methods in which media influences individuals and societies.
- c) I can reflect on my use of media, its value, and appropriateness.

6. **1112.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I can create oral presentations that are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context, and occasion.
- b) I can apply delivery techniques, both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact).
- c) I can demonstrate a command of formal English when indicated and appropriate.
- d) I can avoid distracting delivery behaviors (e.g., excessive verbal pauses, fidgeting, "like um ah").
- e) I can document ideas used from outside sources using appropriate formats (e.g., citing authors, titles, web sites).

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. **1112.LS. 1.a** - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

LEARNING TARGETS

- a) I can use current standards of English grammar.

b. **1112.LS. 1.b** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. |Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

LEARNING TARGETS

- a) I can use appropriate resources to resolve grammatical issues.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. **1112.LS. 2.a** - Observe hyphenation conventions.

LEARNING TARGETS

- a) I can use hyphens correctly.

b. **1112.LS. 2.b** - Spell correctly.

LEARNING TARGETS

- a) I can spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. 1112.LS. 3.a - Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

LEARNING TARGETS

- a) I can vary syntax for effect.
- b) I can use syntactical references when needed.
- c) I can analyze how syntax is used in text.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

a. 1112.LS. 4.a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I can use context to determine meaning of multiple-meaning words and phrases.

b. 1112.LS. 4.b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

LEARNING TARGETS

- a) I can identify and analyze prefixes, roots and suffixes to determine word meaning.

c. 1112.LS. 4.c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

LEARNING TARGETS

- a) I can use appropriate references to determine pronunciation, part of speech and etymology, and clarify definitions and standard usage of words.

d. 1112.LS. 4.d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LEARNING TARGETS

- a) I can determine the denotation and connotation of words by using context or consulting appropriate resources.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. 1112.LS. 5.a - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

LEARNING TARGETS

- a) I can identify literary devices and explain their impact on style.

- b) I can identify imagery and figurative language and sound devices used in a variety of texts.
- c) I can use precise word choice to convey proper nuance and relationship.

b. **1112.LS. 5.b** - Analyze nuances in the meaning of words with similar denotations.

LEARNING TARGETS

- a) I can analyze nuances among synonyms.

6. **1112.LS. 6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I can acquire and use appropriate vocabulary for a variety of audiences, purposes, and formats.

IB Assessment

IB has several required assessments that are assessed internally and externally. Students completing the IB Diploma are required to complete all assessments. Other students may opt out of Paper 1 and Paper 2 but may wish to complete them for college credit that may be awarded.

Assessment Component	Weighting
External Assessment (4 hours)	70%
Paper 1: Literary commentary (2 hours)	20%
The paper consists of two passages: one prose and one poetry. Students choose one and write a literary commentary. (20 marks)	
Paper 2: Essay (2 hours)	25%
The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied senior year. (25 marks)	
Written assignment	25%
Students submit a reflective statement and literary essay on one work studied junior year. (25 marks) The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.	
Internal Assessment	30%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Individual oral commentary and discussion (20 minutes)	15%
Formal oral commentary on poetry studied in part 2 with subsequent Questions (10 minutes) followed by a discussion based on one of the other part 2 works (10 minutes). (30 marks)	
Individual oral presentation (10–15 minutes)	15%
The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. (30 marks)	

SPEECH 1 & 2

GRADES 9, 10, 11, 12

Units of Credit: One Semester Each (Elective)

Prerequisite: None for Speech 1
Speech 1 for Speech 2

Course Overview:

MCPS English Language Arts teaching and learning in high school are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

Speaking, listening, and observing are fundamental processes that people use to express, explore, and learn about ideas. The functions of speaking, listening, and observing include gathering and sharing information, persuading others, expressing and understanding ideas, and selecting and critically analyzing messages. The contexts of these communication functions include: one-to-one conversations, small group discussions, large audiences and meetings, and interactions with media. Students in both Speech 1 and 2 integrate multiple sources of information, as well as evaluate the integrity/credibility of the source. Students learn how to evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Students in Speech 2 will complete all Speech 1 requirements with more rigorous assignments in terms of length of speech, content, and use of media and visual aids. Speech 2 students will participate in full-length competition level Lincoln Douglas and Policy Debate per the Montana High School Association Rules and Procedures Handbook.

Required Speeches for Students:

- 1) “How To” speech (For example: presenting the basic steps to prepare a peanut butter & jelly sandwich)
- 2) Expository speech with visual aids (For example: taking the basic steps of building a peanut butter & jelly sandwich and presenting them with visual aids)
- 3) Impromptu speeches (frequently throughout semester).
- 4) Memorized Public Address (students re-present a speech previously given)
- 5) Persuasive speaking

- a) Political speeches
- b) Opinion speeches (rhetoric)
- 6) Parliamentary procedure
 - a) Roberts' Rules of Order
- 7) Debate
 - a) Lincoln Douglas (one-on-one debate)
 - a) Using great thinkers (e.g. Rousseau, Kant, Hobbes) and philosophies (e.g. Utilitarianism).
 - b) Policy (cross-examination, value debate)

*Instructors are encouraged to include other types of speeches and speaking opportunities (e.g. Senior Capstone Project) with these core requirements.

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation.

Reading Standards for Literature

Key Ideas and Details

1. **910.RL. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including works by and about American Indians.
2. **910.RL. 2** - Determine a theme or central idea of a text, including those by and about American Indians, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. **910.RL. 3** - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, including those of American Indians, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

4. **910.RL. 4** - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone
5. **910.RL. 5** - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
6. **910.RL. 6** - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

7. **910.RL. 7** - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).

8. (Not applicable to literature)

9. **910.RL. 9** - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare or how American Indian stories and oral histories appear in contemporary works, such as James Welch's *Fools Crow*, and how the author retells the Pikuni traditional story, "Star Boy").

Range of Reading and Level of Text Complexity

10. **910.RL. 10** - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Reading Standards for Informational Text

Key Ideas and Details

1. **910.RI. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. **910.RI. 2** - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. **910.RI. 3** - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

LEARNING TARGETS

- a) I can explain connections between points made in an analysis or series of ideas.
- b) I can demonstrate how the presentation of ideas, or order of events, or analysis changes over the course of the text.
- c) I can draw connections between my life, the world, and other things I have read.

Craft and Structure

4. **910.RI.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper, or how American Indian treaty language differs from everyday speech).

5. **910.RI.5** - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

6. **910.RI.6** - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

LEARNING TARGETS

- a) I can explain how the author writes in order to strengthen his/her argument.
- b) I can define rhetoric.

Integration of Knowledge and Ideas

7. **910.RI.7** - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

8. **910.RI.8** - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

LEARNING TARGETS

- a) I can evaluate the author's argument to determine validity and relevance.
- b) I can determine whether the author has sufficient and relevant evidence to support his/her claims.
- c) I can identify false statements or faulty evidence presented by the author.
- d) I can code and annotate the text to find relevant details and evidence.

9. **910.RI.9** - Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity

10. **910.RI.10** - By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing Standards

Text Types and Purposes

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

a. **910.WR. 1.a** - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

LEARNING TARGETS

- a) I can write a clear and precise claim.
- b) I can distinguish my claim from the claims of others.
- c) I can organize the evidence needed to support my claim.
- d) I can create a structure that shows a relationship between claims and counterclaims using evidence and sound reasoning.

b. **910.WR. 1.b** - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

LEARNING TARGETS

- a) I can justify my claim by highlighting its strengths and addressing its weaknesses.
- b) I can use evidence to support my claim and cite it properly if appropriate.
- c) I can introduce my claim and introduce the counterclaims fairly and accurately.
- d) I can prove my claim is valid through comparison to the counterclaim.
- e) I can support judgment with sound evidence and appropriate details.

c. **910.WR. 1.c** - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LEARNING TARGETS

- a) I can construct relationships between claims and counterclaims, evidence, and reason.
- b) I can develop unity and consistency in the text with words and structures.
- c) I can write for the appropriate audience, using effective transitions, words, phrases, and clauses.

d. **910.WR. 1.d** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.
- f) I can maintain a consistent focus.

e. **910.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion derived from my argument.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **910.WR. 2.a** - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I can develop a thesis.
- b) I can create an organized structure that is appropriate to the purpose of my writing.
- c) I can insert graphics, multimedia, or illustrations in the correct format when appropriate.
- d) I can clearly show my audience connections and distinctions in my topic to help my audience understand.
- e) I can organize ideas in a coherent, meaningful way, including an introduction, transitions, and a conclusion.
- f) I can create and use outline structure to guide oral presentations.

b. **910.WR. 2.b** - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LEARNING TARGETS

- a) I can determine how much information is necessary to develop my topic.
- b) I can evaluate which information is appropriate to use for my intended audience.
- c) I correctly use quotations, definitions, examples, and other evidence to develop my topic.
- d) I can document ideas from outside sources using appropriate formats (e.g., citing authors, titles, websites).
- e) I can exhibit a logical structure appropriate to audience, context, and purpose.
- f) I can create oral presentations that are appropriate for the purpose (e.g., to inform, persuade, entertain) audience, context, and occasion.

c. **910.WR. 2.c** - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING TARGETS

- a) I can effectively combine major sections of text and clarify relationships using clear transitions.

d. **910.WR. 2.d** - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

LEARNING TARGETS

- a) I can self-edit to ensure my vocabulary appropriately matches the topic.
- b) I use good vocabulary to enhance and clarify a complex topic.

e. **910.WR. 2.e** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

f. **910.WR. 2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion that supports the explanation.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **910.WR. 3.a** - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. **910.WR. 3.b** - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. **910.WR. 3.c** - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d. **910.WR. 3.d** - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. **910.WR. 3.e** - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4. **910.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. **910.WR. 5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. **910.WR. 6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7. **910.WR. 7** - Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. **910.WR. 8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts, including American Indian texts, to support analysis, reflection, and research.

a. **910.WR. 9.a** - Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]” and as in James Welch's "Fools Crow," the author retells the Pikuni traditional story, "Star Boy.").

b. **910.WR. 9.b** - Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Range of Writing

10. **910.WR. 10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

a. **910.SL. 1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LEARNING TARGETS

- a) I can initiate a conversation in a variety of ways (e.g. ask questions, reflect on the text, connect personally, etc.).
- b) I can connect the ideas of others to my own and respond logically and with support from the text(s).
- c) I can respond to information in a variety of ways: summarizing, taking useful notes, organizing, analyzing, or recording that which is meaningful and useful.
- d) I can build on the ideas of others and contribute relevant information or ideas.

b. **910.SL. 1.b** - Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.

LEARNING TARGETS

- a) I can engage my peers in a respectful and professional manner.
- b) I can self-edit and know when to speak and when to let others speak.
- c) I can collaborate with a group and work independently when needed.
- d) I can organize my time to set clear goals and meet deadlines.
- e) I can play a variety of roles in group discussions (e.g., discussion leader, facilitator, responder).

c. **910.SL. 1.c** - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

LEARNING TARGETS

- a) I can draw connections between the topic at hand and the world-at-large.
- b) I can re-state my opinion or thoughts in different ways for purposes of clarity.
- c) I can ask relevant questions and make observations about the opinions of others to contribute to the discussion.
- d) I can encourage and question other speakers to draw them further into the discussion.
- e) I can ask and respond to questions as a way to enrich class discussions.

d. **910.SL. 1.d** - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LEARNING TARGETS

- a) I can draw inferences from other speakers' points to make new conclusions.

- b) I can be respectful towards other speakers in discussions.
- c) I can identify points of agreement and disagreement.
- d) I can respond critically (e.g., analyze the style of speech, including the speaker's choice of language to evoke a response, evaluate conclusions and the credibility of the information presented).
- e) I can respond appropriately and respectfully (e.g., ask questions, respond with civility and respect).

2. 910.SL. 2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LEARNING TARGETS

- a) I can find and use information from multiple sources and in a variety of formats (visual, oral, media arts, etc.).
- b) I can determine if each source is credible.
- c) I can analyze the effectiveness of visual and auditory cues to enhance the message or understand context.

3. 910.SL. 3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LEARNING TARGETS

- a) I can identify and evaluate a speaker's point of view.
- b) I can determine when speakers are using rhetoric, unsound reasoning, or exaggeration.
- c) I can use a variety of criteria (e.g., clarity, accuracy, effectiveness, relevance of facts) to evaluate speaking.
- d) I can evaluate the role of speaking in focusing attention and informing opinion.
- e) I can interpret and evaluate the effectiveness of verbal and nonverbal delivery techniques, including visual cues.

Presentation of Knowledge and Ideas

4. 910.SL. 4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LEARNING TARGETS

- a) I can present information in a clear and logical order, using well structured examples to support my reasoning.
- b) I can convey a clear and distinct perspective when speaking.
- c) I can match my style and materials appropriately to the audience.
- d) I can give spoken instructions to perform specific tasks.
- e) I can follow spoken instructions to perform specific tasks.
- f) I can use self-evaluation and feedback from teachers and peers to improve presentations.
- g) I can identify the thesis or controlling idea of a speech and the key ideas that support it.
- h) I can follow the organization of a presentation and recognize the speaker's use of transitions.
- i) I can avoid distracting delivery behaviors (e.g., excessive verbal pauses, fidgeting).

- j) I can apply delivery techniques both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact).
- k) I can use note cards and/or outlines to effectively deliver speeches.

5. **910.SL. 5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LEARNING TARGETS

- a) I can use digital media to enhance, support, explain, and add interest to a presentation.
- b) I can identify the methods in which media influences individuals and societies.
- c) I can reflect on my use of media and its value and appropriateness.
- d) I can use visual aids, media, and tools of technology to support oral communication.

6. **910.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I can use formal or informal speech depending on my audience and purpose.
- b) I can demonstrate my command of formal English when necessary.
- c) I can use language appropriate to my audience.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. **910.LS. 1.a** - Use parallel structure.

LEARNING TARGETS

- a) I can adhere to standard guidelines for grammar, usage, mechanics, or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech).

b. **910.LS. 1.b** - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

LEARNING TARGETS

- a) I can choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language).
- b) I can use specialized content vocabulary as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. **910.LS. 2.a** - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

b. **910.LS. 2.b** - Use a colon to introduce a list or quotation.

c. **910.LS. 2.c** - Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. **910.LS. 3.a** - Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

a. **910.LS. 4.a** - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. **910.LS. 4.b** - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

c. **910.LS. 4.c** - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. **910.LS. 4.d** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. **910.LS. 5.a** - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

b. **910.LS. 5.b** - Analyze nuances in the meaning of words with similar denotations.

6. **910.LS. 6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

INTRODUCTION TO CREATIVE WRITING

GRADES 9, 10, 11, 12

Units of Credit: One Semester (Elective) at Hellgate and Sentinel
One Year (Elective) at Big Sky

Prerequisite: None

Course Overview:

MCPS English Language Arts teaching and learning in high school are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

Students in Introduction to Creative Writing refine their writing skills by engaging in the writing process to produce a variety of different forms. Teachers and students work together to edit, revise, and complete improving drafts. Students use available technology and build a body of work to help them evaluate their progress as writers.

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation.

Reading Standards for Literature

Key Ideas and Details

1. **910.RL. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including works by and about American Indians.

LEARNING TARGETS

- a) I can use examples from the text to explain the explicit meaning, as well as the inferential meaning of the text.
- b) I can code and annotate the text to find multiple points of evidence to support my analysis of the text.
- c) I can recognize cultural perspectives implied inferred from the text.
- d) I can cite strong and thorough textual evidence to support analysis of what the text says explicitly.

- e) I can make inferences drawn from the text, including the ability to determine where the text leaves matters uncertain.
- f) I can analyze point of view and distinguish between what is directly stated in a text from what is meant (e.g., satire, sarcasm, irony, or understatement), including works by and about American Indians.

2. 910.RL. 2 - Determine a theme or central idea of a text, including those by and about American Indians, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LEARNING TARGETS

- a) I can analyze how a theme or central idea changes over the course of the text.
- b) I can determine how specific details shape and develop the theme or main idea of the text.
- c) I can analyze the author's use of elements such as setting, plot development, and characters.
- d) I can analyze the author's use of methods of development, e.g., hyperbole, understatement, humor, sarcasm, dialect, diction, tone, dramatic and situational irony.

3. 910.RL. 3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, including those of American Indians, interact with other characters, and advance the plot or develop the theme

LEARNING TARGETS

- a) I can differentiate character motivations and analyze how those motivations influence the theme or story.
- b) I can explain how these characters change over the course of the story.
- c) I can pinpoint how character interactions influence the plot or theme.

Craft and Structure

4. 910.RL. 4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone

LEARNING TARGETS

- a) I can define the figurative and connotative meanings of specific word(s) from the text.
- b) I can explain how the choice of specific words influences the story.
- c) I can determine the author's tone through the language used.
- d) I can analyze the impact of specific word choices on meaning, tone, originality, and creativity.
- e) I can determine the meaning of words and phrases as they are used in text.

5. 910.RL. 5 - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

LEARNING TARGETS

- a) I can identify the plot structure(s) of a text.

b) I can examine how the structure of the text creates an emotional response in the reader.

6. **910.RL. 6** - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

7. **910.RL. 7** - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

8. (Not applicable to literature)

9. **910.RL. 9** - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare or how American Indian stories and oral histories appear in contemporary works, such as James Welch's *Fools Crow*, and how the author retells the Pikuni traditional story, "Star Boy").

Range of Reading and Level of Text Complexity

10. **910.RL. 10** - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

LEARNING TARGETS

- a) I can analyze poetic forms.
- b) I can analyze subgenres that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

Reading Standards for Informational Text

Key Ideas and Details

1. **910.RI. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. **910.RI. 2** - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. **910.RI. 3** - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

4. **910.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper, or how American Indian treaty language differs from everyday speech).

5. **910.RI. 5** - Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

6. **910.RI. 6** - Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

7. **910.RI. 7** - Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

8. **910.RI. 8** - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

9. **910.RI. 9** - Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity

10. **910.RI. 10** - By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing Standards

Text Types and Purposes

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

a. **910.WR. 1.a** - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. **910.WR. 1.b** - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

c. **910.WR. 1.c** - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. **910.WR. 1.d** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. **910.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

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

a. **910.WR. 2.a** - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. **910.WR. 2.b** - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. **910.WR. 2.c** - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. **910.WR. 2.d** - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

e. **910.WR. 2.e** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. **910.WR. 2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

a. **910.WR. 3.a** - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LEARNING TARGETS

- a) I can convey an experience that is real or imagined using time as a structure.
- b) I can establish multiple points of view.
- c) I can develop a clear order of events.
- d) I can engage the reader by setting out a problem, situation or observation, and its significance.
- e) I can introduce a narrator and or characters.

b. **910.WR. 3.b** - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LEARNING TARGETS

- a) I can use a variety of techniques to create an engaging and multi-layered narrative.
- b) I can develop experiences, events, and/or characters.
- c) I can use narrative techniques such as dialogue, pacing, descriptions, reflection, and multiple plot lines.
- d) I can create multiple drafts with significant revisions to critique my own work.
- e) I can apply my editing knowledge to the work of others.
- f) I can write from different points of view.

c. **910.WR. 3.c** - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

LEARNING TARGETS

- a) I can effectively use the following to create a well organized and dynamic narrative: parallel plot lines, multiple plot lines, multiple points of view, dialogue, flashbacks or foreshadowing, etc.

d. **910.WR. 3.d** - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

LEARNING TARGETS

- a) I can use a variety of specific sensory details to create a clear and engaging picture of characters, events, and setting.
- b) I can use precise word choice in creative ways to convey a vivid picture of the experiences, events, setting, and/or characters.
- c) I can choose precise words and phrases, including sensory details and figurative language.

e. **910.WR. 3.e** - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LEARNING TARGETS

- a) I can address/resolve earlier conflicts or experiences to create a logical ending.
- b) I can reflect on my writing to provide a satisfying conclusion.
- c) I can reinforce narrative form and style choices.
- d) I can reflect on what is experienced, observed, and resolved in a narrative conclusion.

Production and Distribution of Writing

4. **910.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I can produce writing that is clearly organized and appropriate to task, purpose, and audience.
- b) I can understand and articulate the writing process.

5. **910.WR. 5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LEARNING TARGETS

- a) I can analyze strength and weaknesses in my writing and implement suggestions to improve my writing.
- b) I can use the 6 Traits of Writing throughout the prewriting, drafting, revision, proofreading, and editing of my writing.
- c) I can analyze models of effective writing and similar strategies to improve my writing.
- d) I can use information from reference materials for creating, revising, editing, and publishing throughout the writing process.
- e) I can use technology to create, revise, edit, and publish throughout the writing process.
- f) I can analyze my own writing to understand how to improve.
- g) I can analyze published pieces to understand how to improve my writing.
- h) I can write effectively for particular audiences and purposes.
- i) I can understand the power of revision.
- j) I can create an anthology of writing from initial draft to final draft that has been edited by my peers.

6. **910.WR. 6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LEARNING TARGETS

- a) I can utilize technology to collaborate and create multiple formats for presenting information.
- b) I can use technology to create an electronic portfolio.
- c) I can evaluate which technology is appropriate when creating individual and shared writing products.
- d) I can apply the editing process to my work.
- e) I can routinely and effectively use online information resources to meet needs for collaboration, research, publication, communication, and productivity.
- f) I can collaborate with peers, experts, and others to communicate new knowledge using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Research to Build and Present Knowledge

7. **910.WR. 7** - Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. **910.WR. 8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts, including American Indian texts, to support analysis, reflection, and research.

a. **910.WR. 9.a** - Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]” and as in James Welch’s “Fools Crow,” the author retells the Pikuni traditional story, “Star Boy.”).

b. **910.WR. 9.b** - Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Range of Writing

10. **910.WR. 10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

a. **910.SL. 1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. **910.SL. 1.b** - Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.

LEARNING TARGETS

a) I can engage my peers in a respectful and professional manner.

- b) I can self-edit and know when to speak and when to let others speak.
- c) I can collaborate with a group and work independently when needed.
- d) I can organize my time to set clear goals and meet deadlines.

c. **910.SL. 1.c** - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

LEARNING TARGETS

- a) I can promote and encourage divergent and creative perspectives in discussions.

d. **910.SL. 1.d** - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LEARNING TARGETS

- a) I can draw inferences from other speakers' points to make new conclusions.
- b) I can be respectful towards other speakers in discussions.

2. **910.SL. 2** - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

3. **910.SL. 3** - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

4. **910.SL. 4** - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

5. **910.SL. 5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. **910.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. **910.LS. 1.a** - Use parallel structure.

LEARNING TARGETS

- a) I can correctly use the conventions of standard English grammar when writing and speaking.
- b. **910.LS. 1.b** - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. **910.LS. 2.a** - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. **910.LS. 2.b** - Use a colon to introduce a list or quotation.
 - c. **910.LS. 2.c** - Spell correctly.

LEARNING TARGETS

- a) I can correctly use the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. **910.LS. 3.a** - Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

LEARNING TARGETS

- a) I can use appropriate resources in the creation of appropriate language for the intended task and to resolve grammatical issues.

Vocabulary Acquisition and Use

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
 - a. **910.LS. 4.a** - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. **910.LS. 4.b** - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - c. **910.LS. 4.c** - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. **910.LS. 4.d** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. **910.LS. 5.a** - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

LEARNING TARGETS

- a) I am familiar with key figures of speech and literary terms and how they are used in a text such as: euphemism, oxymoron, simile, metaphor, irony, puns, allusion, alliteration, etc.
- b) I can identify literary devices and explain their impact on style.
- c) I can identify imagery and figurative language and sound devices used in a variety of texts.
- d) I can use precise word choice to convey proper nuance and relationship.
- e) I can understand the difference between literal and figurative language.
- f) I can write using nuanced language and figurative language.

b. **910.LS. 5.b** - Analyze nuances in the meaning of words with similar denotations.

6. **910.LS. 6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I can acquire and use appropriate vocabulary for a variety of audiences, purposes, and formats.

LITERARY MAGAZINE

GRADES 10, 11, 12

Units of Credit: One Year (Elective)

Prerequisite: Introduction to Creative Writing and/or Consent of Instructor

Course Overview:

MCPS English Language Arts teaching and learning in high school are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

Students in this advanced creative writing course learn how to write for publication. The students create a literary magazine. At Big Sky, it is *Aerie Big Sky*.

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation.

Reading Standards for Literature

Key Ideas and Details

1. **1112.RL. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. **1112.RL. 2** - Determine two or more themes or central ideas of a text, including those by and about American Indians, and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. **1112.RL. 3** - Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

LEARNING TARGETS

- a) I can understand the manuscripts submitted to the magazine and edit according to elements of fiction and poetry.
- b) I can edit my own and others' work.

Craft and Structure

4. 1112.RL. 4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, works by American Indian authors, as well as other authors.)

LEARNING TARGETS

- a) I can use figurative writing in my own writing.

5. 1112.RL. 5 - Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

6. 1112.RL. 6 - 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement), include works by and about American Indians.

LEARNING TARGETS

- a) I can recognize different points of view and their effect on story.
- b) I can use satire, sarcasm, irony, etc., as models for my own writing.

Integration of Knowledge and Ideas

7. 1112.RL. 7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)|Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), or traditional American Indian oral histories, evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

8. *(Not applicable to literature)*

9. 1112.RL. 9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian works, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

10. 1112.RL. 10 - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band

independently and proficiently.

Reading Standards for Informational Text

Key Ideas and Details

1. **1112.RI. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. **1112.RI. 2** - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. **1112.RI. 3** - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

4. **1112.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
5. **1112.RI. 5** - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. **1112.RI. 6** - Determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

7. **1112.RI. 7** - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. **1112.RI. 8** - Delineate and evaluate the reasoning in seminal U.S. texts including those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies).

9. **1112.RI. 9** - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln’s Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

10. **1112.RI. 10** - By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Writing Standards

Text Types and Purposes

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

a. **1112.WR. 1.a** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b. **1112.WR. 1.b** - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

c. **1112.WR. 1.c** - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. **1112.WR. 1.d** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. **1112.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

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

a. **1112.WR. 2.a** - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. **1112.WR. 2.b** - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. **1112.WR. 2.c** - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. **1112.WR. 2.d** - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. **1112.WR. 2.e** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. **1112.WR. 2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

a. **1112.WR. 3.a** - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LEARNING TARGETS

a) I can write narratives using real and imagined experiences.

b. **1112.WR. 3.b** - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LEARNING TARGETS

a) I can write narrative prose using the elements of fiction.

c. **1112.WR. 3.c** - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

LEARNING TARGETS

a) I can write using suspense and impending events.

d. **1112.WR. 3.d** - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

LEARNING TARGETS

a) I can create vivid imagery using the senses.

e. **1112.WR. 3.e** - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LEARNING TARGETS

- a) I can write an appropriate ending that follows from the start of my story.

Production and Distribution of Writing

4. **1112.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I can focus my writing for an intended audience.

5. **1112.WR. 5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. **1112.WR. 6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LEARNING TARGETS

- a) I can use the appropriate technology to edit and publish writing in our publication.

Research to Build and Present Knowledge

7. **1112.WR. 7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. **1112.WR. 8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

9. **1112.WR. 9** - Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

a. **1112.WR. 9.a** - Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

b. **1112.WR. 9.b** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a

standard format for citation. b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies]”).

Range of Writing

10. **1112.WR. 10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING TARGETS

- a) I can use the writing process for a range of purposes and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

a. **1112.SL. 1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LEARNING TARGETS

- a) I can initiate collaborative discussions.

b. **1112.SL. 1.b** - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

LEARNING TARGETS

- a) I can collaborate with others and have discussions about writing.
- b) I can contribute to a writing workshop.

c. **1112.SL. 1.c** - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

LEARNING TARGETS

- a) I can create an atmosphere for divergent, creative perspectives.

d. **1112.SL. 1.d** - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. **1112.SL. 2** - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. **1112.SL. 3** - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

4. **1112.SL. 4** - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. **1112.SL. 5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. **1112.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I can introduce, discuss, and read aloud my and others' work in appropriate venues.
- b) I can provide rationales for my writing and the writing of others.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. **1112.LS. 1.a** - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

LEARNING TARGETS

What should students KNOW when they have mastered this learning target?

- a) I can write and copy edit, acknowledging the intended purpose of a writer.
- b. **1112.LS. 1.b** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. **1112.LS. 2.a** - Observe hyphenation conventions.

b. **1112.LS. 2.b** - Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. **1112.LS. 3.a** - Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

a. **1112.LS. 4.a** - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. **1112.LS. 4.b** - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

c. **1112.LS. 4.c** - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

d. **1112.LS. 4.d** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. **1112.LS. 5.a** - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

b. **1112.LS.5.b** - Analyze nuances in the meaning of words with similar denotations.

6. **1112.LS.6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

INTERNATIONAL LITERARY MAGAZINE

GRADES 11, 12

Units of Credit: One Year (Elective)

Prerequisite: Introduction to Creative Writing, Literary Magazine, and/or Consent of Instructor

Course Overview:

MCPS English Language Arts teaching and learning in high school are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

In this technology-based class, advanced creative writing students produce an international literary magazine. At Big Sky, it is *Aerie International*. Made with industry-standard website software, this publication can be found online at www.aerieinternational.com.

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation.

Reading Standards for Literature

Key Ideas and Details

1. **1112.RL. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. **1112.RL. 2** - Determine two or more themes or central ideas of a text, including those by and about American Indians, and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. **1112.RL. 3** - Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

LEARNING TARGETS

- a) I can understand the manuscripts submitted to the magazine and edit according to elements of fiction and poetry.
- b) I can edit my own and others' work.

Craft and Structure

4. 1112.RL. 4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, works by American Indian authors, as well as other authors.)

LEARNING TARGETS

- a) I can use figurative writing in my own writing.

5. 1112.RL. 5 - Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

6. 1112.RL. 6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement), include works by and about American Indians.

LEARNING TARGETS

- a) I can recognize different points of view and their effect on story.
- b) I can use satire, sarcasm, irony, etc., as models for my own writing.

Integration of Knowledge and Ideas

7. 1112.RL. 7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), or traditional American Indian oral histories, evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

8. (Not applicable to literature)

9. 1112.RL. 9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian works, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

10. **1112.RL. 10** - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Informational Text

Key Ideas and Details

1. **1112.RI. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. **1112.RI. 2** - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

3. **1112.RI. 3** - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

4. **1112.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

LEARNING TARGETS

a) I can edit my own and others' work effectively for publication.

5. **1112.RI. 5** - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

6. **1112.RI. 6** - Determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

LEARNING TARGETS

a) I can use my writing in a powerful way.

Integration of Knowledge and Ideas

7. **1112.RI. 7** - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

8. **1112.RI. 8** - Delineate and evaluate the reasoning in seminal U.S. texts including those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies).

9. **1112.RI. 9** - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln’s Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

10. **1112.RI. 10** - By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Writing Standards

Text Types and Purposes

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

a. **1112.WR. 1.a** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b. **1112.WR. 1.b** - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

c. **1112.WR. 1.c** - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. **1112.WR. 1.d** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. **1112.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

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

a. **1112.WR. 2.a** - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. **1112.WR. 2.b** - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. **1112.WR. 2.c** - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. **1112.WR. 2.d** - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. **1112.WR. 2.e** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. **1112.WR. 2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

a. **1112.WR. 3.a** - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LEARNING TARGETS

a) I can write narratives using real and imagined experiences.

b. **1112.WR. 3.b** - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LEARNING TARGETS

a) I can write narrative prose using the elements of fiction.

c. **1112.WR. 3.c** - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

LEARNING TARGETS

a) I can write using suspense and impending events.

d. **1112.WR. 3.d** - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

LEARNING TARGETS

a) I can create vivid imagery using the senses.

e. **1112.WR. 3.e** - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LEARNING TARGETS

a) I can write an appropriate ending that follows from the start of my story.

Production and Distribution of Writing

4. **1112.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING TARGETS

a) I can focus my writing for an intended audience.

5. **1112.WR. 5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LEARNING TARGETS

a) I can edit for the purposes of our publication.

6. **1112.WR. 6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LEARNING TARGETS

a) I can use the appropriate technology to edit and publish written and visual art.

Research to Build and Present Knowledge

7. **1112.WR. 7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. **1112.WR. 8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

9. **1112.WR. 9** - Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

a. **1112.WR. 9.a** - Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American

literature, including how two or more texts from the same period treat similar themes or topics”).

b. **1112.WR. 9.b** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses, *American Indian Policies*]”).

Range of Writing

10. **1112.WR. 10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING TARGETS

- a) I can use the writing process for a range of purposes and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

a. **1112.SL. 1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LEARNING TARGETS

- a) I can participate in collaborative discussions.

b. **1112.SL. 1.b** - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

LEARNING TARGETS

- a) I can collaborate with others and have discussions about writing.
- b) I can contribute to a writing workshop.

c. **1112.SL. 1.c** - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

LEARNING TARGETS

- a) I can create an atmosphere for divergent, creative perspectives.

d. **1112.SL. 1.d** - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. **1112.SL. 2** - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. **1112.SL. 3** - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

4. **1112.SL. 4** - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5. **1112.SL. 5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. **1112.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I can introduce, discuss, and read aloud my and others' work in appropriate venues.
- b) I can provide rationales for my writing and the writing of others.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. **1112.LS. 1.a** - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

LEARNING TARGETS

- a) I can write and copy edit, acknowledging the intended purpose of a writer.

b. **1112.LS. 1.b** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. **1112.LS. 2.a** - Observe hyphenation conventions.

b. **1112.LS. 2.b** - Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. **1112.LS. 3.a** - Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

a. **1112.LS. 4.a** - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. **1112.LS. 4.b** - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

c. **1112.LS. 4.c** - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

d. **1112.LS. 4.d** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. **1112.LS. 5.a** - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

b. **1112.LS. 5.b** - Analyze nuances in the meaning of words with similar denotations.

6. **1112.LS. 6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

INTRODUCTION TO JOURNALISM

GRADES 9, 10, 11, 12

Units of Credit: One Year (Elective)

Prerequisite: Grade of “C” or better in current English class

Course Overview:

MCPS English Language Arts teaching and learning in high school are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

In Introduction to Journalism, students are introduced to and practice skills related to the history and ethics of American Journalism, as well as print, broadcast, multimedia, photography, advertising, yearbook, magazine, audio and layout design. This course focuses on writing, photography, layout and design, and broadcast technology, with emphasis placed on expanding publishing and editing skills.

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation.

Reading Standards for Literature

Key Ideas and Details

1. **910.RL. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including works by and about American Indians.

2. **910.RL. 2** - Determine a theme or central idea of a text, including those by and about American Indians, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. **910.RL. 3** - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, including those of American Indians, interact with other characters, and advance the plot or develop the theme

Craft and Structure

4. **910.RL. 4** - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone

5. **910.RL. 5** - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

6. **910.RL. 6** - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

7. **910.RL. 7** - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

8. *(Not applicable to literature)*

9. **910.RL. 9** - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare or how American Indian stories and oral histories appear in contemporary works, such as James Welch's *Fools Crow*, and how the author retells the Pikuni traditional story, "Star Boy").

Range of Reading and Level of Text Complexity

10. **910.RL. 10** - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Reading Standards for Informational Text

Key Ideas and Details

1. **910.RI. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LEARNING TARGETS

- a) I can synthesize.
- b) I can combine background knowledge with details from the text to draw conclusions.
- c) I can identify which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them.

- d) I can recognize when my understanding breaks down and then apply a strategy to correct it.
- e) I can make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- f) I can analyze an author's implicit and explicit assumptions and beliefs about a subject.

2. **910.RI. 2** - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LEARNING TARGETS

- a) I can recognize the organizational structure of a text and how this impacts the development of ideas.
- b) I can recognize how two or more main ideas in a single text can interact.
- c) I can analyze multiple central ideas and their development in a text.

3. **910.RI. 3** - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

LEARNING TARGETS

- a) I can identify specific individuals, ideas, and/or events in an information text.
- b) I can analyze how individuals, ideas, and events interact and develop.

Craft and Structure

4. **910.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper, or how American Indian treaty language differs from everyday speech).

LEARNING TARGETS

- a) I can analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

5. **910.RI. 5** - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

LEARNING TARGETS

- a) I can evaluate the effectiveness of the organizational structure of an informational text.
- b) I can analyze how the structure of an informational text impacts exposition or argument.

6. **910.RI. 6** - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

LEARNING TARGETS

- a) I can analyze the devices used to develop the point of view and the rhetorical and/or aesthetic purposes of a text.
- b) I can make reasonable assertions about an author's point of view and/or purpose by examining the style and content of a text to determine its quality and effectiveness.

Integration of Knowledge and Ideas

7. **910.RI. 7** - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

LEARNING TARGETS

- a) I can evaluate the usefulness of different media or formats (including primary and secondary sources) to address a question or problem.
- b) I can synthesize the content from several sources or works dealing with a question or a problem.
- c) I can evaluate sources for accuracy, bias, validity, and credibility.

8. **910.RI. 8** - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

LEARNING TARGETS

- a) I can analyze both the features and rhetorical (persuasive) devices of different types of public documents, such as policy statement, speeches, or debates, and the way in which authors use those features and devices.
- b) I can identify the premises, purposes, and arguments in information texts.
- c) I can critique the power, validity, and truthfulness of arguments set forth in public documents.
- d) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.

9. **910.RI. 9** - Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

LEARNING TARGETS

- a) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.
- b) I can analyze the presentation of similar themes, purposes, and rhetorical features in historical documents from multiple time periods.

Range of Reading and Level of Text Complexity

10. **910.RI. 10** - By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing Standards

Text Types and Purposes

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

a. **910.WR. 1.a** - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

LEARNING TARGETS

- a) I can organize ideas and appeals in a sustained and effective fashion.
- b) I can address readers' concerns, counterclaims, biases, and expectations.
- c) I can develop a credible claim.

b. **910.WR. 1.b** - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can adjust my voice, style, and form depending on audience, occasion, and purpose.

c. **910.WR. 1.c** - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LEARNING TARGETS

- a) I can use transitional words and phrases to create cohesion and clarity.

d. **910.WR. 1.d** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can effectively address personal bias.
- e) I can construct many drafts to improve and refine my point.

e. **910.WR.1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion derived from my argument.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **910.WR. 2.a** - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I can develop an effective lead.
- b) I can create an organizing structure appropriate to purpose, audience, and context.
- c) I can include accurate information from primary and secondary sources and exclude extraneous information.
- d) I can make valid inferences.
- e) I can support judgments with relevant and substantial evidence and well-chosen details.
- f) I can use technical terms and notations correctly.
- g) I can create a coherent conclusion.
- h) I can use a variety of formatting, graphics, and/or technologies to enhance comprehension when appropriate.
- i) I can organize information by classifying, categorizing, and sequencing, and demonstrate the distinction between one's ideas and the ideas of others by including proper attribution.

b. **910.WR. 2.b** - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the topic.
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

c. **910.WR. 2.c** - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING TARGETS

- a) I can use transitional words and phrases to create cohesion and clarity.

d. **910.WR. 2.d** - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

LEARNING TARGETS

- a) I can develop a style and an appreciation of the effects created.
- b) I can use precise word choice in creative and vivid ways to explain a topic.
- c) I can choose language (e.g., strong nouns, active verbs, concrete and sensory details) appropriate for the topic and purpose.

e. **910.WR. 2.e** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

f. **910.WR. 2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion that supports the explanation.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **910.WR. 3.a** - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LEARNING TARGETS

- a) I can create a smooth progression of experiences or events.
- b) I can engage the reader by setting out a problem, situation, or observation, and explaining its significance.
- c) I can establish one or more points of view in narrative writing.
- d) I can introduce a narrator and/or characters.

b. **910.WR. 3.b** - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LEARNING TARGETS

- a) I can use a variety of techniques to create an engaging and multi-layered narrative.
- b) I can develop experiences, events, and/or characters.

- c) I can use narrative techniques such as dialogue, pacing, descriptions, reflection, and multiple plot lines.
- d) I can create multiple drafts with significant revisions to critique my own work.
- e) I can apply my editing knowledge to the work of others.

c. **910.WR. 3.c** - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

LEARNING TARGETS

- a) I can sequence events in multiple ways to build a coherent whole.
- b) I can develop a particular tone and outcome.

d. **910.WR. 3.d** - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

LEARNING TARGETS

- a) I can use a variety of specific sensory details to create a clear and engaging picture of characters, events, and setting.
- b) I can use precise word choice in creative and vivid ways to convey an engaging picture of the experiences, events, setting, and/or characters.
- c) I can choose precise words and phrases, including sensory details and figurative language.

e. **910.WR. 3.e** - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LEARNING TARGETS

- a) I can address/resolve earlier conflicts or experiences to create a logical ending.
- b) I can reflect on my writing to provide a satisfying conclusion.
- c) I can reinforce narrative form and style choices.
- d) I can reflect on what is experienced, observed, and resolved in a narrative conclusion.

Production and Distribution of Writing

4. **910.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I produce writing that is clearly organized and appropriate to task, purpose, and audience.

5. **910.WR. 5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LEARNING TARGETS

- a) I can analyze strength and weaknesses in my writing and implement suggestions to improve my writing.
- b) I can analyze models of effective writing and similar strategies to improve my writing.
- c) I can use information from reference materials for creating, revising, editing, and publishing throughout the writing process.

- d) I can use technology to create, revise, edit, and publish throughout the writing process.
- e) I can analyze my own writing to understand how to improve.
- f) I can analyze published pieces to understand how to improve my writing.
- g) I can write effectively for particular audiences and purposes.

6. **910.WR. 6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LEARNING TARGETS

- a) I can use technology tools and resources for managing and communicating information about situations individuals encounter in the world.
- b) I can routinely and effectively use online information resources to meet needs for collaboration, research, publication, communication, and production.
- c) I can collaborate with peers, experts, and others to communicate new knowledge using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Research to Build and Present Knowledge

7. **910.WR. 7** - Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the research question(s).
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

8. **910.WR. 8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can synthesize information gathered from a variety of sources and evaluate information for its relevance to the topic.
- c) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

9. Draw evidence from literary or informational texts, including American Indian texts, to support analysis, reflection, and research.

a. **910.WR. 9.a** - Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme

or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]” and as in James Welch's "Fools Crow," the author retells the Pikuni traditional story, "Star Boy").

b. **910.WR. 9.b** - Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Range of Writing

10. **910.WR. 10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING TARGETS

- a) I can write routinely in a short-term or extended time frame.
- b) I can routinely edit my work to create multiple drafts.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

a. **910.SL. 1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LEARNING TARGETS

- a) I can read and research to prepare for and participate in discussions.
- b) I can refer to text and present evidence from other research to participate in a range of discussions.

b. **910.SL. 1.b** - Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.

LEARNING TARGETS

- a) I can work with peers to promote civil, democratic discussions, and decision-making.
- b) I can set clear goals and deadlines and establish and fulfill individual roles as needed.
- c) I can build on the ideas of others and contribute relevant information or ideas.

c. **910.SL. 1.c** - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

LEARNING TARGETS

- a) I can pose and respond to stimulating questions to propel discussions.
- b) I can use reasoning and evidence to clarify, verify, or challenge ideas and conclusions.

c) I can promote and encourage divergent and creative perspectives in discussions.

d. **910.SL. 1.d** - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LEARNING TARGETS

- a) I can synthesize and respond thoughtfully to diverse perspectives in discussions.
- b) I can determine when to add additional information to deepen discussion.
- c) I can clarify information to resolve contradictions.

2. **910.SL. 2** - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LEARNING TARGETS

- a) I can evaluate the credibility and accuracy of sources.
- b) I can recognize discrepancies among data.
- c) I can synthesize and assess multiple sources to make informed decisions and solve problems.

3. **910.SL. 3** - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LEARNING TARGETS

- a) I can evaluate devices used to support assertions such as appealing to logic through reasoning, appealing to emotion or ethical belief, or relating a personal anecdote, case study, or analogy.
- b) I can analyze types of arguments, including argument by causation, analogy, authority, emotion, and the use of sweeping generalization.
- c) I can observe a variety of criteria (e.g., clarity, accuracy, bias, relevance of facts, tone, point of view, word choice, points of emphasis) to evaluate speaking.

Presentation of Knowledge and Ideas

4. **910.SL. 4** - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LEARNING TARGETS

- a) I can exhibit a logical structure appropriate to audience, context, and purpose.
- b) I can choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language).
- c) I can convey a clear and distinct perspective while speaking.
- d) I can effectively address alternative or opposing perspectives.
- e) I can present using a range of formal and informal tasks.

5. **910.SL. 5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LEARNING TARGETS

- a) I can use digital media to enhance, support, explain, and add interest to a presentation.
- b) I can identify the methods in which media influences individuals and societies.
- c) I can reflect on my use of media and its value and appropriateness.

6. **910.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I can create oral presentations that are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context, and occasion.
- b) I can apply delivery techniques, both verbal and physical (e.g., gestures, facial expressions, eye contact).
- c) I can demonstrate a command of formal English when indicated and appropriate.
- d) I can avoid distracting delivery behaviors (e.g., excessive verbal pauses, fidgeting, “like um ah”).
- e) I can document ideas used from outside sources using appropriate formats (e.g., citing authors, titles, web sites).

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. **910.LS. 1.a** - Use parallel structure.

LEARNING TARGETS

- a) I can use current standards of English grammar.

b. **910.LS. 1.b** - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

LEARNING TARGETS

- a) I can use appropriate resources to resolve grammatical issues.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. **910.LS. 2.a** - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

b. **910.LS. 2.b** - Use a colon to introduce a list or quotation.

c. **910.LS. 2.c** - Spell correctly.

LEARNING TARGETS

- a) I can spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. **910.LS. 3.a** - Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

LEARNING TARGETS

- a) I can vary syntax for effect.
- b) I can use syntactical references when needed.
- c) I can analyze how syntax is used in text.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

a. **910.LS. 4.a** - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I can use context to determine meaning of multiple-meaning words and phrases.

b. **910.LS. 4.b** - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

LEARNING TARGETS

- a) I can identify and analyze prefixes, roots, and suffixes to determine word meaning.

c. **910.LS. 4.c** - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

LEARNING TARGETS

- a) I can use appropriate references to determine pronunciation, part of speech and etymology, and clarify definitions and standard usage of words.

d. **910.LS. 4.d** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LEARNING TARGETS

- a) I can determine the denotation and connotation of words by using context or consulting appropriate resources.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. **910.LS. 5.a** - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

LEARNING TARGETS

- a) I can identify literary devices and explain their impact on style.
- b) I can identify imagery and figurative language and sound devices used in a variety of texts.
- c) I can use precise word choice to convey proper nuance and relationship.

b. **910.LS. 5.b** - Analyze nuances in the meaning of words with similar denotations.

LEARNING TARGETS

- a) I can analyze nuances among synonyms.

6. **910.LS. 6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I can acquire and use appropriate vocabulary for a variety of audiences, purposes, and formats.

BROADCASTING GRADES 10, 11, 12

Units of Credit: One Year (Elective)

Prerequisite: Introduction to Journalism and/or Consent of Instructor

Course Overview:

MCPS English Language Arts teaching and learning in high school are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

This Broadcasting course focuses primarily on real publications for real audiences; it is a production course in which students have a designated role on a staff which produces multi-media productions. Students receive practical experience and basic knowledge of video and audio production, including interviewing, copywriting, storytelling, video and audio editing, videography, photography, and program production. Students who are interested in furthering their skills in any/all of the above in addition to understanding and exercising ethical journalistic practices are encouraged to enroll. Broadcasting is a course students may take more than once. Many enroll in their sophomore year and continue through their senior year. For these purposes, 11-12 standards are included to reflect the rigor of the class and illustrate the upper range of expected progress for those who take the class multiple years.

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. **Note* designates more specific application of some standards.

Reading Standards for Literature

Key Ideas and Details

1. **1112.RL. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. **1112.RL. 2** - Determine two or more themes or central ideas of a text, including those by and about American Indians, and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

3. **1112.RL. 3** - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

4. **1112.RL. 4** - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, works by American Indian authors, as well as other authors.)

5. **1112.RL. 5** - Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

6. **1112.RL. 6** - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement), include works by and about American Indians.

Integration of Knowledge and Ideas

7. **1112.RL. 7** - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), or traditional American Indian oral histories, evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

8. *(Not applicable to literature)*

9. **1112.RL. 9** - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian works, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

10. **1112.RL. 10** - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Informational Text

**Note: Reading of informational texts will be comprised of journalistic writings (either the students' own or from other publications). Analysis will primarily be evaluative and look at the practice of journalists' writing in different formats.*

Key Ideas and Details

1. **1112.RI. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LEARNING TARGETS

- a) I can synthesize.
- b) I can combine background knowledge with details from the text to draw conclusions.
- c) I can identify which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them.
- d) I can recognize when my understanding breaks down and then apply a strategy to correct it.
- e) I can make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- f) I can analyze an author's implicit and explicit assumptions and beliefs about a subject.

2. **1112.RI. 2** - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

LEARNING TARGETS

- a) I can recognize the organizational structure of a text and how this impacts the development of ideas.
- b) I can recognize how two or more main ideas in a single text can interact.
- c) I can analyze multiple central ideas and their development in a text.

3. **1112.RI. 3** - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

LEARNING TARGETS

- a) I can identify specific individuals, ideas, and/or events in an informational text.
- b) I can analyze how individuals, ideas, and events interact and develop.

Craft and Structure

4. **1112.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

LEARNING TARGETS

- a) I can analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

5. **1112.RI. 5** - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

LEARNING TARGETS

- a) I can evaluate the effectiveness of the organizational structure of an informational text.
- b) I can analyze how the structure of an informational text impacts exposition or argument.

6. **1112.RI. 6** - Determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

LEARNING TARGETS

- a) I can analyze the literary devices used to develop the point of view, rhetorical and/or aesthetic purposes of a text.
- b) I can make reasonable assertions about an author's point of view and/or purpose by examining the style and content of a text to determine its quality and effectiveness.

Integration of Knowledge and Ideas

7. **1112.RI. 7** - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LEARNING TARGETS

- a) I can evaluate the usefulness of different media or formats (including primary and secondary sources) to address a question or problem.
- b) I can synthesize the content from several sources or works dealing with a question or a problem.
- c) I can evaluate sources for accuracy, bias, validity, and credibility.

8. **1112.RI. 8** - Delineate and evaluate the reasoning in seminal U.S. texts including those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies).

****Note: As related to ethics, protections/limitations of journalists, or as potential sources for stories.***

LEARNING TARGETS

- a) I can analyze both the features and rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.
- b) I can identify the premises, purposes, and arguments in informational texts.
- c) I can critique the power, validity, and truthfulness or arguments set forth in public documents.
- d) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.

9. **1112.RI. 9** - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln’s Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features.

**Note: As related to ethics, protections/limitations of journalists, or as potential sources for stories.*

LEARNING TARGETS

- a) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.
- b) I can analyze the presentation of similar themes, purposes, and rhetorical features in historical documents from multiple time periods.

Range of Reading and Level of Text Complexity

10. **1112.RI. 10** - By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

LEARNING TARGETS

- a) I can analyze literary nonfiction independently and proficiently.
- b) I can monitor my reading level comprehension and employ the comprehension strategies as needed.

Writing Standards

Text Types and Purposes

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

**Note: Applies to editorial writing for video and audio stories only.*

a. **1112.WR. 1.a** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

LEARNING TARGETS

- a) I can organize ideas and appeals in a sustained and effective fashion.
- b) I can address readers’ concerns, counterclaims, biases, and expectations.
- c) I can develop a credible claim.

b. **1112.WR. 1.b** - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can adjust my voice, style and form depending on audience, occasion, and purpose.

c. **1112.WR. 1.c** - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LEARNING TARGETS

- a) I can use transitional words and phrases to create cohesion and clarity.

d. **1112.WR. 1.d** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**Note: May vary slightly with editorial writing for video and audio stories.*

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

e. **1112.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

**Note: Applies to news, features, and sports writing for video and audio stories.*

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion derived from my argument.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **1112.WR. 2.a** - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I can develop a lead.
- b) I can create an organizing structure appropriate to purpose, audience, and context.
- c) I can include accurate information from primary and secondary sources and exclude extraneous information.
- d) I can make valid inferences.
- e) I can support judgments with relevant and substantial evidence and well-chosen details.
- f) I can use technical terms and notations correctly.
- g) I can create a coherent conclusion.
- h) I can use a variety of formatting, graphics, and/or technologies to enhance comprehension.

- i) I can organize information by classifying, categorizing, and sequencing, and demonstrate the distinction between one's ideas and the ideas of others.
- j) I can include proper attribution.

b. 1112.WR. 2.b - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the topic.
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

c. 1112.WR. 2.c - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING TARGETS

- a) I can use transitional words and phrases to create cohesion and clarity.

d. 1112.WR. 2.d - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

***Note:** *These techniques should be used sparingly (if at all) in informative writing as they may editorialize.*

LEARNING TARGETS

- a) I can develop a style and an appreciation of the effects created.
- b) I can use precise word choice in creative and vivid ways to explain a topic.
- c) I can choose language (e.g. strong nouns, active verbs, concrete and sensory details, figurative language) appropriate for the topic.

e. 1112.WR. 2.e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

f. **1112.WR. 2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion that supports the explanation.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

****Note: This standard includes imagined events, however, imagined experiences have no place in journalistic video or audio production. Narrative, however, may be used for some feature and column writing. In addition, the term characters, used throughout the following sub-standards, relates to fiction and should be thought of as real people, whether sources or writers.***

a. **1112.WR. 3.a** - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LEARNING TARGETS

- a) I can create a smooth progression of experiences or events.
- b) I can engage the reader by setting out a problem, situation, or observation.
- c) I can establish one or more points of view in narrative writing.
- d) I can introduce a narrator and/or characters*.

b. **1112.WR. 3.b** - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LEARNING TARGETS

- a) I can use a variety of techniques to create an engaging and multi-layered narrative.
- b) I can develop experiences, events, and/or characters*.
- c) I can use narrative techniques such as dialogue, pacing, descriptions, reflection, and multiple plot lines.
- d) I can create multiple drafts with significant revisions to critique my own work.
- e) I can apply my editing knowledge to the work of others.

c. **1112.WR. 3.c** - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

****Note: Outcome may be more journalistic in nature (i.e. clear understanding of a person in a profile or a conclusion to an experience in a column).***

LEARNING TARGETS

- a) I can sequence events in multiple ways to build a coherent whole.
- b) I can develop a particular tone and outcome.

d. **1112.WR. 3.d** - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

LEARNING TARGETS

- a) I can use a variety of specific sensory details to create a clear and engaging picture of characters*, events, and setting.
- b) I can use precise word choice in creative ways to convey a vivid picture of the experiences, events, setting, and/or characters*.
- c) I can choose precise words and phrases, including sensory details and figurative language.

e. **1112.WR. 3.e** - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LEARNING TARGETS

- a) I can address/resolve earlier conflicts or experiences to create a logical ending.
- b) I can reflect on my writing to provide a satisfying conclusion.
- c) I can reinforce narrative form and style choices.
- d) I can reflect on what is experienced, observed, and resolved in a narrative conclusion.

Production and Distribution of Writing

4. **1112.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

****Note: Journalism students should refer to Associated Press Stylebook.***

LEARNING TARGETS

- a) I can produce writing that is clearly organized and appropriate to task, purpose, and audience.

5. **1112.WR. 5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LEARNING TARGETS

- a) I can analyze strength and weaknesses in my writing and implement suggestions to improve my writing.
- b) I can analyze models of effective writing and similar strategies to improve my writing.
- c) I can use information from reference materials for creating, revising, editing, and publishing throughout the writing process.
- d) I can use technology to create, revise, edit, and publish throughout the writing process.
- e) I can analyze my own writing to understand how to improve.
- f) I can analyze published pieces to understand how to improve my writing.
- g) I can write effectively for particular audiences and purposes.

6. **1112.WR. 6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Note: Students in broadcasting currently use Adobe Premiere, Photoshop, and Audacity for publishing; email and Google Docs are often used for advertising and publication communication in addition to production and sharing of writing, graphics, photography, audio, and video.*

LEARNING TARGETS

- a) I can use technology tools and resources for managing and communicating information in authentic situations encountered in the world.
- b) I can routinely and effectively use online information resources to meet needs for collaboration, research, publication, communication, and productivity.
- c) I can collaborate with peers, experts, and others to communicate new knowledge using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Research to Build and Present Knowledge

7. **1112.WR. 7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the research question(s).
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

8. **1112.WR. 8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can synthesize information gathered from a variety of sources and evaluate information for its relevance to the topic.
- c) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

9. **1112.WR. 9** - Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

**Note: More likely to be informational text in journalism.*

a. **CCRWriting.1112.WR.RB.9.a** - Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

LEARNING TARGETS

- a) I can demonstrate a comprehensive grasp of the significant ideas of literary works across various time periods.
- b) I can support statements with evidence from the text.
- c) I can demonstrate an awareness of the author's style and an appreciation of the effects created.
- d) I can identify and assess the impact of ambiguities, nuances, and complexities within text(s).
- e) I can compare and contrast the presentation of similar theme or topic across various time periods.

b. **1112.WR. 9.b** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies]”).

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can synthesize information gathered from a variety of print and digital sources and evaluate information for its relevance to the topic.
- c) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

Range of Writing

10. **1112.WR. 10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING TARGETS

- a) I can write routinely in a short term time frame.
- b) I can routinely edit my work to create multiple drafts.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

****Note: Topics will pertain to issues and events related to potential content for video and audio productions.***

a. **1112.SL. 1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LEARNING TARGETS

- a) I can read and research to prepare for and participate in discussions.
- b) I can refer to text and present evidence from other research to participate in a range of discussions.

b. **1112.SL. 1.b** - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

LEARNING TARGETS

- a) I can work with peers to promote civil, democratic discussions, and decision-making.
- b) I can set clear goals and deadlines and establish and fulfill individual roles as needed.
- c) I can build on the ideas of others and contribute relevant information or ideas.

c. **1112.SL. 1.c** - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

LEARNING TARGETS

- a) I can pose and respond to stimulating questions to propel discussions.
- b) I can use reasoning and evidence to clarify, verify or challenge ideas, and conclusions.
- c) I can promote and encourage divergent and creative perspectives in discussions.

d. **1112.SL. 1.d** - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LEARNING TARGETS

- a) I can synthesize and respond thoughtfully to diverse perspectives in discussions.
- b) I can determine when to add additional information to deepen discussion.
- c) I can clarify information to resolve contradictions.

2. **1112.SL. 2** - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LEARNING TARGETS

- a) I can evaluate the credibility and accuracy of sources.
- b) I can recognize discrepancies among data.
- c) I can synthesize and assess multiple sources to make informed decisions and solve problems.

3. **1112.SL. 3** - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

****Note: Speakers will participate in informal presentations that may not be assessed on these more formal points; evaluation criteria should be used to facilitate effective class discussions which may or may not fall into the types or appeals listed below.***

LEARNING TARGETS

- a) I can evaluate devices used to support assertions such as appealing to logic through reasoning, appealing to emotion or ethical belief, or relating a personal anecdote, case study, or analogy.
- b) I can analyze types of arguments, including argument by causation, analogy, authority, emotion, and the use of sweeping generalization.
- c) I can observe a variety of criteria (e.g. clarity, accuracy, bias, relevance of facts, tone, point of view, word choice, points of emphasis) to evaluate speaking.

Presentation of Knowledge and Ideas

4. **1112.SL. 4** - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LEARNING TARGETS

- a) I can exhibit a logical structure appropriate to audience, context and purpose.
- b) I can choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language).
- c) I can convey a clear and distinct perspective while speaking.
- d) I can effectively address alternative or opposing perspectives.
- e) I can present using a range of formal and informal tasks.

5. **1112.SL. 5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LEARNING TARGETS

- a) I can use digital media to enhance, support, explain, and add interest to a presentation.
- b) I can identify the methods in which media influences individuals and societies.

- c) I can reflect on my use of media and its value and appropriateness.

6. **1112.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I can create oral presentations that are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context, and occasion.
- b) I can apply delivery techniques, both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact).
- c) I can demonstrate a command of formal English when indicated and appropriate.
- d) I can avoid distracting delivery behaviors (e.g., excessive verbal pauses, fidgeting, "like um ah").
- e) I can document ideas used from outside sources using appropriate formats (e.g., citing authors, titles, web sites).

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. **1112.LS. 1.a** - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

LEARNING TARGETS

- a) I can correctly use current standards of English grammar.

b. **1112.LS. 1.b** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

LEARNING TARGETS

- a) I can use appropriate resources to resolve grammatical issues.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. **1112.LS. 2.a** - Observe hyphenation conventions.

LEARNING TARGETS

- a) I can use hyphens correctly.

b. **1112.LS. 2.b** - Spell correctly.

LEARNING TARGETS

- a) I can spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. 1112.LS. 3.a - Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

LEARNING TARGETS

- a) I can vary syntax for effect.
- b) I can use syntactical references when needed.
- c) I can analyze how syntax is used in text.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

a. 1112.LS. 4.a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I can use context to determine meaning of multiple-meaning words and phrases.

b. 1112.LS. 4.b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

LEARNING TARGETS

- a) I can identify and analyze prefixes, roots, and suffixes to determine word meaning.

c. 1112.LS. 4.c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

LEARNING TARGETS

- a) I can use appropriate references to determine pronunciation, part of speech and etymology, and clarify definitions and standard usage of words.

d. 1112.LS. 4.d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LEARNING TARGETS

- a) I can determine the denotation and connotation of words by using context or consulting appropriate resources.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. **1112.LS. 5.a** - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

LEARNING TARGETS

- a) I can identify literary devices and explain their impact on style.
- b) I can identify imagery and figurative language and sound devices used in a variety of texts.
- c) I can use precise word choice to convey proper nuance and relationship.

b. **1112.LS. 5.b** - Analyze nuances in the meaning of words with similar denotations.

LEARNING TARGETS

- a) I can analyze nuances among synonyms.

6. **1112.LS. 6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I can acquire and use appropriate vocabulary for a variety of audiences, purposes and formats.

Materials:

Software:

Adobe Photoshop
Adobe Premier
Audacity
Dreamweaver
Camera Software (varies depending on brand of camera)

Hardware:

Computers capable of running the Adobe Suite
Video Digital Cameras
Digital Cameras

Studio Equipment:

Microphones (various kinds including hand-held, boom and clip on)
Teleprompter
Green Screen

Texts:

Law and the Student Press
The Radical Write
Scholastic Journalism
Telling the Story
Inside Reporting
Associated Guide to Photojournalism
Photojournalism
Tell Me No Lies
Letters to a Young Journalist
Little Brother
(timely articles)

Films:

Shattered Glass
Journalists Killed in the Line of Duty
All The President's Men
(other short clips from YouTube, SchoolTube)

INTRODUCTION TO RADIO/AUDIO PRODUCTION (PODCASTING) GRADES 10, 11, 12

Units of Credit: One Year (Elective).

At Sentinel .5 credit for English and .5 credit for Career & Technical Education.

Sentinel students in grades 11 and 12 will have the option of dual credit for this course with the University of Montana. This course at Sentinel corresponds to the UM course JOUR 270 - Reporting.

Prerequisite: Introduction to Journalism and/or Consent of Instructor

Course Overview:

MCPS English Language Arts teaching and learning in high school are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

This course will provide an introduction to the basic concepts of audio as a communication medium. Students will receive practical experience and basic knowledge of audio production, including the principles of sound, announcing, copywriting, microphone technique, board operation, audio/digital tools, storytelling, program production, and organization. Students are encouraged and expected to incorporate their own creative and aesthetic ideas with the parameters of various radio programs.

Also as a part of this course, students will be introduced to the basics of researching, interviewing, and writing news stories. Students will be introduced to the critical thinking necessary for sound news judgment. Finally, students will learn to record and edit interviews and radio/podcasting pieces.

At Sentinel, the students will be working closely with the University of Montana School of Journalism professors and students. MCPS students may travel to the University at least once per quarter to collaborate on projects and receive instruction as well as feedback. Students will also work closely with the UM Radio/Television Department, culminating in a live radio broadcast at the end of the year.

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. **Note* designates more specific application of some standards.

Reading Standards for Literature

Key Ideas and Details

1. **1112.RL. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. **1112.RL. 2** - Determine two or more themes or central ideas of a text, including those by and about American Indians, and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. **1112.RL. 3** - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

4. **1112.RL. 4** - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, works by American Indian authors, as well as other authors.)
5. **1112.RL. 5** - Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
6. **1112.RL. 6** - 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement), include works by and about American Indians.

Integration of Knowledge and Ideas

7. **1112.RL. 7** - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

1112.RL. 8 – *(not applicable to literature)*

9. **1112.RL. 9** - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian works, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

10. **1112.RL.10** - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Informational Text

**Note: Reading of informational texts will be comprised of journalistic writings (either the students' own or from other publications). Analysis will primarily be evaluative and look at the practice of journalists' writing in different formats and focus on specific conventions therein.*

Key Ideas and Details

1. **1112.RI. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LEARNING TARGETS

- a) I can synthesize.
- b) I can combine background knowledge with details from the text to draw conclusions.
- c) I can identify which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them.
- d) I can recognize when my understanding breaks down and then apply a strategy to correct it.
- e) I can make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- f) I can analyze an author's implicit and explicit assumptions and beliefs about a subject.

2. **1112.RI. 2** - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

LEARNING TARGETS

- a) I can recognize the organizational structure of a text and how this impacts the development of ideas.
- b) I can recognize how two or more main ideas in a single text can interact.
- c) I can analyze multiple central ideas and their development in a text.

3. **1112.RI. 3** - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

LEARNING TARGETS

- a) I can identify specific individuals, ideas, and/or events in an informational text.
- b) I can analyze how individuals, ideas, and events interact and develop.

Craft and Structure

4. **1112.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

LEARNING TARGETS

- a) I can analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

5. **1112.RI. 5** - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

LEARNING TARGETS

- a) I can evaluate the effectiveness of the organizational structure of an informational text.
- b) I can analyze how the structure of an informational text impacts exposition or argument.

6. **1112.RI. 6** - Determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

LEARNING TARGETS

- a) I can analyze the devices used to develop the point of view and the rhetorical and/or aesthetic purposes of a text.
- b) I can make reasonable assertions about an author's point of view and/or purpose by examining the style and content of a text to determine its quality and effectiveness.

Integration of Knowledge and Ideas

7. **1112.RI. 7** - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LEARNING TARGETS

- a) I can evaluate the usefulness of different media or formats (including primary and secondary sources) to address a question or problem.
- b) I can synthesize the content from several sources or works dealing with a question or a problem.
- c) I can evaluate sources for accuracy, bias, validity, and credibility.

8. **1112.RI. 8** - Delineate and evaluate the reasoning in seminal U.S. texts including those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies).

**Note: As related to ethics, protections/limitations of journalists, or as potential sources for stories.*

LEARNING TARGETS

- a) I can analyze both the features and rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.
- b) I can identify the premises, purposes, and arguments in informational texts.
- c) I can critique the power, validity, and truthfulness of arguments set forth in public documents.
- d) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.

9. **1112.RI.9** - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln’s Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features.

**Note: As related to ethics, protections/ limitations of journalists, or as potential sources for stories.*

LEARNING TARGETS

- a) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.
- b) I can analyze the presentation of similar themes, purposes, and rhetorical features in historical documents from multiple time periods.

Range of Reading and Level of Text Complexity

10. **1112.RI. 10** - By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

LEARNING TARGETS

- a) I can analyze literary nonfiction independently and proficiently.
- b) I can monitor my reading comprehension and employ the comprehension strategies as needed.

Writing Standards

Text Types and Purposes

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

***Note: Applies to editorial writing only.**

a. **1112.WR. 1.a** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

LEARNING TARGETS

- a) I can organize ideas and appeals in a sustained and effective fashion.
- b) I can address readers' concerns, counterclaims, biases, and expectations.
- c) I can develop a credible claim.

b. **1112.WR. 1.b** - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can adjust my voice, style, and form depending on audience, occasion, and purpose.

c. **1112.WR. 1.c** - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LEARNING TARGETS

- a) I can use transitional words and phrases to create cohesion and clarity.

d. **1112.WR. 1.d** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

e. **1112.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion derived from my argument.

- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

**Note: Applies to news, feature and sports audio segments*

a. **1112.WR.2.a** - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I can develop an effective lead.
- b) I can create an organizing structure appropriate to purpose, audience, and context.
- c) I can include accurate information from primary and secondary sources and exclude extraneous information.
- d) I can make valid inferences.
- e) I can support judgments with relevant and substantial evidence and well-chosen details.
- f) I can use technical terms and notations correctly.
- g) I can create a coherent conclusion.
- h) I can use a variety of formatting, graphics, and/or technologies to enhance comprehension when appropriate.
- i) I can organize information by classifying, categorizing, and sequencing, and demonstrate the distinction between one's ideas and the ideas of others, and include proper attribution.

b. **1112.WR. 2.b** - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the topic.
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

c. **1112.WR. 2.c** - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING TARGETS

- a) I can use transitional words and phrases to create cohesion and clarity.

d. **1112.WR. 2.d** - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

LEARNING TARGETS

- a) I can develop a style and an appreciation of the effects created.
- b) I can use precise word choice in creative and vivid ways to explain a topic.
- c) I can choose language (e.g. strong nouns, active verbs, concrete and sensory details) appropriate for the topic and purpose.

e. **1112.WR. 2.e** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

f. **1112.WR. 2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion that supports the explanation.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

****Note: Imagined experiences have no place in journalism productions – rather there is an emphasis to the contrary; narrative, however, may be used for some feature and editorial pieces. In addition the term characters, used throughout the following sub-standards, relates to fiction and should be thought of as real people, whether sources or writers.***

a. **1112.WR. 3.a** - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LEARNING TARGETS

- a) I can create a smooth progression of experiences or events.
- b) I can engage the reader by setting out a problem, situation or observation and its significance.
- c) I can establish one or more points of view in narrative writing.
- d) I can introduce a narrator and or characters*.

b. **1112.WR. 3.b** - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LEARNING TARGETS

- a) I can use a variety of techniques to create an engaging and multi-layered narrative.
- b) I can develop experiences, events, and/or characters*.
- c) I can use narrative techniques such as dialogue, pacing, descriptions, reflection, and multiple plot lines.
- d) I can create multiple drafts with significant revisions to critique my own work.
- e) I can apply my editing knowledge to the work of others.

c. **1112.WR. 3.c** - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**Note: Outcome may be more journalistic in nature (i.e. clear understanding of a person in a profile or a conclusion to an experience in a column).*

LEARNING TARGETS

- a) I can sequence events in multiple ways to build a coherent whole.
- b) I can develop a particular tone and outcome.

d. **1112.WR. 3.d** - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

LEARNING TARGETS

- a) I can use a variety of specific sensory details to create a clear and engaging picture of characters, events, and setting.
- b) I can use precise word choice in creative and vivid ways to convey a vivid picture of the experiences, events, setting, and/or characters*.
- c) I can choose precise words and phrases, including sensory details and figurative language.

e. **1112.WR. 3.e** - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LEARNING TARGETS

- a) I can address/resolve earlier conflicts or experiences to create a logical ending.
- b) I can reflect on my writing to provide a satisfying conclusion.
- c) I can reinforce narrative form and style choices.
- d) I can reflect on what is experienced, observed, and resolved in a narrative conclusion.

Production and Distribution of Writing

4. **1112.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Note: Journalism students should refer to Associated Press Stylebook.*

LEARNING TARGETS

- a) I produce writing that is clearly organized and appropriate to task, purpose, and audience.

5. **1112.WR. 5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LEARNING TARGETS

- a) I can analyze strength and weaknesses in my writing and implement suggestions to improve my writing.
- b) I can analyze models of effective writing and similar strategies to improve my writing.
- c) I can use information from reference materials for creating, revising, editing, and publishing throughout the writing process.
- d) I can use technology to create, revise, edit, and publish throughout the writing process.
- e) I can analyze my own writing to understand how to improve.
- f) I can analyze published pieces to understand how to improve my writing.
- g) I can write effectively for particular audiences and purposes.

6. **1112.WR. 6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Note: Students in audio classes will use Audacity, Audition, Adobe Premiere, Adobe Photoshop, and Final Cut for production.*

LEARNING TARGETS

- a) I can use technology tools and resources for managing and communicating information in situations individuals encounter in the world.
- b) I can routinely and effectively use online information resources to meet needs for collaboration, research, publication, communication, and productivity.
- c) I can collaborate with peers, experts, and others to communicate new knowledge using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Research to Build and Present Knowledge

7. **1112.WR. 7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the research question(s).
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

8. **1112.WR. 8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs and logical reasoning.
- b) I can synthesize information gathered from a variety of sources and evaluate information for its relevance to the topic.
- c) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

9. **1112.WR. 9** - Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

**Note: More likely to be informational text in journalism.*

a. **1112.WR. 9.a** - Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

LEARNING TARGETS

- a) I can demonstrate a comprehensive grasp of the significant ideas of literary works across various time periods.
- b) I can support statements with evidence from the text.
- c) I can demonstrate an awareness of the author's style and an appreciation of the effects created.
- d) I can identify and assess the impact of ambiguities, nuances, and complexities within text(s).
- e) I can compare and contrast the presentation of similar theme or topic across various time periods.

b. **1112.WR. 9.b** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies]”).

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can synthesize information gathered from a variety of print and digital sources and evaluate information for its relevance to the topic.
- c) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

Range of Writing

10. **1112.WR. 10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING TARGETS

- a) I can write routinely in a short term time frame
- b) I can routinely edit my work to create multiple drafts.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

***Note: Topics will pertain to issues and events related to potential content for radio broadcast.**

a. **1112.SL. 1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LEARNING TARGETS

- a) I can read and research to prepare for and participate in discussions.
- b) I can refer to text and present evidence from other research to participate in a range of discussions.

b. **1112.SL. 1.b** - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

LEARNING TARGETS

- a) I can work with peers to promote civil, democratic discussions, and decision-making.
- b) I can set clear goals and deadlines and establish and fulfill individual roles as needed.
- c) I can build on the ideas of others and contribute relevant information or ideas.

c. **1112.SL. 1.c** - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

LEARNING TARGETS

- a) I can pose and respond to stimulating questions to propel discussions.
- b) I can use reasoning and evidence to clarify, verify, or challenge ideas and conclusions.
- c) I can promote and encourage divergent and creative perspectives in discussions.

d. **1112.SL.1.d** - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LEARNING TARGETS

- a) I can synthesize and respond thoughtfully to diverse perspectives in discussions.

- b) I can determine when to add additional information to deepen discussion.
- c) I can clarify information to resolve contradictions.

2. **1112.SL. 2** - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LEARNING TARGETS

- a) I can evaluate the credibility and accuracy of sources.
- b) I can recognize discrepancies among data.
- c) I can synthesize and assess multiple sources to make informed decisions and solve problems.

3. **1112.SL. 3** - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

****Note: Speakers will participate in informal presentations that may not be assessed on these more formal points; evaluation criteria should be used to facilitate effective class discussions which may or may not fall into the types or appeals listed below.***

LEARNING TARGETS

- a) I can evaluate devices used to support assertions such as appealing to logic through reasoning, appealing to emotion or ethical belief, or relating a personal anecdote, case study, or analogy.
- b) I can analyze types of arguments, including argument by causation, analogy, authority, emotion, and the use of sweeping generalization.
- c) I can observe a variety of criteria (e.g. clarity, accuracy, bias, relevance of facts, tone, point of view, word choice, points of emphasis) to evaluate speaking.

Presentation of Knowledge and Ideas

4. **1112.SL. 4** - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LEARNING TARGETS

- a) I can exhibit a logical structure appropriate to audience, context, and purpose.
- b) I can choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language).
- c) I can convey a clear and distinct perspective while speaking.
- d) I can effectively address alternative or opposing perspectives.
- e) I can present using a range of formal and informal tasks.

5. **1112.SL. 5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Note: Such presentations are not likely in the more informal nature of presentations conducted in newspaper production; however, digital media may play a role in the production of the newspaper itself.*

LEARNING TARGETS

- a) I use digital media to enhance, support, explain, and add interest to a presentation.
- b) I can identify the methods in which media influences individuals and societies.
- c) I can reflect on my use of media and its value a appropriateness.

6. **1112.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I can create oral presentations that are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context, and occasion.
- b) I can apply delivery techniques, both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and non-verbal (e.g., gestures, facial expressions, eye contact).
- c) I can demonstrate a command of formal English when indicated and appropriate.
- d) I can avoid distracting delivery behaviors (e.g., excessive verbal pauses, fidgeting, "like um ah").
- e) I can document ideas used from outside sources using appropriate formats (e.g., citing authors, titles, web sites).

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. **1112.LS. 1.a** - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

LEARNING TARGETS

- a) I can use current standards of English grammar.

b. **1112.LS. 1.b** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

LEARNING TARGETS

- a) I can use appropriate resources to resolve grammatical issues.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. **1112.LS. 2.a** - Observe hyphenation conventions.

LEARNING TARGETS

a) I can use hyphens correctly.

b. **1112.LS. 2.b** - Spell correctly.

LEARNING TARGETS

a) I can spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. **1112.LS. 3.a** - Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

LEARNING TARGETS

a) I can vary syntax for effect.

b) I can use syntactical references when needed.

c) I can analyze how syntax is used in text.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

a. **1112.LS. 4.a** - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LEARNING TARGETS

a) I can use context to determine meaning of multiple-meaning words and phrases.

b. **1112.LS. 4.b** - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

LEARNING TARGETS

a) I can identify and analyze prefixes, roots, and suffixes to determine word meaning.

c. **1112.LS. 4.c** - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

LEARNING TARGETS

a) I can use appropriate references to determine pronunciation, part of speech and etymology, and clarify definitions and standard usage of words.

d. **1112.LS. 4.d** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LEARNING TARGETS

- a) I can determine the denotation and connotation of words by using context or consulting appropriate resources.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. **1112.LS. 5.a** - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

LEARNING TARGETS

- a) I can identify literary devices and explain their impact on style.
- b) I can identify imagery and figurative language and sound devices used in a variety of texts.
- c) I can use precise word choice to convey proper nuance and relationship.

b. **1112.LS. 5.b** - Analyze nuances in the meaning of words with similar denotations.

LEARNING TARGETS

- a) I can analyze nuances among synonyms.

6. **1112.LS. 6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I can acquire and use appropriate vocabulary for a variety of audiences, purposes and formats.

Materials:

Software/Technology

Adobe InDesign

Adobe Photoshop

Adobe Premier

Dreamweaver

Aviary

Audacity

Audition

Final Cut

Films

Shattered Glass

Page One: Inside the New York Times

Journalists Killed in the Line of Duty

(other short clips)

Texts

Law and the Student Press

Introduction to Mass Communications:

Media and Literacy (Current Edition)

The Radical Write

Scholastic Journalism

Telling the Story

Inside Reporting

Associated Press Guide to Photojournalism

Photojournalism

America's Best Newspaper Writing

Tell Me No Lies

Letters to a Young Journalist

Little Brother

(timely articles)

NEWSPAPER

GRADES 10, 11, 12

Units of Credit: One Year (Elective)

Prerequisite: Introduction to Journalism and/or Consent of Instructor

Course Overview:

MCPS English Language Arts teaching and learning in high school are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

This Newspaper course focuses primarily on real publications for real audiences; it is a production course in which students have a designated role on a newspaper staff. The course focuses on a strong and sustained practice of writing, editing, revising, photography, multimedia (possibly including social media), advertising, layout, and design resulting in regular publication (print and/or online). Students who are interested in furthering their skills in any/all of the above in addition to understanding and exercising ethical practices and management to represent the school to its students, parents, staff and community should enroll. Students may take this course more than once. Many enroll in their sophomore year and continue through their senior year. For these purposes, 11-12 standards are included to reflect the rigor of the class and show the upper range of expected progress for those who take the class multiple years.

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. **Note* designates more specific application of some standards.

Reading Standards for Literature

Key Ideas and Details

1. **1112.RL. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. **1112.RL. 2** - Determine two or more themes or central ideas of a text, including those by and about American Indians, and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

3. **1112.RL. 3** - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

4. **1112.RL. 4** - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, works by American Indian authors, as well as other authors.)

5. **1112.RL. 5** - Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

6. **1112.RL. 6** - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement), include works by and about American Indians.

Integration of Knowledge and Ideas

7. **1112.RL. 7** - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)|Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), or traditional American Indian oral histories, evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

8. *(Not applicable to literature)*

9. **1112.RL. 9** - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian works, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

10. **1112.RL. 10** - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Informational Text

**Note: Reading of informational texts will be comprised of journalistic writings (either the students' own or from other publications). Analysis will primarily be evaluative and will look at the practice of journalists' writing in different formats and focus on specific conventions therein.*

Key Ideas and Details

1. **1112.RI. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LEARNING TARGETS

- a) I can synthesize.
- b) I can combine background knowledge with details from the text to draw conclusions.
- c) I can identify which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them.
- d) I can recognize when my understanding breaks down and then apply a strategy to correct it.
- e) I can make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- f) I can analyze an author's implicit and explicit assumptions and beliefs about a subject.

2. **1112.RI. 2** - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

LEARNING TARGETS

- a) I can recognize the organizational structure of a text and how this impacts the development of ideas.
- b) I can recognize how two or more main ideas in a single text can interact.
- c) I can analyze multiple central ideas and their development in a text.

3. **1112.RI. 3** - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

LEARNING TARGETS

- a) I can identify specific individuals, ideas, and/or events in an informational text.
- b) I can analyze how individuals, ideas, and events interact and develop.

Craft and Structure

4. **1112.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

LEARNING TARGETS

- a) I can analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

5. **1112.RI. 5** - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

LEARNING TARGETS

- a) I can evaluate the effectiveness of the organizational structure of an informational text.
- b) I can analyze how the structure of an informational text impacts exposition or argument.

6. **1112.RI. 6** - Determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

LEARNING TARGETS

- a) I can analyze the devices used to develop the point of view and the rhetorical and/or aesthetic purposes of a text.
- b) I can make reasonable assertions about an author's point of view and/or purpose by examining the style and content of a text to determine its quality and effectiveness.

Integration of Knowledge and Ideas

7. **1112.RI. 7** - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LEARNING TARGETS

- a) I can evaluate the usefulness of different media or formats (including primary and secondary sources) to address a question or problem.
- b) I can synthesize the content from several sources or works dealing with a question or a problem.
- c) I can evaluate sources for accuracy, bias, validity, and credibility.

8. **1112.RI. 8** - Delineate and evaluate the reasoning in seminal U.S. texts including those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies).

****Note: As related to ethics, protections/limitations of journalists, or as potential sources for stories.***

LEARNING TARGETS

- a) I can analyze both the features and rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.
- b) I can identify the premises, purposes, and arguments in informational texts.
- c) I can critique the power, validity, and truthfulness or arguments set forth in public documents.
- d) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.

9. **1112.RI.9** - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln’s Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features.

**Note: As related to ethics, protections/ limitations of journalists, or as potential sources for stories.*

LEARNING TARGETS

- a) I can determine the extent to which the arguments anticipate and address reader concerns and counterclaims.
- b) I can analyze the presentation of similar themes, purposes and rhetorical features in historical documents from multiple time periods.

Range of Reading and Level of Text Complexity

10. **1112.RI. 10** - By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

LEARNING TARGETS

- a) I can analyze literary nonfiction independently and proficiently.
- b) I can monitor my reading comprehension and employ the comprehension strategies as needed.

Writing Standards

Text Types and Purposes

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

**Note: Applies to editorial writing only.*

a. **1112.WR. 1.a** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

LEARNING TARGETS

- c) I can organize ideas and appeals in a sustained and effective fashion.
- d) I can address readers’ concerns, counterclaims, biases, and expectations.
- e) I can develop a credible claim.

b. **1112.WR. 1.b** - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can adjust my voice, style, and form depending on audience, occasion, and purpose.

c. **1112.WR. 1.c** - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LEARNING TARGETS

a) I can use transitional words and phrases to create cohesion and clarity.

d. **1112.WR. 1.d** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**Note: May vary slightly with editorial column writing.*

LEARNING TARGETS

a) I can establish and maintain a formal style and objective tone.

b) I can attend to the norms and conventions of the discipline.

c) I can use word choice to establish a specific tone.

d) I can effectively address personal bias.

e) I can construct many drafts to improve and refine my point.

e. **1112.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

LEARNING TARGETS

a) I can reinforce my organization with an effective conclusion derived from my argument.

b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

**Note: Applies to news, feature and sports writing.*

a. **1112.WR. 2.a** - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. **1112.WR. 2.b** - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. **1112.WR. 2.c** - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. **1112.WR. 2.d** - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**Note: These techniques should be used sparingly (if at all) in informative writing as they are may editorialize.*

e. **1112.WR. 2.e** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. **1112.WR. 2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion supporting the explanation.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

**Note: Imagined experiences have no place in newspaper publication – rather there is an emphasis to the contrary; narrative, however, may be used for some feature and column writing. In addition the term, characters, used throughout the following sub-standards, relates to fiction and should be thought of as real people, whether sources or writers.*

a. **1112.WR. 3.a** - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LEARNING TARGETS

- a) I can create a smooth progression of experiences or events.
- b) I can engage the reader by setting out a problem, situation or observation, and its significance.
- c) I can establish one or more points of view in narrative writing.
- d) I can introduce a narrator and or characters*.

b. **1112.WR. 3.b** - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LEARNING TARGETS

- a) I can use a variety of techniques to create an engaging and multi-layered narrative.
- b) I can develop experiences, events, and/or characters*.
- c) I can use narrative techniques such as dialogue, pacing, descriptions, reflection, and multiple plot lines.
- d) I can create multiple drafts with significant revisions to critique my own work.
- e) I can apply my editing knowledge to the work of others.

c. **1112.WR. 3.c** - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**Note: Outcome may be more journalistic in nature (i.e. clear understanding of a person in a profile or a conclusion to an experience in a column).*

LEARNING TARGETS

- a) I can sequence events in multiple ways to build a coherent whole.
- b) I can develop a particular tone and outcome.

d. **1112.WR. 3.d** - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

LEARNING TARGETS

- a) I can use a variety of specific sensory details to create a clear and engaging picture of characters, events, and setting.
- b) I can use precise word choice in creative and vivid ways to convey a vivid picture of the experiences, events, setting, and/or characters*.
- c) I can choose precise words and phrases, including sensory details and figurative language.

e. **1112.WR. 3.e** - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LEARNING TARGETS

- a) I can address/resolve earlier conflicts or experiences to create a logical ending.
- b) I can reflect on my writing to provide a satisfying conclusion.
- c) I can reinforce narrative form and style choices.
- d) I can reflect on what is experienced, observed, and resolved in a narrative conclusion.

Production and Distribution of Writing

4. **1112.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Note: Journalism students should refer to Associated Press Stylebook.*

LEARNING TARGETS

- a) I produce writing that is clearly organized and appropriate to task, purpose, and audience.

5. **1112.WR. 5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LEARNING TARGETS

- a) I can analyze strength and weaknesses in my writing and implement suggestions to improve my writing.
- b) I can analyze models of effective writing and similar strategies to improve my writing.
- c) I can use information from reference materials for creating, revising, editing, and publishing throughout the writing process.
- d) I can use technology to create, revise, edit, and publish throughout the writing process.

- e) I can analyze my own writing to understand how to improve.
- f) I can analyze published pieces to understand how to improve my writing.
- g) I can write effectively for particular audiences and purposes.

6. **1112.WR. 6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

****Note: Students in newspaper currently use Adobe InDesign and Photoshop for publishing; email and Google Docs are often used for advertising and publication communication in addition to production and sharing of writing, graphics and photography.***

LEARNING TARGETS

- a) I can use technology tools and resources for managing and communicating information in situations individuals encounter in the world.
- b) I can routinely and effectively use online information resources to meet needs for collaboration, research, publication, communication, and productivity.
- c) I can collaborate with peers, experts, and others to communicate new knowledge using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Research to Build and Present Knowledge

7. **1112.WR. 7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the research question(s).
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

8. **1112.WR. 8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can synthesize information gathered from a variety of sources and evaluate information for its relevance to the topic.
- c) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

9. **1112.WR. 9** - Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

**Note: More likely to be informational text in journalism.*

a. **1112.WR. 9.a** - Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

LEARNING TARGETS

- a) I can demonstrate a comprehensive grasp of the significant ideas of literary works across various time periods.
- b) I can support statements with evidence from the text.
- c) I can demonstrate an awareness of the author's style and an appreciation of the effects created.
- d) I can identify and assess the impact of ambiguities, nuances, and complexities within text(s).
- e) I can compare and contrast the presentation of similar theme or topic across various time periods.

b. **1112.WR. 9.b** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies]”).

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can synthesize information gathered from a variety of print and digital sources and evaluate information for its relevance to the topic.
- c) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

Range of Writing

10. **1112.WR. 10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING TARGETS

- a) I can write routinely in a short term time frame.
- b) I can routinely edit my work to create multiple drafts.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

***Note: Topics will pertain to issues and events related to potential content for the newspaper.**

a. **1112.SL. 1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LEARNING TARGETS

- a) I can read and research to prepare for and participate in discussions.
- b) I can refer to text and present evidence from other research to participate in a range of discussions.

b. **1112.SL. 1.b** - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

LEARNING TARGETS

- a) I can work with peers to promote civil, democratic discussions, and decision-making.
- b) I can set clear goals and deadlines and establish and fulfill individual roles as needed.
- c) I can build on the ideas of others and contribute relevant information or ideas.

c. **1112.SL. 1.c** - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

LEARNING TARGETS

- a) I can pose and respond to stimulating questions to propel discussions.
- b) I can use reasoning and evidence to clarify, verify, or challenge ideas and conclusions.
- c) I can promote and encourage divergent and creative perspectives in discussions.

d. **1112.SL. 1.d** - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LEARNING TARGETS

- a) I can synthesize and respond thoughtfully to diverse perspectives in discussions.
- b) I can determine when to add additional information to deepen discussion.
- c) I can clarify information to resolve contradictions.

2. **1112.SL. 2** - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LEARNING TARGETS

- a) I can evaluate the credibility and accuracy of sources.
- b) I can recognize discrepancies among data.
- c) I can synthesize and assess multiple sources to make informed decisions and solve problems.

3. **1112.SL. 3** - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

****Note: Speakers will participate in informal presentations that may not be assessed on these more formal points; evaluation criteria should be used to facilitate effective class discussions which may or may not fall into the types or appeals listed below.***

LEARNING TARGETS

- a) I can evaluate devices used to support assertions such as appealing to logic through reasoning, appealing to emotion or ethical belief, or relating a personal anecdote, case study, or analogy.
- b) I can analyze types of arguments, including argument by causation, analogy, authority, emotion, and the use of sweeping generalization.
- c) I can observe a variety of criteria (e.g. clarity, accuracy, bias, relevance of facts, tone, point of view, word choice, points of emphasis) to evaluate speaking.

Presentation of Knowledge and Ideas

4. **1112.SL. 4** - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LEARNING TARGETS

- a) I can exhibit a logical structure appropriate to audience, context, and purpose.
- b) I can choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language).
- c) I can convey a clear and distinct perspective while speaking.
- d) I can effectively address alternative or opposing perspectives.
- e) I can present using a range of formal and informal tasks.

5. **1112.SL. 5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

****Note: Such presentations are not likely in the more informal nature of presentations conducted in newspaper production; however, digital media may play a role in the production of the newspaper itself.***

LEARNING TARGETS

- a) I use digital media to enhance, support, explain and add interest to a presentation.
- b) I can identify the methods in which media influences individuals and societies.
- c) I can reflect on my use of media and its value and appropriateness.

6. **1112.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I can create oral presentations that are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context, and occasion.
- b) I can apply delivery techniques, both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and non-verbal (e.g., gestures, facial expressions, eye contact).
- c) I can demonstrate a command of formal English when indicated and appropriate.
- d) I can avoid distracting delivery behaviors (e.g., excessive verbal pauses, fidgeting, "like um ah").
- e) I can document ideas used from outside sources using appropriate formats (e.g., citing authors, titles, web sites).

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. **1112.LS. 1.a** - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

LEARNING TARGETS

- a) I can use current standards of English grammar.

b. **1112.LS. 1.b** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

LEARNING TARGETS

- a) I can use appropriate resources to resolve grammatical issues.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. **1112.LS. 2.a** - Observe hyphenation conventions.

LEARNING TARGETS

- a) I can use hyphens correctly.

b. **1112.LS. 2.b** - Spell correctly.

LEARNING TARGETS

- a) I can spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. **1112.LS. 3.a** - Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

LEARNING TARGETS

- a) I can vary syntax for effect.
- b) I can use syntactical references when needed.
- c) I can analyze how syntax is used in text.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

***Note: Content will be different from the ELA curriculum.**

a. **1112.LS. 4.a** - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I can use context to determine meaning of multiple-meaning words and phrases.

b. **1112.LS. 4.b** - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

LEARNING TARGETS

- a) I can identify and analyze prefixes, roots, and suffixes to determine word meaning.

c. **1112.LS. 4.c** - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

LEARNING TARGETS

- a) I can use appropriate references to determine pronunciation, part of speech and etymology, and clarify definitions and standard usage of words.

d. **1112.LS. 4.d** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LEARNING TARGETS

- a) I can determine the denotation and connotation of words by using context or consulting appropriate resources.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. **1112.LS. 5.a** - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

LEARNING TARGETS

- a) I can identify literary devices and explain their impact on style.
- b) I can identify imagery and figurative language and sound devices used in a variety of texts.
- c) I can use precise word choice to convey proper nuance and relationship.

b. **1112.LS. 5.b** - Analyze nuances in the meaning of words with similar denotations.

LEARNING TARGETS

- a) I can analyze nuances among synonyms.

6. **1112.LS. 6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I can acquire and use appropriate vocabulary for a variety of audiences, purposes, and formats.

Materials:

Software

Adobe InDesign
Adobe Photoshop
Adobe Premier
Dreamweaver
Aviary
Audacity
Camera Software (varies)

Films

Shattered Glass
Page One: Inside the New York Times
Journalists Killed in the Line of Duty
(other short clips)

Texts

Law and the Student Press
The Radical Write
Scholastic Journalism
Telling the Story
Inside Reporting
Newspaper Designer's Handbook
Associated Press Guide to Photojournalism
Photojournalism
America's Best Newspaper Writing
Tell Me No Lies
Letters to a Young Journalist
Little Brother
(timely articles)

YEARBOOK

GRADES 10, 11, 12

Units of Credit: One Year (Elective)

Prerequisite: Grade of “B” or higher in Introduction to Journalism and/or Consent of Instructor

Course Overview:

MCPS English Language Arts teaching and learning in high school are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

Journalism students learn about all aspects of media. They study new developments in technology and hone their writing skills in laboratory classes that produce real publications (newspaper, yearbook, television show) for real audiences. Students learn journalistic principles and gain on-the-job experience while producing high quality publications.

Yearbook is a laboratory class that produces the school yearbook. Students in this course learn the vocational aspects of preparing a publication, photography, and layout. Students are responsible for producing the book of record for the school year. A variety of formal and informal tools is employed to evaluate student progress and to plan for instruction and learning. Yearbook is a course students may take more than once. Many enroll in their sophomore year and continue through their senior year. For these purposes, 11-12 standards are included to reflect the rigor of the class and show the upper range of expected progress for those who take the class multiple years.

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. **Note* designates more specific application of some standards.

Reading Standards for Literature

Key Ideas and Details

1. **1112.RL. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. **1112.RL. 2** - Determine two or more themes or central ideas of a text, including those by and about American Indians, and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

3. **1112.RL. 3** - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

4. **1112.RL. 4** - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, works by American Indian authors, as well as other authors.)

5. **1112.RL. 5** - Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

6. **1112.RL. 6** - 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement), include works by and about American Indians.

Integration of Knowledge and Ideas

7. **1112.RL. 7** - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)|Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), or traditional American Indian oral histories, evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

8. *(Not applicable to literature)*

9. **1112.RL. 9** - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian works, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

10. **1112.RL. 10** - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Informational Text

Key Ideas and Details

1. **1112.RI. 1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. **1112.RI. 2** - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. **1112.RI. 3** - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

4. **1112.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
5. **1112.RI.5** - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. **1112.RI. 6** - Determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

7. **1112.RI. 7** - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. **1112.RI. 8** - Delineate and evaluate the reasoning in seminal U.S. texts including those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies).
9. **1112.RI. 9** - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln's Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

10. **1112.RI. 10** - By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Writing Standards

Text Types and Purposes

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

a. **1112.WR. 1.a** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b. **1112.WR. 1.b** - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

c. **1112.WR. 1.c** - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. **1112.WR. 1.d** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. **1112.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

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

a. **1112.WR. 2.a** - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LEARNING TARGETS

- a) I can develop an effective lead.
- b) I can create an organizing structure appropriate to purpose, audience, and context.
- c) I can include accurate information from primary and secondary sources and exclude extraneous information.
- d) I can make valid inferences.
- e) I can support judgments with relevant and substantial evidence and well-chosen details.
- f) I can use technical terms and notations correctly.
- g) I can create a coherent conclusion.

- h) I can use a variety of formatting, graphics, and/or technologies to enhance comprehension.

b. 1112.WR. 2.b - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources and evaluate information for its relevance to the topic.
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

c. 1112.WR. 2.c - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LEARNING TARGETS

- a) I can use transitional words and phrases to create cohesion and clarity.

d. 1112.WR. 2.d - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

LEARNING TARGETS

- a) I can develop a style and an appreciation of the effects created.
- b) I can use precise word choice in creative and vivid ways to explain a topic.
- c) I can choose language (e.g. strong nouns, active verbs, concrete and sensory details, figurative language) appropriate for the topic.

e. 1112.WR. 2.e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LEARNING TARGETS

- a) I can establish and maintain a formal style and objective tone.
- b) I can attend to the norms and conventions of the discipline.
- c) I can use word choice to establish a specific tone.
- d) I can omit personal bias.
- e) I can construct many drafts to improve and refine my point.

f. 1112.WR. 2.f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

****Note: Imagined experiences have no place in yearbook publication – rather there is an emphasis to the contrary; narrative, however, may be used for some feature and column writing. In addition the term characters, used throughout the following sub-standards, relates to fiction and should be thought of as real people, whether sources or writers.***

LEARNING TARGETS

- a) I can reinforce my organization with an effective conclusion that supports the explanation.
- b) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing information.

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

a. **1112.WR. 3.a** - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LEARNING TARGETS

- a) I can create a smooth progression of experiences or events.
- b) I can engage the reader by setting out a problem, situation or observation and its significance.
- c) I can establish one or more points of view in narrative writing.
- d) I can introduce a narrator and or characters.

b. **1112.WR. 3.b** - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LEARNING TARGETS

- a) I can use a variety of techniques to create an engaging and multi-layered narrative.
- b) I can develop experiences, events, and/or characters.
- c) I can use narrative techniques such as dialogue, pacing, descriptions, reflection, and multiple plot lines.
- d) I can create multiple drafts with significant revisions to critique my own work.
- e) I can apply my editing knowledge to the work of others.

c. **1112.WR. 3.c** - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**Note: Outcome may be more journalistic in nature (i.e. clear understanding of a person in a profile or a conclusion to an experience in a column).*

LEARNING TARGETS

- a) I can sequence events in multiple ways to build a coherent whole.
- b) I can develop a particular tone and outcome.

d. **1112.WR. 3.d** - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

LEARNING TARGETS

- a) I can use a variety of specific sensory details to create a clear and engaging picture of characters, events, and setting.
- b) I can use precise word choice in creative ways to convey a vivid picture of the experiences, events, setting, and/or characters.
- c) I can choose precise words and phrases, including sensory details and figurative language.

e. **1112.WR. 3.e** - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LEARNING TARGETS

- a) I can address/resolve earlier conflicts or experiences to create a logical ending.
- b) I can reflect on my writing to provide a satisfying conclusion.
- c) I can reinforce narrative form and style choices.
- d) I can reflect on what is experienced, observed, and resolved in a narrative conclusion.

Production and Distribution of Writing

4. **1112.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Note: Yearbook students should refer to Associated Press Stylebook*

LEARNING TARGETS

- a) I can produce writing that is clearly organized and appropriate to task, purpose, and audience.

5. **1112.WR. 5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LEARNING TARGETS

- a) I can analyze strength and weaknesses in my writing and implement suggestions to improve my writing.
- b) I can use the 6 Traits of Writing throughout the prewriting, drafting, revision, proofreading, and editing of my writing.
- c) I can analyze models of effective writing and similar strategies to improve my writing.
- d) I can use information from reference materials for creating, revising, editing, and publishing throughout the writing process.
- e) I can use technology to create, revise, edit, and publish throughout the writing process.
- f) I can analyze my own writing to understand how to improve.
- g) I can analyze published pieces to understand how to improve my writing.
- h) I can write effectively for particular audiences and purposes.

6. **1112.WR. 6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Note: Students in yearbook currently use Adobe InDesign and Photoshop for publishing; email and Google Docs are often used for advertising and publication communication in addition to production and sharing of writing, graphics and photography.*

LEARNING TARGETS

- a) I can use technology tools and resources for managing and communicating information in situations individuals encounter in the world.
- b) I can routinely and effectively use online information resources to meet needs for collaboration, research, publication, communication, and productivity.
- c) I can collaborate with peers, experts, and others to communicate new knowledge using technology to compile, synthesize, and produce, and disseminate information, models, and other creative works.

Research to Build and Present Knowledge

7. **1112.WR. 7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LEARNING TARGETS

- a) I can synthesize the information gathered from a variety of sources, and evaluate information for its relevance to the research question(s).
- b) I can demonstrate that sources have been evaluated for accuracy, bias, and credibility.

8. **1112.WR. 8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can synthesize information gathered from a variety of sources and evaluate information for its relevance to the topic.
- c) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

9. **1112.WR. 9** - Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

a. **1112.WR. 9.a** - Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

LEARNING TARGETS

- a) I can demonstrate a comprehensive grasp of the significant ideas of literary works across various time periods.
- b) I can support statements with evidence from the text.
- c) I can demonstrate an awareness of the author's style and an appreciation of the effects created.
- d) I can identify and assess the impact of ambiguities, nuances, and complexities within text(s).
- e) I can compare and contrast the presentation of similar theme or topic across various time periods.

b. 1112.WR. 9.b - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies]”).

LEARNING TARGETS

- a) I can clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- b) I can synthesize information gathered from a variety of print and digital sources and evaluate information for its relevance to the topic.
- c) I can distinguish one's own ideas from the ideas of others by using a consistent format of citations.

Range of Writing

10. 1112.WR. 10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING TARGETS

- a) I can routinely use the 6 Traits of Writing model to research, write, reflect and revise.
- b) I can write routinely in a short-term time frame.
- c) I can routinely edit my work to create multiple drafts.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. 1112.SL. 1.a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LEARNING TARGETS

- a) I can read and research to prepare for and participate in discussions.
- b) I can refer to text and present evidence from other research to participate in a range of discussions.

b. 1112.SL. 1.b - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

LEARNING TARGETS

- a) I can work with peers to promote civil, democratic discussions, and decision-making.

- b) I can set clear goals and deadlines and establish and fulfill individual roles as needed.
- c) I can build on the ideas of others and contribute relevant information or ideas.

c. 1112.SL. 1.c - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

LEARNING TARGETS

- a) I can pose and respond to stimulating questions to propel discussions.
- b) I can use reasoning and evidence to clarify, verify, or challenge ideas and conclusions.
- c) I can promote and encourage divergent and creative perspectives in discussions.

d. 1112.SL. 1.d - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LEARNING TARGETS

- a) I can synthesize and respond thoughtfully to diverse perspectives in discussions.
- b) I can determine when to add additional information to deepen discussion.
- c) I can clarify information to resolve contradictions.

2. 1112.SL. 2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LEARNING TARGETS

- a) I can evaluate the credibility and accuracy of sources.
- b) I can recognize discrepancies among data.
- c) I can synthesize and assess multiple sources to make informed decisions and solve problems.

3. 1112.SL. 3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LEARNING TARGETS

- a) I can evaluate devices used to support assertions such as appealing to logic through reasoning, appealing to emotion or ethical belief, or relating a personal anecdote, case study, or analogy.
- b) I can analyze types of arguments, including argument by causation, analogy, authority, emotion, and the use of sweeping generalization.
- c) I can observe a variety of criteria (e.g. clarity, accuracy, bias, relevance of facts, tone, point of view, word choice, points of emphasis) to evaluate speaking.

Presentation of Knowledge and Ideas

4. **112.SL. 4** - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LEARNING TARGETS

- a) I can exhibit a logical structure appropriate to audience, context, and purpose.
- b) I can choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language).
- c) I can convey a clear and distinct perspective while speaking.
- d) I can effectively address alternative or opposing perspectives.
- e) I can present using a range of formal and informal tasks.

5. **112.SL. 5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LEARNING TARGETS

- a) I use digital media to enhance, support, explain, and add interest to a presentation.
- b) I can identify the methods in which media influences individuals and societies.
- c) I can reflect on my use of media and its value and appropriateness.

6. **112.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LEARNING TARGETS

- a) I can create oral presentations that are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion.
- b) I can apply delivery techniques, both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and non verbal (e.g., gestures, facial expressions, eye contact).
- c) I can demonstrate a command of formal English when indicated and appropriate.
- d) I can avoid distracting delivery behaviors (e.g., excessive verbal pauses, fidgeting, "like um ah").
- e) I can document ideas used from outside sources using appropriate formats (e.g., citing authors, titles, web sites).

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. **112.LS. 1.a** - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

LEARNING TARGETS

- a) I can use current standards of English grammar.

b. 1112.LS. 1.b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

LEARNING TARGETS

a) I can use appropriate resources to resolve grammatical issues.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 1112.LS. 2.a - Observe hyphenation conventions.

b. 1112.LS. 2.b - Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. 1112.LS. 3.a - Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

LEARNING TARGETS

a) I can vary syntax for effect.

b) I can use syntactical references when needed.

c) I can analyze how syntax is used in text.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

a. 1112.LS. 4.a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

LEARNING TARGETS

a) I can use context to determine meaning of multiple-meaning words and phrases.

b. 1112.LS. 4.b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

LEARNING TARGETS

a) I can identify and analyze prefixes, roots, and suffixes to determine word meaning.

c. 1112.LS. 4.c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

LEARNING TARGETS

a) I can use appropriate references to determine pronunciation, part of speech and etymology, and clarify definitions and standard usage of words.

d. **1112.LS. 4.d** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LEARNING TARGETS

- a) I can determine the denotation and connotation of words by using context or consulting appropriate resources.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. **1112.LS. 5.a** - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

LEARNING TARGETS

- a) I can identify literary devices and explain their impact on style.
- b) I can identify imagery and figurative language and sound devices used in a variety of texts.
- c) I can use precise word choice to convey proper nuance and relationship.

b. **1112.LS..5.b** - Analyze nuances in the meaning of words with similar denotations.

LEARNING TARGETS

- a) I can analyze nuances among synonyms.

6. **1112.LS. 6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS

- a) I can acquire and use appropriate vocabulary for a variety of audiences, purposes and formats.

► APPENDICES ◄

- I Students Who Are College and Career Ready in Reading, Writing, Speaking, Listening, and Language
- II Definitions of the Writing Standards' Three Text Types
- III NREL 6+1 Traits Writing Model
- IV MCPS Comprehension Strategies
- V Adopted Materials

APPENDIX I

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

- **They demonstrate independence.**

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

- **They build strong content knowledge.**

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

- **They respond to the varying demands of audience, task, purpose, and discipline.**

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

- **They comprehend as well as critique.**

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

- **They value evidence.**

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

- **They use technology and digital media strategically and capably.**

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

- **They come to understand other perspectives and cultures.**

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures, including those of American Indians, and specifically, Montana Indians, through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Montana Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects by Grade-Band Denise Juneau, State Superintendent • Montana Office of Public Instruction • <http://www.opi.mt.gov> November 2011

APPENDIX II

Definitions of the Writing Standards' Three Text Types

Argument

Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

Informational/Explanatory Writing

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

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

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

Narrative Writing

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

APPENDIX III

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6+1 Trait Writing Model

The 6+1 TRAIT analytical model for assessing and teaching writing comprises six +1 key qualities that define strong writing. These are: Ideas, the heart of the message; Organization, the internal structure of the piece; Voice, the personal tone and flavor of the author's message; Word Choice, the vocabulary a writer chooses to convey meaning; Sentence Fluency, the rhythm and flow of the language; Conventions, the mechanical correctness, and Presentation, how the writing actually looks on the page.

IDEAS

The ideas are the heart of the message, the content of the piece, the main theme, together with all the details that enrich and develop that theme. The ideas are strong when the message is clear, not garbled. The writer chooses details that are interesting, important, and informative—often the kinds of details the reader would not normally anticipate or predict. Successful writers do not tell readers things they already know: e.g., “It was a sunny day, and the sky was blue, the clouds were fluffy white...” They notice what others overlook, seek out the extraordinary, the unusual, the bits and pieces of life that others might not see.

ORGANIZATION

Organization is the internal structure of a piece of writing, the thread of central meaning, the pattern, so long as it fits the central idea well. Organizational structure can be based on comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns. When the organization is strong, the piece begins meaningfully and creates in the writer a sense of anticipation that is ultimately, systematically fulfilled. Events proceed logically: information is given to the reader in the right doses at the right times so that the reader never loses interest and never the “big picture”—the overriding sense of what the writer is driving at. Connections are strong, which is another way of saying that bridges from one idea to the next hold up. The piece closes with a sense of resolution, tying up loose ends, bringing things to closure, answering important questions while still leaving the reader something to think about.

VOICE

The voice is the writer coming through the words, the sense that a real person is speaking to us and cares about the message. It is the heart and soul of the writing, the magic, the wit, the feeling, the life and breath. When the writer is engaged personally with the topic, he/she imparts a personal tone and flavor to the piece that is unmistakably his/hers alone. And it is that individual something—different from the mark of all other writers—that we call voice.

WORD CHOICE

Word choice is the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader. In good descriptive writing, strong word choice clarifies and expands ideas. In persuasive writing, careful word choice moves the reader to a new vision of things. Strong word choice is characterized not so much by an exceptional vocabulary that impresses the reader, but more by the skill to use everyday words well.

SENTENCE FLUENCY

Sentence Fluency is the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear—not just to the eye. How does it sound when read aloud? That’s the test. Fluent writing has cadence, power, rhythm, and movement. It is free of awkward word patterns that slow the reader’s progress. Sentences vary in length and style, and are so well crafted that reading aloud is a pleasure.

CONVENTIONS

Conventions are the mechanical correctness of the piece—spelling, grammar and usage, paragraphing (indenting at the appropriate spots), use of capitals, and punctuation. Writing that is strong in conventions has usually been proofread and edited with care. Handwriting and neatness are not part of this trait. The key is this: How much work would a copy editor need to do to prepare the piece for publication?

PRESENTATION

Presentation is the way we exhibit our message on paper. Even if our ideas, words and sentences are vivid, precise, and well constructed, our paper will not be inviting to read unless the guidelines for presentation are observed. Our world is print-rich, and no one can read it all on any given topic. We pick and choose based on need and accessibility. Good writers are aware of the necessity of presentation, particularly technical writers who must include graphics to guide the reader through the text such as maps, graphs, and visual aids.

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APPENDIX IV

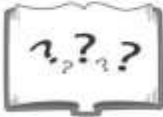
Comprehension Strategies

Proficient readers use these strategies before, during and after reading:



Activate Background Knowledge

- What do you already know about this topic?
- What connections(schema) can you make to your life, the world or other things you have read?



Ask Questions

- What do you want to know about this topic?
- What questions come up as you read?



Infer

- What background knowledge and explicit information from the text are you using to make meaning?
- What questions come up as you read?



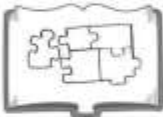
Determine Importance

- What words, sentences, ideas, and themes are especially important?
- What is the big picture, the main idea?



Make Mental Images

- What images come to mind as you read?



Synthesize

- What inferences and key concepts are you putting together to deepen your understanding?



Monitor Comprehension

- Where does your comprehension break down?
- What causes the difficulty?
- How can you fix it?

- ✓ Reread ✓ Read ahead ✓ Use Context Clues
- ✓ Restate ✓ Research ✓ Check Pictures & Graphics
- ✓ Use Decoding Strategies (Sound it out)



Reading Comprehension Strategies K-2

Proficient readers use these strategies before, during, and after reading.

Activate background knowledge (schema)

- Make connections that remind you of things in your own life.
- Make connections across text(s).
- Make connections to things you know about the world.
- Skim and scan text features.
 - ✓ Pictures, picture captions
 - ✓ Table of contents
 - ✓ Glossary

Ask Questions

- Ask questions to establish a purpose for reading.
- Ask questions to determine author's intent.
- Ask questions to clarify meaning.
- Ask questions to deepen understanding.

Infer

- Make predictions.
- Make and revise interpretations.
- Determine cause and effect.
- Identify similarities and differences.
- Use background knowledge and context clues to draw conclusions.

Determine importance in text

- Get the "big picture."
- Locate main idea and supporting detail, using key vocabulary.
- Understand literary elements (plot, setting, character development).
- Distinguish between important and unimportant details.
- Determine author's theme, purpose.

Make mental images

- Use emotions and five senses to create a picture in your mind.
- Link personal experiences to images created from text.
- Adapt and revise images as you gather new information.
- Understand how figurative language enhances meaning.

Synthesize

- Retell and respond to text in a variety of ways.
- Integrate background knowledge with key elements from text to think about ideas and concepts in new ways.
- Summarize the important ideas and respond personally.

Monitor comprehension (use “fix-up” strategies)

- Identify where comprehension breaks down.
- Identify what is difficult (vocabulary, concepts, etc.)
- Use appropriate fix-up strategies.
 - ✓ Reread
 - ✓ Read ahead
 - ✓ Use context clues
 - ✓ Restate
 - ✓ Research
 - ✓ Use pictures
 - ✓ Use decoding strategies (sound it out)

Reading Comprehension Strategies 3-5

Proficient readers use these strategies before, during, and after reading.

Activate background knowledge (schema)

- Make connections that remind you of things in your own life.
- Make connections across text(s).
- Make connections to things you know about the world.
- Skim and scan text features (gain an overview).
 - ✓ Pictures, picture captions
 - ✓ Table of contents
 - ✓ Glossary
 - ✓ Index
 - ✓ Section headings
 - ✓ Graphics (charts, tables, graphs)
 - ✓ Preface
 - ✓ Appendix
 - ✓ Prologue/epilogue

Ask Questions

- Ask questions to establish a purpose for reading.
- Ask questions to determine author's intent.
- Ask questions to clarify meaning.
- Ask questions to deepen understanding.
- Ask questions to stimulate research (KWL).

Infer

- Read 'between the lines.'
- Make predictions.
- Make and revise interpretations.
- Determine cause and effect.
- Analyze to compare and contrast.
- Use background knowledge and context clues to draw conclusions.
- Make critical judgments.

Determine importance in text

- Get the "big picture."
- Locate main idea and supporting detail, using key vocabulary.
- Distinguish between important and unimportant details.
 - ✓ Verbal cues (for example: "in conclusion")
 - ✓ Font
 - Determine author's theme, purpose, and point of view.
 - Understand literary elements
 - ✓ Plot (problem/solution, sequence of events)
 - ✓ Setting
 - ✓ Character development

Make mental images

- Use emotions and five senses to create a picture in your mind.
- Use descriptive language in nonfiction text to create meaning.
- Understand how figurative language enhances meaning.
 - ✓ Simile
 - ✓ Metaphor
 - ✓ Personification
- Link personal experiences to images created from text.
- Adapt and revise images as you gather new information.

Synthesize

- Retell and respond to text in a variety of ways.
- Integrate background knowledge with key elements from text to think about ideas and concepts in new ways.
- Summarize the important ideas and respond personally.

Monitor comprehension (use “fix-up” strategies)

- Identify where comprehension breaks down.
- Identify what is difficult (vocabulary, concepts, etc.)
- Use appropriate fix-up strategies.
 - ✓ Reread.
 - ✓ Read ahead.
 - ✓ Use context clues.
 - ✓ Restate.
 - ✓ Research.
 - ✓ Use pictures.
 - ✓ Use decoding strategies (sound it out).

Reading Comprehension Strategies 6-8

Proficient readers use these strategies before, during, and after reading.

Activate background knowledge (schema)

- Make connections that remind you of things in your own life.
- Make connections across text(s).
- Make connections to things you know about the world.
- Skim and scan text features (gain an overview).
 - ✓ Pictures, picture captions
 - ✓ Table of contents
 - ✓ Glossary
 - ✓ Text notes
 - ✓ Index
 - ✓ Section heading
 - ✓ Graphics (charts, tables, graphs)
 - ✓ Preface
 - ✓ Appendix
 - ✓ Prologue/epilogue

Ask Questions

- Ask questions to establish a purpose for reading.
- Ask questions to determine author's intent.
- Ask questions to clarify meaning.
- Ask questions to deepen understanding.
- Ask questions to stimulate research (KWL).

Infer

- Make predictions.
- Analyze to compare and contrast.
- Use background knowledge and context clues to draw conclusions.
- Make critical judgments.
- Make and revise interpretations.
 - ✓ Determine cause and effect.
 - ✓ Distinguish fact and opinion
 - ✓ Sequence events
 - ✓ Problem solution

Determine importance in text

- Locate main idea and supporting detail.
- Determine author's theme, purpose, and point of view.
- Distinguish between important and unimportant details.
 - ✓ Verbal cues (for example: "in conclusion")
 - ✓ Font
- Understand a variety of literary forms and genres
- Understand literary elements.
 - ✓ Plot (problem/solution, sequence of events)
 - ✓ Setting
 - ✓ Character development
- Understand literary terms and concepts.
 - ✓ Symbolism
 - ✓ Foreshadowing
 - ✓ Irony
 - ✓ Style

Make mental images

- Use emotions and five senses to create a picture in your mind

- Use descriptive language in nonfiction text to create meaning.
- Link personal experiences to images created from text.
- Adapt and revise images as you gather new information.
- Understand how figurative language enhances meaning.
 - ✓ Simile
 - ✓ Metaphor
 - ✓ Personification

Synthesize

- Retell and respond to text in a variety of ways.
- Integrate background knowledge with key elements from text to think about ideas and concepts in new ways.
- Summarize the important ideas and respond personally.
- Paraphrase to confirm understanding.
- Determine whether reader met his/her purposes.

Monitor comprehension (use “fix-up” strategies)

- Identify where comprehension breaks down.
- Identify what is difficult (vocabulary, concepts, etc.)
- Use appropriate fix-up strategies.
 - ✓ Reread.
 - ✓ Read ahead.
 - ✓ Use context clues.
 - ✓ Restate.
 - ✓ Research.
 - ✓ Use pictures.
 - ✓ Use decoding strategies (sound it out).

Reading Comprehension Strategies 9-12

Proficient readers use these strategies before, during, and after reading.

Activate background knowledge (schema)

- Make connections that remind you of things in your own life.
- Make connections across text(s).
- Make connections to things you know about the world.
- Skim and scan text features (gain an overview).
 - ✓ Pictures, picture captions
 - ✓ Table of contents

- ✓ Glossary
- ✓ Text notes
- ✓ Index
- ✓ Section headings
- ✓ Graphics (charts, tables, graphs)
- ✓ Preface
- ✓ Appendix
- ✓ Prologue/epilogue

Ask Questions

- Ask questions to establish a purpose for reading.
- Ask questions to determine author's intent.
- Ask questions to clarify meaning.
- Ask questions to deepen understanding.

- Ask questions to stimulate research (KWL).
 - ✓ K - What I *know*.
 - ✓ W - What I *want* to know.
 - ✓ L - What I *learned*.

Infer

- Make predictions.
- Analyze to compare and contrast.
- Use background knowledge and context clues to draw conclusions.
- Make critical judgments.
- Evaluate.

- Use text to defend interpretation.
- Make and revise interpretations.
 - ✓ Determine cause and effect.
 - ✓ Distinguish fact and opinion.
 - ✓ Sequence events.
 - ✓ Problem solution.

Determine importance in text

- Locate main idea and supporting detail.
- Determine author's theme, purpose, and point of view.
- Distinguish between important and unimportant details.
 - ✓ Verbal cues (for example: "in conclusion")
 - ✓ Font
- Understand literary terms and concepts.
 - ✓ Symbolism
 - ✓ Foreshadowing
 - ✓ Irony

- Understand a variety of literary forms and genres (poetry, drama, novels, essays, short stories)
- Understand literary elements.
 - ✓ Plot (problem/solution, sequence of events)
 - ✓ Setting
 - ✓ Character development
- ✓ Style

Make mental images

- Use emotions and five senses to create a picture in your mind.
- Use descriptive language in nonfiction text to create meaning.
- Link personal experiences to images created from text.
- Adapt and revise images as you gather new information.
- Understand how figurative language enhances meaning.
 - ✓ Simile
 - ✓ Metaphor
 - ✓ Personification
 - ✓ Effect of sound
 - ✓ Idioms
 - ✓ Figures of speech

Synthesize

- Retell text and respond to text in a variety of ways.
- Integrate background knowledge with key elements from text to think about ideas and concepts in new ways.
- Summarize the important ideas and respond personally.
- Paraphrase to confirm understanding.
- Determine whether reader met his/her purposes.

Monitor comprehension (use “fix-up” strategies)

- Identify where comprehension breaks down.
- Identify what is difficult (vocabulary, concepts, etc.)
- Use appropriate fix-up strategies.
 - ✓ Reread.
 - ✓ Read ahead.
 - ✓ Use context clues.
 - ✓ Restate.
 - ✓ Research.
 - ✓ Use pictures.
 - ✓ Use decoding strategies (sound it out).
 - ✓ Take notes; outline.
 - ✓ Construct graphic organizers.

APPENDIX V

Adopted Materials

Elementary School (K-5)

Additional supplementary resources and the following materials from the 2007 adoption:

ZooPhonics, 2004 (Kindergarten Only)
Literacy by Design – Rigby 2007
Reading Street - Scott Foresman 2007/2008

Intervention Programs:

My Sidewalks Interventions - Scott Foresman, 2008
Corrective Reading – McGraw Hill
Reading Mastery – McGraw Hill

Middle School (6-8)

Suggested titles, additional supplementary resources, and the following materials from the 2007 adoption:

Write Source 2000, Great Source Education Group, 1999

Grade 6

The Reader's Choice, Course 1, Glencoe, 2002

Grade 7

The Reader's Choice, Course 2, Glencoe, 2002

Grade 8

The Reader's Choice, Course 3, Glencoe, 2002

High School (9-12)

Suggested titles, additional supplementary resources, and the following materials from the 2007 adoption:

Writers, Inc., Great Source Education Group, 2001

Grade 9

Elements of Literature: Course 3; Holt, Rinehart, and Winston, Inc., 2003

Grade 10

Elements of Literature: Course 4 and/or World Literature; Holt, Rinehart, and Winston, Inc., 2003

Grade 11

Elements of Literature: Course 5; Holt, Rinehart, and Winston, Inc., 2003

Grade 12

Elements of Literature: Courses 5 and 6; Holt, Rinehart, and Winston, Inc., 2003

Intervention Program:

Read 180 - Scholastic

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