

**GOAL 1: The student will demonstrate the ability to respond to a text by employing personal responses and critical literary analysis.**

*Expectation 1: The student will use effective strategies before, during, and after reading, viewing, and listening to self-selected and assigned materials.*

| INDICATOR  | INSTRUCTIONAL SEEDS   | ASSESSMENT STEMS  |
|--|---|---|
| <p>1. The student will use before-reading strategies appropriate to both the text and purpose for reading by surveying the text, accessing prior knowledge, formulating questions, setting purpose(s), and making predictions.</p> | <p>The student will —</p> <ul style="list-style-type: none"> <li>• think about prior knowledge and experiences based on the title of a text and make predictions about the text. If the student needs further direction, the teacher should ask the student to think about a personal experience, a place, another person, a mental picture, or an event that is suggested by the title.</li> <li>• examine and discuss the features of a text (title, illustrations, headings, author's biography) in order to establish a purpose for reading and to make predictions about the text before reading.</li> <li>• make predictions about a story's plot or characters based upon themes or ideas supplied by the teacher. These themes and ideas will be those that occur in the text to be read. Students' predictions may later be used during and after reading for comparisons between an author's treatment of themes and ideas and the student's own thoughts.</li> </ul> | <ul style="list-style-type: none"> <li>✓ What is an appropriate question about this selection based on its title?</li> <li>✓ What is a prediction a reader could make based on this selection's title/preface/first paragraph?</li> </ul> |

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| <p>2. The student will use during-reading strategies appropriate to both the text and purpose for reading by visualizing, making connections, and using fix-up strategies, such as rereading, questioning, and summarizing.</p> | <p>The student will —</p> <ul style="list-style-type: none"> <li>• observe a teacher modeling “think-aloud” strategies while reading a text. The teacher will read the text aloud, stopping at appropriate points to share his/her personal thoughts about the text. These thoughts may include questions, predictions, connections to personal experiences, paraphrasing, or any other thought. After the text has been read, the students will list what the teacher did and thought about while reading. The list will be written using the students’ language and may then be posted in the classroom or photocopied for each student (Farr).</li> <li>• read a text with a peer. At points that they have pre-determined, the pair of readers will stop and say something to each other about what they have read. Suggestions about what they might say to each other will be provided; they will include asking a question, predicting what will happen, making a connection to a personal experience or other texts, expressing what they visualize, and/or requesting a clarification. (Students might also use the list generated during the previous activity.)</li> <li>• identify “clicks” and “clunks” while reading by using symbols, post-its, or other appropriate and available indicators. A “click” is an awareness of understanding of what is being read; a “clunk” is an awareness of not understanding any part of the text.</li> <li>• annotate texts while reading, recording thoughts, connections to experiences or other texts, questions, and unfamiliar words (which could be defined at that point or after reading).</li> </ul> | <ul style="list-style-type: none"> <li>✓ What does the word/phrase “. . .” mean in its context / Paragraph ___?</li> <li>✓ After reading Paragraphs ___ through ___, what questions would a reader <u>most likely</u> ask?</li> <li>✓ What diagram/phrase best describes how this selection is organized?</li> <li>✓ Which strategy would be most useful to a reader while reading this text?</li> <li>✓ What knowledge would be most useful in understanding both selections?</li> </ul> |

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| <p>3. The student will use after-reading strategies appropriate to both the text and purpose for reading by summarizing, comparing, contrasting, synthesizing, drawing conclusions, and validating the purpose for reading.</p> | <p>The student will —</p> <ul style="list-style-type: none"> <li>• use a variety of graphic organizers to compare texts that are related. Texts may include audio or video texts, news articles, and different- or same-genre texts. The graphic organizers may be traditional, such as webs or Venn diagrams, or student generated.</li> <li>• record personal responses to a text in a Reader's Response Journal.</li> <li>• create idea maps to show a relationship or hierarchy among ideas presented in a text. For example, a main idea would be written in a block at the top of a page and its supporting details or ideas would be written in smaller blocks below the main idea.</li> <li>• create a visual representation of any aspect of a text and then explain its connection to the text.</li> <li>• record what is remembered after reading a text once and then <u>reread</u> the text and record additional ideas and discoveries. (A third reading may bring even further discoveries.) The use of different colored ink for notes after each reading may offer a visual representation of the value of rereading.</li> </ul> | <ul style="list-style-type: none"> <li>✓ What is the best summary of this text?</li> <li>✓ Which conclusion is supported by information in the text?</li> <li>✓ What is the main idea of this article?</li> <li>✓ Which best states how the authors' styles are similar?</li> <li>✓ Which of these conclusions is supported by information in both selections?</li> <li>✓ With which of these statements would both authors most likely agree?</li> <li>✓ Write an explanation that shows how both authors reach similar conclusions. Include details and examples from the texts to support your response.</li> </ul> |

**GOAL 1:**                    **The student will demonstrate the ability to respond to a text by employing personal responses and critical literary analysis.**

*Expectation 2: The student will construct, examine, and extend meaning of traditional and contemporary works recognized as having significant literary merit.*

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| <p>1. The student will consider contributions of plot, character, setting, conflict, and point of view when constructing meaning of text.</p> | <p>The student will —</p> <ul style="list-style-type: none"> <li>• fill in segments of a graphic organizer – perhaps pieces of a puzzle – with words, phrases, and sentences from a text that identify or illustrate plot, character, setting, conflict, and point of view.</li> <li>• compose a new version of a text or a part of a text that alters a character, setting, point of view, or conflict resolution, and then discuss the effect(s) this alteration would have on the original text.</li> <li>• use visual representations (e.g., puppets, magazine photos, pencils, drawings) to demonstrate the relationship between the reader and the character(s) of a story (Wilhelm). For example, if a red pencil represents the reader and a blue pencil represents a first-person narrator, the two pencils would be side by side. This strategy can be effective as a student is orally retelling a story.</li> <li>• use a clothesline diagonally suspended in a classroom and a paper tent for each event to represent a story’s sequence of events and rising action. Different colored clothespins may be added to represent degrees or kinds of conflict, a story’s climax, or any other element that is the focus of a lesson.</li> <li>• create or suggest symbolic representations for various elements of a story. For example, an orange may represent a character that is full of energy (Wilhelm).</li> </ul> | <ul style="list-style-type: none"> <li>✓ What is the best explanation for . . . <ul style="list-style-type: none"> <li>➤ why . . . happens?</li> <li>➤ how . . . changes?</li> <li>➤ the effect of the setting?</li> <li>➤ how the conflict is resolved?</li> <li>➤ the effect of the author’s choice of point of view?</li> </ul> </li> <li>✓ Which sentence <u>best</u> reveals the mood of the story?</li> <li>✓ What is the speaker’s attitude toward . . . ?</li> <li>✓ How are the settings/conflicts/themes in the two selections similar?</li> <li>✓ Write an explanation that shows . . . ?</li> </ul> |

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| <p>5. The student will extend or further develop meaning by explaining the implications of the text for the reader or contemporary society.</p> | <p>The student will —</p> <ul style="list-style-type: none"> <li>• create a dialogue between himself/herself and an author or a character in which the ideas or events of a text are discussed. The dialogue may include questions the student would like to ask the author or character and what the latter’s responses might be.</li> <li>• list ideas that support or refute an issue presented in a non-fiction text. The ideas may be generated by the text or by other experiences the student has had.</li> <li>• write a letter from the perspective of a character that explains what the character learned from experiences related in a novel or short story.</li> <li>• create a bulletin board or other visual display that represents the ideas and issues presented in a variety of texts and how these ideas and issues may relate to students’ lives.</li> </ul> | <ul style="list-style-type: none"> <li>✓ What might reading this article/ story encourage a reader to do?</li> <li>✓ What contemporary issues are related to the author’s message?</li> <li>✓ Which of these is <u>most likely</u> to occur if both authors are correct?</li> <li>✓ Write an explanation that shows how the experiences of _____ and _____ are similar. Include details and examples to support your response.</li> </ul> |

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*Expectation 3: The student will explain and give evidence to support perceptions about print and non-print works.*

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| <p>3. The student will identify features of language that create voice and tone.</p> | <p>The student will —</p> <ul style="list-style-type: none"> <li>• create a dialogue between or among characters in a drawing or wordless cartoon. The lines of dialogue should create a voice and personality for each character.</li> <li>• make a list or use a highlighter to identify words in a text that create the tone(s) in that text.</li> <li>• examine two texts with common elements (e.g., subject, theme, character types). Identify the words and phrases that help develop those elements or each element and compare the effects of the authors' language choices.</li> <li>• discuss the effect word substitutions create in a poem (e.g., substituting "feeling bad about being banished" for "eating the bitter bread of banishment" or substituting "a frightened mouse" for "a little quaker").</li> </ul> | <ul style="list-style-type: none"> <li>✓ What tone is created by these words/lines?</li> <li>✓ What words and phrases establish the author's tone?</li> <li>✓ What is the tone(s) of both selections?</li> <li>✓ What is the effect of using _____ to describe _____ in both selections?</li> </ul> |

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| <p>5. The student will explain how common and universal experiences serve as the source of literary themes which cross time and cultures.</p> | <p>The student will —</p> <ul style="list-style-type: none"> <li>• use a Venn diagram or another graphic organizer to compare the treatments of the same theme in two literary works. Included on the chart may be plot elements, characters' words and actions, the authors' words, or anything else that serves to develop a theme.</li> <li>• create a story or poem that develops a theme identified in another text the student has read.</li> <li>• read an author's biography and compare the author's real-life experiences to those present in his or her writing.</li> <li>• compare current events or similar events that happened in other places or times to fictional characters' experiences.</li> <li>• research another world culture and identify those things that are common both to Marylanders today and to the people of the other culture. Information from this research could then be used in a fictional story set in the time and place of the other culture.</li> <li>• gather stories, poems, and non-fiction texts that share a theme and then create a personal anthology.</li> </ul> | <ul style="list-style-type: none"> <li>✓ What is the theme this story is commenting upon?</li> <li>✓ What emotion/experience is closely related to the theme?</li> <li>✓ What is a theme common to both selections?</li> <li>✓ What common experiences did both authors <u>most likely</u> have?</li> <li>✓ Write an explanation that describes how the author (or both authors) show _____. Use details and examples to support your response.</li> </ul> |

**GOAL 2:** The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

*Expectation 1: The student will compose oral, written, and visual presentations which inform, persuade, and express personal ideas.*

| INDICATOR  | INSTRUCTIONAL SEEDS  | ASSESSMENT STEMS  |
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| <p>2. The student will compose to describe, using prose and/or poetic forms.</p> | <p>The student will —</p> <ul style="list-style-type: none"> <li>• generate a list of characteristics of descriptive writing through a variety of activities. This list might include characteristics such as making comparisons or using vivid modifiers, and it should be one that is continually extended and revisited as students compose to describe.</li> <li>• describe for other students an object that has been concealed from their view. After each student describes his or her object, students will discuss why some descriptions were more effective than others (and may also add to the list begun in the previous activity).</li> <li>• study a painting and then compose a poem describing it. The poem may focus on the visual details of the painting or viewer response.</li> <li>• describe the time or place of an important event in his or her life.</li> <li>• describe a character or setting in a story that he or she is reading.</li> <li>• create a word wall of figurative language.</li> </ul> | <p>✓ Write a well-organized essay/poem for _____ that describes _____. Choose language that fully creates a mental picture of your subject for your reader.</p> |

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| <p>3. The student will compose to express personal ideas, using prose and/or poetic forms.</p> | <p>The student will —</p> <ul style="list-style-type: none"> <li>• have many opportunities to express his or her personal ideas orally or in writing.</li> <li>• maintain a journal of personal reflections.</li> <li>• at the beginning of the course, compose three mini-autobiographies: My Reading Autobiography, My Writing Autobiography, and My Language Autobiography. At various points during the course and at its conclusion, the student will add the autogiographies, indicating things he or she has learned or growth experienced. (Alternatives to writing: timelines, collages, collections of representative pieces, or a series of reflections.)</li> <li>• create a visual representation, such as a collage or a coat of arms, on assigned or self-selected topics. The student will then compose an essay, poem, or other text that expresses the same ideas(s).</li> <li>• compose a personal narrative reflecting his or her life’s journey.</li> <li>• compose a well-organized essay that tells his or her ideas on a subject that may be related to a text.</li> </ul> | <p>✓ Write a well-organized essay for _____ that presents your ideas about _____. Support your ideas with appropriate details and examples from personal experiences, something you have read, or both.</p> |

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*Expectation 2: The student will compose texts using the rewriting, drafting, and revision strategies to generate and develop ideas.*

| INDICATOR   | INSTRUCTIONAL SEEDS   | ASSESSMENT STEMS   |
|---|---|--|
| <p>1. The student will use a variety of pre-writing strategies to generate and develop ideas.</p> | <p>The student will —</p> <ul style="list-style-type: none"> <li>• use a variety of pre-writing strategies appropriate to a designated purpose: brainstorming, webbing, free-writing, outlining, personal inventories, word association, drawings, clustering, gathering information, and others that may be developed and prove useful. Upon request of a teacher or peer, the student should be able to explain the appropriateness of his or her choice of strategy.</li> <li>• identify points or ideas in his or her pre-writing that will require additional research before writing and then research those points or ideas.</li> <li>• interview experts, family members, peers, or anyone else who could supply information needed before composing.</li> <li>• develop a rubric appropriate to an assignment and to the instruction that has occurred.</li> </ul> | <ul style="list-style-type: none"> <li>✓ If a student chooses to write about _____, what would be most helpful for finding information about the topic?</li> <li>✓ What strategy would be most useful for getting ready to write about _____?</li> </ul> |

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| <p>2. The student will select and organize ideas for specific audiences and purposes.</p> | <p>The student will —</p> <ul style="list-style-type: none"> <li>• examine texts that use a variety of organizational strategies. In pairs or small groups, students will determine how each text is organized and the effect of the author's choice.</li> <li>• compose two drafts using the same information but two different organizational patterns (e.g., least to most important and then most to least). The student will determine which is more effective.</li> <li>• experiment with sentence or paragraph order by cutting out each sentence or paragraph and physically manipulating them to determine the most effective order.</li> <li>• at the end of the course, compose a letter to a student who will be a ninth-grader the following year. The letter may include tips for success, recommendations of books, information about clubs and organizations, etc. The student might also compose a similar letter to the teacher or another person on the school staff in which thoughts about the completed school year are expressed.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Where should the following sentence be inserted in Paragraph ___?</li> <li>✓ Where should Paragraph ___ be inserted in this report?</li> <li>✓ Which of these ideas do/do not belong in this report?</li> </ul> |

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| <p>3. The student will revise texts for clarity, completeness, and effectiveness.</p> | <p>The student will —</p> <ul style="list-style-type: none"> <li>• participate in Writers' Workshops, during which each student in the group will focus on one aspect of the draft (e.g., spelling, punctuation, organization, sentence structure, or one criterion of the scoring rubric). Student drafts will be circulated to each member of the group. Once the drafts are returned to their writers, students will have time to discuss the suggested revisions. (Alternative: Each group will focus on one criterion of a rubric and rotate the drafts among the groups.)</li> <li>• present orally to a small group of peers the ideas of his or her draft. The students in the group will listen and offer feedback regarding the students' ideas. The group members will then read the student's draft to compare the oral presentation of ideas to the written presentation, and again offer feedback regarding clarity, completeness, and effectiveness.</li> <li>• use multiple colored highlighters to identify required elements in a peer's or his or her own draft. The student will then determine strengths and weaknesses in his or her draft in order to make revisions.</li> <li>• participate in a mini-lesson taught by the teacher. The lesson will focus on one type of error the students commonly make. After the lesson, the student will correct that error in his or her draft.</li> <li>• select at least one sentence from his or her own draft or that of a peer; this sentence will be one that the student feels lacks clarity, completeness, or effectiveness. Other students will offer revision recommendations.</li> <li>• revise a draft using the criteria of a generic rubric or one developed as a pre-writing strategy.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Which sentence clearly and effectively combines the two (or three or four) sentences given here?</li> <li>✓ What is the best way to revise the underlined part of this sentence so that the sentence is clear?</li> <li>✓ Which sentence should be added after Sentence ____ to add elaboration?</li> <li>✓ What is the best way to rewrite the sentence given here, beginning with the words provided?</li> </ul> |

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| <p>5. The student will use suitable traditional and electronic resources to refine presentations and edit texts for effective use of language and conventions, such as capitalization, punctuation, spelling, and pronunciation.</p> | <p>The student will —</p> <ul style="list-style-type: none"> <li>• use available computer check programs: spell-check, grammar check, thesaurus, etc.</li> <li>• participate in “expert” revision groups. Each group will use a resource for its area of expertise (e.g., pages about comma usage from a language handbook). Class drafts will rotate among the groups for the purpose of refining and editing student texts.</li> <li>• use a variety of resources when editing his or her own text. Teacher or peer editors may refer students to specific resources to guide the editing process.</li> </ul> | <ul style="list-style-type: none"> <li>✓ What is a good resource to use in order to check _____?</li> <li>✓ Use these suggestions from an electronic grammar checker to edit this sentence.</li> <li>✓ Use this information from [a resource] to revise the sentence below.</li> </ul> |

**GOAL 2: The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.**

*Expectation 3: The student will locate, retrieve, and use information from various sources to accomplish a purpose.*

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| <p>1. The student will identify sources of information on a self-selected and/or given topic.</p> | <p>The student will —</p> <ul style="list-style-type: none"> <li>• use a variety of sources of information – including interviews, video and audio texts, on-line resources, etc. – when researching a self-selected or given topic.</li> <li>• use the bookmark feature on a computer to select and retrieve relevant sources.</li> <li>• submit a project proposal that identifies potential sources of information useful for that project. After completing his or her preliminary research, the student will submit a progress report updating the preliminary proposal and list of sources.</li> <li>• participate in a “scavenger hunt” to locate sources of information given by the teacher. The list given to the student will require the use of a variety of resources so that the student will become familiar with what they are and how to use them.</li> </ul> | <ul style="list-style-type: none"> <li>✓ What would be the best source to use if a student wanted to find more information about _____?</li> <li>✓ Which of these titles in a list of references from an electronic search would <u>most likely</u> provide detailed information about _____?</li> </ul> |

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| <p>3. The student will use a systematic process for recording, documenting, and organizing information.</p> | <p>The student will —</p> <ul style="list-style-type: none"> <li>• use multiple colored highlighters to identify subtopics in photocopied articles or computer printouts.</li> <li>• cut and paste highlighted on-line articles and use different folders to organize subtopic information. For example, if the student is researching Elizabethan life, he or she may designate one folder for information about the clothes of the era. After conducting a search on the Internet and locating an appropriate article, the student would cut out the portion about clothes and place it in the appropriate folder. The student must also indicate the source on the cut portion.</li> <li>• select appropriate information from a variety of sources to support a topic. Decisions about organization and inclusion of selected information will be made and compared to those of classmates.</li> <li>• examine documenting formats to determine consistencies and differences among them.</li> </ul> | <ul style="list-style-type: none"> <li>✓ What information belongs in Part ___ of this graphic organizer [such as a Venn diagram or web]?</li> <li>✓ Which detail should be included in Paragraph ___?</li> <li>✓ Which of these should/should not be included in a bibliography reference/footnote?</li> </ul> |

**GOAL 3: The student will demonstrate the ability to control language by applying the conventions of standard English in writing and speaking.**

*Expectation 1: The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language.*

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| <p>3. The student will explain how words are classified grammatically by meaning, position, form, and function.</p> | <p>The student will —</p> <ul style="list-style-type: none"> <li>• locate a line from a poem that is rich with sensory language. Identify the words that are used to appeal to a reader's senses.</li> <li>• find examples of words in a text that may have more than one function, depending upon its context. The student will then explain each word's function in the context where it has been found.</li> <li>• choose one or two parts of speech, such as nouns and adjectives or verbs and adverbs. Using an excerpt from a literary work, the student will explain how the author uses the words to create character, to reveal theme, to accentuate the conflict, etc.</li> <li>• use a tag or yes-no question to identify the subject of a sentence (Noguchi). For example —<br/>           Sentence: Jim and Sue can dance the tango.<br/>           Tag question: Jim and Sue can dance the tango, can't they? (The pronoun used at the end of the sentence refers to the subject.)<br/><br/>           Yes-no question: Can Jim and Sue dance the tango? (The simple subject is the first noun or noun substitute that stands to the immediate right of the moved or added auxiliary verb.)</li> <li>• highlight words and phrases that modify other words in a sentence or paragraph.</li> <li>• work with peers to group magnetic words into noun, verb, adjective, or adverb groups. A "multiple" category will be designated for those words that may have more than one function. The student will discover that many words will end up in this category and may then compose sentences that demonstrate their multiple functions.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Which word is the subject/predicate/modifier of this sentence?</li> <li>✓ Which word does/does not function as a modifier in this sentence?</li> <li>✓ How is the word _____ used in Sentence ____?</li> <li>✓ Which definition of _____ is used in this sentence?</li> </ul> |

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| <p>4. The student will differentiate grammatically complete sentences from non-sentences.</p> | <p>The student will –</p> <ul style="list-style-type: none"> <li>• add subordinate conjunctions to main clauses – given by the teacher – and explain what happens to the idea of each clause. (e.g., A student may say, “When ‘until’ is added to the clause ‘I turned out the light,’ the idea becomes a non-sentence, or dependent clause.”)</li> <li>• examine sentences with comma splices, especially those in which the subject of the second independent clause is a pronoun (e.g., The students responded with enthusiasm, they cheered and applauded their new president). It is especially useful if the sentences have come from student writing. Following an explanation of what constitutes a comma splice and how to revise sentences with this error, the student will revise those initially examined.</li> <li>• highlight phrases in complete sentences that have been given by the teacher. Explain why each phrase does not express a complete idea by itself but contributes to the idea of the sentence.</li> <li>• divide sentences from literature or from student writing into clauses. Determine which clause can function as a complete sentence. Explain why one clause functions as a sentence and another does not.</li> <li>• use a tag or yes-no questioning strategy to determine whether a sentence is a fragment (Noguchi). If the word group is a fragment, the student will not be able to formulate a question.</li> <li>• identify non-sentences in poetry or prose and discuss their effectiveness within the texts.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Which sentence in Paragraph ____ is not a complete sentence?</li> <li>✓ In what way should the underlined part of Sentence ____ be rewritten to make it a complete sentence?</li> </ul> |

**GOAL 3:** The student will demonstrate the ability to control language by applying the conventions of standard English in writing and speaking.

*Expectation 1: The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language.*

| INDICATOR   | INSTRUCTIONAL SEEDS   | ASSESSMENT STEMS   |
|---|---|--|
| <p>5. The student will incorporate subjects, predicates, and modifiers when composing original sentences.</p> | <p>The student will –</p> <ul style="list-style-type: none"> <li>• brainstorm possible words and phrases that could modify a given noun and verb (e.g., “car” and “raced”). The student will then use the noun, verb, and modifying words and phrases to create effective sentences.</li> <li>• create a sentence by using one participial phrase (or other type of modifier) and independent clause from a list that has been given to him or her. The student will then revise the sentence by moving the participial phrase to a different place in the sentence and discuss the effect this revision has on the meaning of the sentence.</li> <li>• decombine syntactically complex sentences from literature into shorter sentences and then reexamine the effect(s) of the revision.</li> <li>• work with peers to combine simple sentences into a variety of sentences and then discuss which is most effective and why.</li> <li>• create a clear, effective sentence by manipulating the words or phrases of a sentence strip that has been cut. The student will then compare his or her sentence to those of peers and discuss their choices.</li> </ul> | <ul style="list-style-type: none"> <li>✓ What is the <u>best</u> way to combine these two (or three or four) sentences about the story?</li> <li>✓ What is the <u>best</u> revision of Sentence ____?</li> </ul> |

**GOAL 3:** The student will demonstrate the ability to control language by applying the conventions of standard English in writing and speaking.

*Expectation 2: The student will identify how language choices in writing and speaking affect thoughts and feelings.*

| INDICATOR  | INSTRUCTIONAL SEEDS  | ASSESSMENT STEMS   |
|--|--|--|
| <p>2. The student will differentiate connotative from denotative meaning of words.</p> | <p>The student will –</p> <ul style="list-style-type: none"> <li>• chart words from a text that suggest either a positive or a negative feeling about a character.</li> <li>• differentiate between a journey and a trip after reading texts in which the idea of journey is a theme. (This same idea may be adapted for other themes.)</li> <li>• use a Venn diagram to compare dreams and goals and then explain how he or she would begin to change a personal dream into a goal.</li> <li>• use a traditional or electronic thesaurus to create a list of synonyms for a word and then arrange the list by degree (e.g., negative to positive).</li> </ul> | <ul style="list-style-type: none"> <li>✓ Which phrase does the author use in order to ___?</li> <li>✓ What does ___ mean in the context of this sentence?</li> <li>✓ What does ___ suggest in Sentence ___?</li> <li>✓ Which of these words is <u>best</u> to use in place of ___ in Sentence ___ in order to suggest ___?</li> <li>✓ Explain what the word ___ means in this sentence from the story/article. Support your response.</li> </ul> |

**GOAL 3:** The student will demonstrate the ability to control language by applying the conventions of standard English in writing and speaking.

*Expectation 2: The student will identify how language choices in writing and speaking affect thoughts and feelings.*

| INDICATOR   | INSTRUCTIONAL SEEDS   | ASSESSMENT STEMS  |
|---|---|---|
| <p>3. The student will describe how readers or listeners might respond differently to the same words.</p> | <p>The student will –</p> <ul style="list-style-type: none"> <li>• create a visual representation of a sentence or paragraph that has been given to all members of a class and then discuss the differences among readers’ responses.</li> <li>• make a list of contemporary/colloquial words or phrases used by high school students and then ask adults or young children to define the words on the list. All members of the class will then compare and explain the differences among the definitions.</li> <li>• find references to colors or shades of the same color in a text and consider what the colors may suggest or symbolize within the text and to different readers. (This may be done for any symbol present in a text.)</li> </ul> | <ul style="list-style-type: none"> <li>✓ Which response <u>best</u> states how a reader might interpret ___?</li> <li>✓ In context, ___ means all of the responses <u>except</u> . . . .</li> </ul> |

**GOAL 3:** The student will demonstrate the ability to control language by applying the conventions of standard English in writing and speaking.

*Expectation 3: The student will use capitalization, punctuation, and correct spelling appropriately.*

| INDICATOR  | INSTRUCTIONAL SEEDS   | ASSESSMENT STEMS   |
|--|---|--|
| <p>1. The student will edit texts for spelling, capitalization, and punctuation using available resources.</p> | <p>The student will –</p> <ul style="list-style-type: none"> <li>• observe a proficient writer, such as the teacher, orally editing a draft.</li> <li>• read a draft from the last word to the first, or from the last sentence to the first, in order to focus on conventions.</li> <li>• edit one of his or her drafts in which errors in conventions have been underlined. In the margins of the draft will be the page numbers from a language handbook, or other resource, where the student may look to find information on how to correct the errors. The student will use the resource to correct his or her errors.</li> <li>• develop a personal editing guide or checklist based on the errors in conventions that have been identified in his or her own writing.</li> <li>• examine a sentence in which there is an error and then 2 or 3 revisions that correct the error. The student will then formulate a rule based upon his or her observations of the corrections.</li> </ul> | <ul style="list-style-type: none"> <li>✓ What is the best revision of Sentence ___?</li> <li>✓ What is the <u>best</u> way to write the underlined part of Sentence ___ ?</li> </ul> |

**GOAL 3: The student will demonstrate the ability to control language by applying the conventions of standard English in writing and speaking.**

*Expectation 3: The student will use capitalization, punctuation, and correct spelling appropriately.*

| INDICATOR   | INSTRUCTIONAL SEEDS   | ASSESSMENT STEMS  |
|---|---|---|
| <p>2. The student will use available resources to correct or confirm editorial choices.</p> | <p>The student will –</p> <ul style="list-style-type: none"> <li>• use the grammar, thesaurus, and spell check features of a word processing program to edit his or her writing.</li> <li>• use an available language handbook to correct identified errors in his or her draft.</li> <li>• use a <u>variety</u> of resources while editing, selecting those appropriate to his or her task.</li> <li>• underline a part of a sentence in a peer’s draft that seems to need revision. The student writer who drafted the sentence will use a resource to edit the underlined part.</li> </ul> | <p>✓ Based on this information from [a resource], which of these is the <u>best</u> way to write Sentence ____ ?)</p> |

**GOAL 4: The student will demonstrate the ability to evaluate the content, organization, and language of texts.**

*Expectation 1: The student will describe the effect that a given text, heard or read, has on the listener or reader.*

| INDICATOR   | INSTRUCTIONAL SEEDS  | ASSESSMENT STEMS  |
|---|--|---|
| <p>1. The student will state and explain a personal response to a given text.</p> | <p>The student will –</p> <ul style="list-style-type: none"> <li>• record personal responses to texts in a Reader’s Response Journal before, during, and after reading. Responses will state which text develops character, theme, conflict, etc., more effectively and why.</li> <li>• participate in a discussion of texts that have been read as a class or independently. Meaningful discussion will more likely occur in a risk-free environment where a student feels comfortable expressing an opinion or observation. Chairs arranged in a circle allows for greater interaction among students. The teacher may take on the role of a member of the group. (Professional readings offer many other suggestions and formats for engaging discussions.)</li> <li>• act as student director of peers as they role-play characters from a narrative in order to convey his or her personal interpretation of characters and events in the narrative (Pirie).</li> </ul> | <p>Note: This indicator should be assessed with 4.1.2.</p> <p>✓ Which story/article presents the theme of ___ more effectively?</p> |

**GOAL 4: The student will demonstrate the ability to evaluate the content, organization, and language of texts.**

*Expectation 1: The student will describe the effect that a given text, heard or read, has on the listener or reader.*

| INDICATOR  | INSTRUCTIONAL SEEDS   | ASSESSMENT STEMS  |
|--|---|---|
| <p>2. The student will identify specific words, phrases, scenes, images, and symbols that support a personal response to a given text.</p> | <p>The student will –</p> <ul style="list-style-type: none"> <li>• identify details from texts that support the responses he or she has written in a Reader's Response Journal (see 4.1.1).</li> <li>• read a non-fiction text and one or more related personal narratives. Using a graphic organizer, the student will compare the content, language, and details of the texts (see the Guide for Independent Reading at the end of this section of this manual).</li> <li>• read a variety of short texts, each of which conveys a specific emotion (e.g., fear, joy, tenderness, loathing). After identifying an appropriate emotional response for each, the student will focus on an excerpt from one text and select language and details that contribute to the response.</li> <li>• create a collage that reflects his or her response to a text. Included in the collage may be words, phrases, scenes, images, and symbols from the text that contribute to the response.</li> <li>• join peers in selecting key scenes from a novel and then re-enacting these scenes for an audience. Presenting the scenes without interruption will create a dream-like presentation of the events of the novel (Pirie).</li> </ul> | <p>Note: This indicator should be assessed with 4.1.1.</p> <ul style="list-style-type: none"> <li>✓ Write an explanation that tells whether the author creates [a particular response] from the reader. Support your ideas with words and phrases (scenes, images, symbols) from the text.</li> </ul> |

**GOAL 4:** The student will demonstrate the ability to evaluate the content, organization, and language of texts.

*Expectation 2: The student will assess the impact on a reader or listener of an author’s choice of details, organizational pattern, word choice, syntax, use of figurative and metaphorical language, and rhetorical devices in the student’s own composing.*

| INDICATOR   | INSTRUCTIONAL SEEDS  | ASSESSMENT STEMS  |
|---|--|---|
| <p>1. The student will assess the effectiveness of diction that reveals his or her purpose.</p> | <p>The student will –</p> <ul style="list-style-type: none"> <li>• examine poems or prose passages in which certain words seem to be prominent features of the text and then discuss how the words contribute to the overall effect of the piece, especially in suggesting the author’s purpose.</li> <li>• choose sets of well-known characters or celebrities who share common attributes. Using a thesaurus, the student will identify adjectives that differentiate shades of meaning appropriate to each character or celebrity.</li> <li>• collect opinion columns from newspapers and magazines. For one or more of these, the student will create a web that reflects the author’s purpose for writing and the words and phrases the author uses to convey the purpose.</li> <li>• observe a staged conflict between two people. With peers, the student will write a narrative detailing what he or she observed but with words chosen that clearly support one person in the conflict. Another group of students will write a similar narrative that supports the other member of the conflict. A third group might write a neutrally phrased narrative. Choice of diction among the narratives will be evaluated after they have been written.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Which of these sentences from the selection <u>best</u> emphasizes ___?</li> <li>✓ What is <u>most likely</u> the reason for the author’s use of the word ___?</li> <li>✓ What is the <u>best</u> way to revise Sentence ___ so that it clearly states the author’s purpose?</li> <li>✓ Write an explanation that tells how the author’s choice of words and phrases in ___ help to present ___. Include examples from the text that clearly support your answer.</li> </ul> |

**GOAL 4:** The student will demonstrate the ability to evaluate the content, organization, and language of texts.

*Expectation 3: The student will evaluate textual changes in a work and explain how these changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose.*

| INDICATOR   | INSTRUCTIONAL SEEDS   | ASSESSMENT STEMS   |
|---|---|--|
| <p>1. The student will alter the tone of his or her text by revising its diction.</p> | <p>The student will –</p> <ul style="list-style-type: none"> <li>• revise the text of a comic strip in which both adults and children speak. In the revision, the children will adopt adult speech patterns and words; the adults will use those of children.</li> <li>• compose two letters that convey a similar message but that are written for two different audiences, such as to a peer and to an elderly person. In doing so, the student will alter the diction of the letters so that it is appropriate for the designated audience.</li> <li>• focus only on tone while in a peer revision group and identify the words, phrases, or sentences that contribute to the creation of tone or that are not consistent in tone with the rest of a peer’s draft. The group may then assist in revising the identified words so that they become consistent.</li> </ul> | <ul style="list-style-type: none"> <li>✓ How should Sentence ___ be revised so that its tone is consistent with the entire paragraph?</li> <li>✓ Revise this sentence for/in a new ___ (audience, purpose, tone, style, context).</li> </ul> |

**GOAL \_\_\_:**

*Expectation \_\_\_:*

| INDICATOR | INSTRUCTIONAL SEEDS | ASSESSMENT S |
|-----------|---------------------|--------------|
|           |                     |              |