

Fluency

1.2.1	Uses knowledge of conventions, text features, and sentence structure to read fluently.
1.2.2	Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.
1.2.3	Uses knowledge of complex sentence structure to read fluently.
1.2.4	Uses a variety of word-recognition strategies to read fluently.
1.2.5	Adjusts reading rate to support comprehension when reading N, E, T, and P texts.

- 1.3.1 ▲◆ Uses **context clues** to determine the meaning of unknown words and phrases.
- 1.3.4 ▲ Determines meaning of words through knowledge of **word structure**:
 - ▲ **Prefixes**: auto-, con-, fore-, multi-, sub-, up-
 - ▲ **Suffixes**: -age, -al, -ize/yz, -ous, -some
- 1.3.5 ▲ Identifies and determines meaning of **figurative language**:
 - ▲ Similes
 - ▲ Metaphors
 - ▲ Analogies
 - Idioms
 - Hyperbole
 - Onomatopoeia
 - Personification
 - Connotation
 - Denotation

- 1.4.1 Identifies characteristics of narrative, expository, technical, and persuasive text.
- 1.4.2 ▲◆ Understands the purpose of **text features** and uses them to locate information.
 - ▲◆ Title, graphs and charts, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, captions, topic and summary sentences, sidebars, underlining, numbered or bulleted lists
- 1.4.5 ▲ Uses information from the text to **make inferences and draw conclusions**.
- 1.4.6 ▲ Analyzes how **text structure** supports comprehension of the text:
 - ▲ Sequence
 - ▲ Problem/solution
 - ▲ Comparison/contrast
 - ▲ Description
 - ▲ Cause/effect
- 1.4.7 ▲◆ **Compares and contrasts** information in one or more appropriate-level texts.
- 1.4.8 ▲◆ Explains **cause and effect relationships** in N, E, T, and P texts.
- 1.4.9 ▲ **Summarizes** information from N, E, T, and P texts in logical order.
- 1.4.10 ▲◆ Identifies **topic, main idea, supporting details, theme**.
- 1.4.11 ▲◆ Identifies the **author's purpose** (to persuade, to entertain, to inform, to instruct) and techniques (word choice, sentence structure, literary devices) to achieve purpose.
- 1.4.14 ▲ Identifies or describes **evidence that supports conclusions** in persuasive text.
- 1.4.15 ▲◆ Distinguishes between **fact and opinion**; recognizes **propaganda** (advertising, media) & **bias**.

2.1.1 **▲◆Characters:** Describes major and minor characters (physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of plot, including resolution of the major conflict.

2.1.2 **▲◆Setting:** Identifies and describes the setting and explains the importance of the setting.

2.1.3 **▲◆Plot:** Identifies major and minor events related to the conflict in a story and explains how one event gives rise to another.

▲Problem or conflict ▲Climax ▲Resolution

2.1.4 **Theme:** Identifies theme (moral, lesson, meaning, message, author's ideas about the subject) and supports with implied or explicit information from the text.

2.1.5 **Literary Devices:** Identifies literary devices. (See also 1.4.11)

③Foreshadowing ③Flashback ③Irony

2.2.1 Recognizes ways that literature from different **cultures** present similar **themes**.

2.2.2 **Compares and contrasts** customs and ideas within literature representing a variety of cultures.

2.2.3 Recognizes **connections** between cultures and experiences through a variety of texts.

Text Types: N-Narrative, E-Expository, T-Technical, P-Persuasive
Assessment Key: ▲KRA/KCA, ◇KAMM, □Local, ③Future KRA/KCA

6th Grade Writing Curriculum

N E P T

IDEAS AND CONTENT				
Develops a main idea in response to a prompt. (N,E,T,P)				
Composes a thesis statement based upon an opinion or belief. (P)				
Uses (1) personal experience, (2) observations, (3) prior knowledge, (4) research in writing. (N,E,T,P)				
Clarifies the main idea by selecting logical, helpful and accurate details. (N,E,T,P)				
Anticipates the reader's questions(s) and provides balance with a counter-argument. (P)				
Practices building a focused argument. (P)				
Analyzes and understands implications of plagiarism. (e.g. ethical, legal) (N,E,T,P)				
Expresses information in own words and uses evidence and examples. (N,E,T,P)				
Cites references for all information used or reproduced from any source. (N,E,T,P)				
Constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date. (N,E,T,P)				
ORGANIZATION				
Understands and independently uses appropriate prewriting strategies (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources). (N,E,T,P)				
Writes a complete piece with an inviting introduction, appropriate body, and satisfying conclusion. (N,E,T,P)				
Arranges information within each paragraph in logical order (typically 4-5 sentences). (N,E,T,P)				
Uses transitions to connect ideas within paragraphs. (N,E,T,P)				
Uses transitions to connect important points within the piece. (e.g. enumerated list, bullets, headings, subheading, simple outlining elements) (E,T)				
VOICE				
Writes to convey tone and personality to engage and inform the reader. (N,E,T,P)				
Writes with an awareness of purpose and audience. (e.g. letters, simple reports, directions, graphics, brochures, electronic presentations, newsletters) (N,E,T,P)				
Writes with authority so the voice is not distracting. (N,E,T,P)				
WORD CHOICE				
Selects words that are suitable and precise, which create appropriate imagery. (e.g. explicit nouns, vivid verbs, natural modifiers) (N,E,P)				
Practices using vocabulary that is appropriate and provides ease of understanding. (N,E,T,P)				
Selects words that convey the writer's message plainly and precisely (e.g. technical terms). (T)				
Selects appropriate words for the intended task (e.g. persuasive if persuading, informational if informing, etc.) (N,E,T,P)				
SENTENCE FLUENCY				
Varies sentence structures and lengths. (e.g. simple, compound) and makes the reading pleasant and natural. (N,E,T,P)				
Develops sentence beginnings that build upon previous sentences. (N,E,T,P)				
Recognizes complete sentences and sentence fragments. (N,E,T,P)				
Uses dialogue so that it sounds conversational and natural. (N)				
Writes compact sentences or phrases that make the point clear. (T)				
CONVENTIONS				
Demonstrates correct use of mechanics and punctuation. (e.g. periods, question marks, exclamation marks, commas, apostrophes) (N,E,T,P)				
Uses correct grammar and usage for clarity. (N,E,T,P)				
Spells familiar and most unfamiliar words correctly and uses available resources. (e.g. dictionary, spell check) (N,E,T,P)				
Uses correct paragraph divisions to reinforce the organizational structure of the text. (N,E,T,P)				
Uses graphic devices that are supportive of the text (e.g. charts, graphs, illustrations) (E,T,P)				

7th Grade Reading and Literature Curriculum

Fluency				
1.2.1	Uses knowledge of conventions, text features, and sentence structure to read fluently.			
1.2.2	Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.			
1.2.3	Uses knowledge of complex sentence structure to read fluently.			
1.2.4	Uses a variety of word-recognition strategies to read fluently.			
1.2.5	Adjusts reading rate to support comprehension when reading N, E, T, and P texts.			
Vocabulary				
1.3.1	▲◆Uses context clues to determine the meaning of unknown words and phrases.			
1.3.3	▲Determines meaning of words through knowledge of word structure : ▲ Prefixes : a-, be-, mid-, post-, semi-, super- ▲ Suffixes : -ant/-ent, -ess, -ism, -ist ▲ Roots : aero, aqua, biblio, bio, chron, dem, geo, graph, hemi, meter, micro, migr, mim, mort, phon, photo, scribe/script, tele, test, grade-appropriate base words			
1.3.4	▲◆Identifies and determines meaning of figurative language : ▲ Similes ▲ Onomatopoeia □ Idioms ▲ Metaphors ▲ Personification □ Denotation ▲ Analogies ▲ Hyperbole □ Connotation			
Comprehension				
1.4.1	Identifies characteristics of narrative, expository, technical, and persuasive text.			
1.4.2	▲◆Understands the purpose of text features and uses them to locate information. ▲◆Title, graphs and charts, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, captions, topic and summary sentences, sidebars, underlining, numbered or bulleted lists			
1.4.5	▲Uses information from the text to make inferences and draw conclusions .			
1.4.6	▲Analyzes how text structure supports comprehension of the text: ▲ Sequence ▲ Problem/solution ▲ Comparison/contrast ▲ Description ▲ Cause/effect			
1.4.7	▲◆ Compares and contrasts information in one or more appropriate-level texts.			
1.4.8	▲◆Explains cause and effect relationships in N, E, T, and P texts.			
1.4.9	▲ Summarizes information from N, E, T, and P texts in logical order.			
1.4.10	▲◆Identifies topic, main idea, supporting details, theme .			
1.4.11	▲Identifies author's purpose (to persuade, to entertain, to inform, to instruct) and techniques (word choice, sentence structure, literary devices) used to achieve that purpose. ☉Foreshadowing ☉Flashback ☉Irony			
1.4.14	▲Identifies author's position in persuasive text and describes persuasive techniques . ▲Bandwagon approach ▲Citing Statistics ▲Testimonials ▲Glittering generalities ▲Appeals to reason or emotion			
1.4.15	▲◆Distinguishes between fact and opinion ; recognizes propaganda and bias .			
Literary Elements and Significance				
2.1.1	▲◆ Characters : Describes major and minor characters and explains interactions with other characters and influence on elements of plot, including resolution of the major conflict. ☉Protagonist ☉Antagonist			
2.1.2	▲◆ Setting : Identifies and describes the setting and analyzes connection between setting and other story elements.			
2.1.3	▲◆ Plot : Identifies major and minor elements of plot and explains how they relate. ▲Resolution ▲Climax ▲Falling action ▲Parallel episodes			
2.1.4	Theme : Identifies theme and recurring themes across works.			
2.1.5	Literary Devices : Identifies literary devices. (See also 1.4.11. ▲ in 8th grade) ☉Foreshadowing ☉Flashback ☉Irony			
2.2.1	Recognizes ways that literature from different cultures present similar themes .			
2.2.2	Compares and contrasts customs and ideas within literature representing a variety of cultures.			
2.2.3	Recognizes connections between cultures and experiences through a variety of texts.			

Text Types: N-Narrative, E-Expository, T-Technical, P-Persuasive
 Assessment Key: ▲KRA/KCA, ◆KAMM, □Local, ☉Future KRA/KCA

7th Grade Writing Curriculum

N E P T

IDEAS AND CONTENT				
Develops one main idea and/or thesis statement in response to a prompt. (N,E,T,P)				
Understands and develops a focused written piece that include plot elements (initiating event, rising and falling action, climax, conflict, setting, character development, resolution). (N)				
Composes a thesis statement based upon an opinion or belief. (P)				
Develops a technical text focused on one main purpose. (T)				
Uses (1) personal experience, (2) observations, (3) prior knowledge, (4) research in writing. (N,E,T,P)				
Clarifies the main idea by selecting logical, helpful and accurate details. (N,E,T,P)				
Develops details to expand the main topic and support the writer's position. (P)				
Anticipates the reader's questions(s) and provides balance with a counter-argument. (P)				
Practices building a focused argument that uses logical thinking. (P)				
Analyzes and understands implications of plagiarism. (e.g. ethical, legal) (N,E,T,P)				
Expresses information in own words and uses explicit techniques to appeal to the backgrounds and interests of the audience. (N,E,T,P)				
Cites references for all information used or reproduced from any source. (N,E,T,P)				
Constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date. (N,E,T,P)				
ORGANIZATION				
Understands and independently uses appropriate prewriting strategies (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources). (N,E,T,P)				
Writes a complete piece with an engaging introduction, appropriate body that supports thesis statement, and satisfying conclusion that reinforces the thesis statement. (E,T,P)				
Arranges information within each paragraph, list, or graphic in a logical and effective sequence (paragraphs typically 5-8 sentences). (N,E,T,P)				
Selects appropriate transitions to connect ideas within and between paragraphs. (N,E,T,P)				
Uses transitions to connect important points within the piece. (e.g. enumerated list, bullets, headings, subheading, simple outlining elements) (E,T)				
VOICE				
Selects original and compelling vocabulary and/or figurative language appropriate for the purpose and audience. (N,E,T,P)				
Writes with an awareness of purpose and audience. (e.g. letters, simple reports, directions, graphics, brochures, electronic presentations, newsletters, job searches, memos, e-mails) (E,T,P)				
Writes with authority so the voice is not distracting. (N,E,T,P)				
WORD CHOICE				
Selects words that are suitable and precise, which create appropriate imagery. (e.g. specific nouns, powerful verbs, vivid modifiers) (N,E,P)				
Defines and uses specialized vocabulary particular to the subject/topic and provides ease of understanding. (E,T,P)				
Selects words that convey the writer's message plainly and precisely (e.g. technical terms). (T)				
Selects appropriate words for the intended task (e.g. persuasive if persuading, informational if informing, etc.) (N,E,T,P)				
SENTENCE FLUENCY				
Varies sentence structures and lengths. (e.g. simple, compound, complex) and makes the reading pleasant and natural. (N,E,T,P)				
Develops a variety of sentence beginnings that build upon previous sentences to guide the reader from one sentence to the next. (N,E,T,P)				
Identifies and avoids writing sentence fragments. (N,E,T,P)				
Writes convincing dialogue. (N,P)				
Writes compact sentences or phrases that make the point clear. (T)				
CONVENTIONS				
Demonstrates correct use of mechanics and punctuation. (e.g. semi-colons, colons, underlining, italics, and centered titles) (N,E,T,P)				
Uses correct grammar and usage for clarity. (N,E,T,P)				
Spells familiar and most unfamiliar words correctly and uses available resources. (e.g. dictionary, spell check) (N,E,T,P)				
Uses correct paragraph divisions to reinforce the organizational structure of the text. (N,E,T,P)				
Uses graphic devices that are supportive of the text (e.g. charts, graphs, illustrations) (E,T,P)				

Writing Modes (Text Types): N-Narrative, E-Expository, T-Technical, P-Persuasive

8th Grade Reading and Literature Curriculum

Fluency				
1.2.1	Uses knowledge of conventions, text features, and sentence structure to read fluently.			
1.2.2	Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.			
1.2.3	Uses knowledge of complex sentence structure to read fluently.			
1.2.4	Uses a variety of word-recognition strategies to read fluently.			
1.2.5	Adjusts reading rate to support comprehension when reading N, E, T, and P texts.			
Vocabulary				
1.3.1	▲◆Uses context clues to determine the meaning of unknown words and phrases.			
1.3.3	▲Determines meaning of words through knowledge of word structure : ▲ Prefixes : ab-, im-, in-, inter-, mal-, uni- ▲ Suffixes : -ee,-ette/-et, -ian/-ion, -ive ▲ Roots : agri, aud, bene, circum, corp, dict, dur, equ/equi, hydro, luna, nav, ped, psych, sci, sent/sens, sol/soli, spec, grade-appropriate base words			
1.3.4	▲◆Identifies and determines meaning of figurative language : ▲ Similes ▲ Onomatopoeia ⑨ Symbolism ▲ Metaphors ▲ Personification □ Denotation ▲ Analogies ▲ Hyperbole □ Connotation ▲ Imagery ▲ Idioms			
Comprehension				
1.4.1	Identifies characteristics of narrative, expository, technical, and persuasive text.			
1.4.2	▲◆Understands the purpose of text features and uses them to locate information. ▲Title, graphs and charts, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, captions, topic and summary sentences, sidebars, underlining, numbered or bulleted lists			
1.4.5	▲Uses information from the text to make inferences and draw conclusions .			
1.4.6	▲Analyzes how text structure supports comprehension of the text: ▲ Sequence ▲ Problem/solution ▲ Comparison/contrast ▲ Description ▲ Cause/effect			
1.4.7	▲◆ Compares and contrasts information in one or more appropriate-level texts.			
1.4.8	▲◆Explains cause and effect relationships in N, E, T, and P texts.			
1.4.9	▲ Summarizes information from N, E, T, and P texts in logical order.			
1.4.10	▲◆Identifies topic, main idea, supporting details, theme .			
1.4.11	▲Identifies the author's purpose (to persuade, to entertain, to inform, to instruct) and techniques (word choice, sentence structure, literary devices) used to achieve that purpose. ▲ Foreshadowing ▲ Flashback ▲ Irony			
1.4.14	▲◆Identifies author's position in persuasive text and describes persuasive techniques . ▲ Bandwagon approach ▲ Citing Statistics ▲ Testimonials ▲ Glittering generalities ▲ Appeals to reason or emotion			
1.4.15	▲◆Distinguishes between fact and opinion ; recognizes propaganda, bias and stereotypes.			
Literary Elements and Significance				
2.1.1	▲◆ Characters : Describes major and minor characters and explains interactions with other characters ⑨ Protagonist ⑨ Antagonist			
2.1.2	▲◆ Setting : Identifies and describes the setting and analyzes connection between setting and other story elements.			
2.1.3	▲◆ Plot : Identifies major and minor elements of plot and explains how they relate. ▲ Problem or conflict ▲ Rising action ▲ Subplots ▲ Resolution ▲ Climax ▲ Falling action ▲ Parallel episodes			
2.1.4	Theme : Identifies theme and recurring themes across works.			
2.1.5	Literary Devices : Identifies literary devices. (See also 1.4.11. ▲ in 8th grade) ▲ Foreshadowing ▲ Flashback ▲ Irony			
2.2.1	Recognizes ways that literature from different cultures present similar themes .			
2.2.2	Compares and contrasts customs and ideas within literature representing a variety of cultures.			
2.2.3	Recognizes connections between cultures and experiences through a variety of texts.			

Text Types: N-Narrative, E-Expository, T-Technical, P-Persuasive

8th Grade Writing Curriculum**N E P T****IDEAS AND CONTENT**

Develops one main idea and/or thesis statement in response to a prompt. (N,E,T,P)

Understands and develops a focused written piece that include plot elements (initiating event, rising and falling action, climax, conflict, setting, character development, resolution). (N)

Composes a thesis statement based upon an opinion or belief. (P)

Develops a technical text focused on one main purpose. (T)

Uses (1) personal experience, (2) observations, (3) prior knowledge, (4) research in writing. (N,E,T,P)

Clearly defines the main idea with selection of relevant details from a variety of sources. (N,E,T,P)

Develops details to expand the main topic and support the writer's position. (P)

Anticipates the reader's questions(s) and provides balance with a counter-argument. (P)

Practices building a focused argument that uses logical thinking and appeals to reason, authority, and /or emotion. (P)

Analyzes and understands implications of plagiarism. (e.g. ethical, legal) (N,E,T,P)

Expresses information in own words and uses explicit techniques to appeal to the backgrounds and interests of the audience. (N,E,T,P)

Cites references for all information used or reproduced from any source. (N,E,T,P)

Constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date. (N,E,T,P)

ORGANIZATION

Understands and independently uses appropriate prewriting strategies (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources). (N,E,T,P)

Develops a cohesive piece with an engaging introduction, appropriate body that supports thesis statement, and satisfying conclusion that reinforces the thesis statement. (E,T,P)

Organizes information within each paragraph, list, or graphic in a logical and effective sequence (paragraphs typically 5-8 sentences). (N,E,T,P)

Selects appropriate transitions to connect ideas within and between paragraphs. (N,E,T,P)

Uses transitions to connect important points within the piece. (e.g. enumerated list, bullets, headings, subheading, simple outlining elements) (E,T)

VOICE

Selects original and compelling vocabulary and/or figurative language appropriate for the purpose and audience. (N,E,T,P)

Writes with an awareness of purpose and audience. (e.g. letters, simple reports, directions, graphics, brochures, electronic presentations, newsletters, job searches, memos, fliers, e-mails) (E,T,P)

Writes with authority so the voice is not distracting. (N,E,T,P)

WORD CHOICE

Selects words that are suitable and precise, which create appropriate imagery. (e.g. specific nouns, powerful verbs, vivid modifiers) (N,E,P)

Defines and uses specialized vocabulary particular to the subject/topic and provides ease of understanding. (E,T,P)

Selects words that convey the writer's message plainly and precisely (e.g. technical terms). (T)

Selects appropriate words for the intended task (e.g. persuasive if persuading, informational if informing, etc.) (N,E,T,P)

SENTENCE FLUENCY

Varies sentence structures and lengths. (e.g. simple, compound, complex) and makes the reading pleasant and natural. (N,E,T,P)

Creates a variety of sentence beginnings that build upon previous sentences to guide the reader from one sentence to the next. (N,E,T,P)

Discriminates between the effective and ineffective use of sentence fragments. (N,E,T,P)

Writes convincing dialogue. (N,P)

Writes compact sentences or phrases that make the point clear. (T)

CONVENTIONS

Punctuates correctly. (e.g. semi-colons, colons, hyphens, dashes, elipsis) (N,E,T,P)

Uses correct grammar and usage, which may be manipulated for stylistic effect that contributes to clarity. (N,E,T,P)

Spells words correctly and uses available resources. (e.g. dictionary, spell check) (N,E,T,P)

Uses correct paragraph divisions to reinforce the organizational structure of the text. (N,E,T,P)

Uses graphic devices that are clear, helpful, visually appealing, and supportive of the text (e.g. charts, graphs, illustrations) (E,T,P)

Writing Modes (Text Types): N-Narrative, E-Expository, T-Technical, P-Persuasive

Writing Modes (Text Types): N-Narrative, E-Expository, T-Technical, P-Persuasive

9th Grade Reading and Literature Curriculum

Fluency				
1.2.1	Uses knowledge of conventions, text features, and sentence structure to read fluently.			
1.2.2	Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.			
1.2.3	Uses knowledge of complex sentence structure to read fluently.			
1.2.4	Uses a variety of word-recognition strategies to read fluently.			
1.2.5	Adjusts reading rate to support comprehension when reading N, E, T, and P texts.			
Vocabulary				
1.3.1	▲◆Uses context clues to determine the meaning of unknown words and phrases.			
1.3.3	▲Determines meaning of words through knowledge of word structure : ▲ Prefixes : ante-, counter-, dys-, hyper-, inter-, intra-/intro-, micro-, pseudo-, trans- ▲ Suffixes : -hood, -ic, -ify/-if, -logy, -ure ▲ Roots : anthrop, belli, brev, cred, culpa, derm, duc/duct, ego, fac, jud/jur/jus, luc/lum, mega, ocu, ortho, poly, rect, the/theo, urb, vac, vir, grade-appropriate base words			
1.3.4	▲◆Identifies and determines meaning of figurative language : ▲ Similes ▲ Onomatopoeia ▲ Symbolism ▲ Metaphors ▲ Personification □ Denotation ▲ Analogies ▲ Hyperbole □ Connotation ▲ Imagery ▲ Idioms			
Comprehension				
1.4.1	Identifies characteristics of narrative, expository, technical, and persuasive text.			
1.4.2	▲◆Understands the purpose of text features and uses them to locate information. ▲◆Title, graphs and charts, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, captions, topic and summary sentences, sidebars, underlining, numbered or bulleted lists			
1.4.5	▲Uses information from the text to make inferences and draw conclusions .			
1.4.6	▲Analyzes how text structure supports comprehension of the text: ▲Sequence ▲Description ▲Comparison/contrast ▲Problem/solution ▲Cause/effect			
1.4.7	▲◆ Compares and contrasts information in one or more appropriate-level texts.			
1.4.8	▲◆Explains cause and effect relationships in N, E, T, and P texts.			
1.4.9	▲ Summarizes information from N, E, T, and P texts in logical order.			
1.4.10	▲◆Identifies topic, main idea, supporting details, theme .			
1.4.11	▲Analyzes and evaluates how an author's style (word choice, sentence structure) and use of literary devices work together to achieve his or her purpose for writing text. (See also 2.1.5) ▲Foreshadowing ▲Flashback ▲Irony ▲Symbolism ▲Paradox ▲Tone ▲Mood ▲Satire ▲Imagery ▲Dialogue ▲Point of view ▲Allusion ▲Overstatement			
1.4.14	▲◆Identifies or describes author's position in persuasive text and describes persuasive techniques used to support position. ▲Bandwagon approach ▲Citing statistics ▲Testimonials ▲Glittering generalities ▲Citing authority ▲Appeals to reason, emotion			
1.4.15	▲◆Distinguishes between fact and opinion ; recognizes propaganda, bias and stereotypes.			
Literary Elements and Significance				
2.1.1	▲◆ Characters : Identifies and describes different types of characters and analyzes character development. ▲Protagonist ▲Antagonist ▲Round ▲Flat ▲Static ▲Dynamic			
2.1.2	▲◆ Setting : Analyzes historical, social, and cultural aspects of setting and influence on characters and plot.			
2.1.3	▲◆ Plot : Identifies major and minor elements of plot and explains how they relate. ▲Problem or conflict ▲Rising action ▲Subplots ▲Climax ▲Falling action ▲Parallel episodes ▲Resolution			
2.1.4	Theme : Analyzes themes across literary works and genres.			
2.1.5	Literary Devices : Identifies and evaluates use of literary devices. □Foreshadowing □Flashback □Irony			
2.2.1	Recognizes ways that literature from different cultures present similar themes .			
2.2.2	Compares and contrasts customs and ideas within literature representing a variety of cultures.			
2.2.3	Recognizes connections between cultures and experiences through a variety of texts.			

Text Types: N-Narrative, E-Expository, T-Technical, P-Persuasive

Assessment Key: ▲KRA/KCA, ◆KAMM, □Local, ●Future KRA/KCA

9th Grade Writing Curriculum

N E P T

IDEAS AND CONTENT

Develops a thesis statement based upon at least one main idea in response to a prompt. (N,E,T,P)				
Composes a written piece with plot elements and also experiments with point of view and various narrative techniques. (N)				
Writes from experiences and relies on detailed insight, a sense of how events unfold, and how people respond to life and to one				
Composes a thesis statement based upon an opinion or belief. (P)				
Develops a technical text focused on one main purpose. (T)				
Uses (1) personal experience, (2) observations, (3) prior knowledge, (4) research in writing. (N,E,T,P)				
Clearly defines the main idea with selection of relevant details from a variety of sources. (N,E,T,P)				
Develops details to expand the main topic and support the writer's position. (P)				
Anticipates the reader's questions(s) and provides balance with a counter-argument. (P)				
Practices building a focused argument that uses logical thinking and appeals to reason, authority, and /or emotion. (P)				
Analyzes and understands implications and consequences of plagiarism. (e.g. ethical, legal) (N,E,T,P)				
Expresses information in own words and uses appropriate organization, grammar, word choice, and tone sufficient to the audience. (N,E,T,P)				
Cites references for all sources of information and includes summarized and paraphrased ideas from other authors. (N,E,T,P)				
Constructs a bibliography with a standard style of format (e.g. MLA, APA, etc.). (N,E,T,P)				

ORGANIZATION

Applies appropriate prewriting strategies (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources). (N,E,T,P)				
Writes a cohesive piece that includes (1) an introduction that draws the reader in, (2) a body that provides information through the logical placement of facts and data, and (3) a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion. (E,T,P)				
Organizes information within each paragraph in a logical and effective sequence. (N,E,T,P)				
Uses appropriate transitions to connect ideas within and between paragraphs. (N,E,T,P)				
Uses transitions to connect important points within the piece. (e.g. enumerated list, bullets, headings, subheading, simple outlining elements) (E,T)				

VOICE

Selects vocabulary and figurative language that convey a particular tone and personality. (e.g. humor, suspense, originality, liveliness) (N,E,T,P)				
Writes with an awareness of purpose and audience. (e.g. letters, simple reports, directions, graphics, brochures, electronic presentations, newsletters, job searches, memos, fliers, e-mails, Web pages, pictorials) (E,T,P)				
Writes with authority so the voice is not distracting. (N,E,T,P)				

WORD CHOICE

Incorporates words that are suitable and precise, which create appropriate imagery. (e.g. specific nouns, powerful verbs, vivid modifiers) (N,E,P)				
Defines and uses specialized vocabulary particular to the subject/topic and provides ease of understanding. (E,T,P)				
Selects words that convey the writer's message plainly and precisely (e.g. technical terms). (T)				
Selects words that consider appropriate connotation for the intended task (e.g. persuasive if persuading, informational if informing, etc.) (N,E,T,P)				

SENTENCE FLUENCY

Uses a variety of sentence structures and lengths. (N,E,T,P)				
Creates a variety of engaging sentence beginnings that build upon previous sentences to guide the reader from one sentence to the next. (N,E,T,P)				
Uses fragments only for stylistic effect. (N,E,T,P)				
Includes convincing dialogue, if appropriate. (N,E, P)				
Writes compact sentences or phrases that make the point clear. (T)				

CONVENTIONS

Uses correct mechanics and punctuation to guide the reader thought the text. (N,E,T,P)				
Uses correct grammar and usage, which may be manipulated for stylistic effect that contributes to clarity. (N,E,T,P)				
Spells words correctly and uses available resources. (e.g. dictionary, spell check) (N,E,T,P)				
Uses correct paragraph divisions to reinforce the organizational structure of the text. (N,E,T,P)				
Uses graphic devices that are clear, helpful, visually appealing, and supportive of the text (e.g. charts, graphs, illustrations) (E,T,P)				

10th Grade Reading and Literature Curriculum

Fluency				
1.2.1	Uses knowledge of conventions, text features, and sentence structure to read fluently.			
1.2.2	Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.			
1.2.3	Uses knowledge of complex sentence structure to read fluently.			
1.2.4	Uses a variety of word-recognition strategies to read fluently.			
1.2.5	Adjusts reading rate to support comprehension when reading N, E, T, and P texts.			
Vocabulary				
1.3.1	▲◆Uses context clues to determine the meaning of unknown words and phrases.			
1.3.3	▲Determines meaning of words through knowledge of word structure : ▲ Prefixes : ante-, counter-, dys-, hyper-, inter-, intra-/intro-, micro-, pseudo-, trans- ▲ Suffixes : -hood, -ic, -ify/-if, -logy, -ure ▲ Roots : anthrop, belli, brev, cred, culpa, derm, duc/duct, ego, fac, jud/jur/jus, luc/lum, mega, ocu, ortho, poly, rect, the/theo, urb, vac, vir, grade-appropriate base words			
1.3.4	▲◆Identifies and determines meaning of figurative language : ▲ Similes ▲ Onomatopoeia ▲ Symbolism ▲ Metaphors ▲ Personification □ Denotation ▲ Analogies ▲ Hyperbole □ Connotation ▲ Imagery ▲ Idioms			
Comprehension				
1.4.1	Identifies characteristics of narrative, expository, technical, and persuasive text.			
1.4.2	▲◆Understands the purpose of text features and uses them to locate information. ▲◆Title, graphs and charts, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, captions, topic and summary sentences, sidebars, underlining, numbered or bulleted lists			
1.4.5	▲Uses information from the text to make inferences and draw conclusions .			
1.4.6	▲Analyzes how text structure supports comprehension of the text: ▲Sequence ▲Description ▲Comparison/contrast ▲Problem/solution ▲Cause/effect			
1.4.7	▲◆ Compares and contrasts information in one or more appropriate-level texts.			
1.4.8	▲◆Explains cause and effect relationships in N, E, T, and P texts.			
1.4.9	▲ Summarizes information from N, E, T, and P texts in logical order.			
1.4.10	▲◆Identifies topic, main idea, supporting details, theme .			
1.4.11	▲Analyzes and evaluates how an author's style (word choice, sentence structure) and use of literary devices work together to achieve his or her purpose for writing text. (See also 2.1.5) ▲Foreshadowing ▲Flashback ▲Irony ▲Symbolism ▲Paradox ▲Tone ▲Mood ▲Satire ▲Imagery ▲Dialogue ▲Point of view ▲Allusion ▲Overstatement			
1.4.14	▲◆Identifies or describes author's position in persuasive text and describes persuasive techniques used to support position. ▲Bandwagon approach ▲Citing statistics ▲Testimonials ▲Glittering generalities ▲Citing authority ▲Appeals to reason, emotion			
1.4.15	▲◆Distinguishes between fact and opinion ; recognizes propaganda, bias and stereotypes.			
Literary Elements and Significance				
2.1.1	▲◆ Characters : Identifies and describes different types of characters and analyzes character development. ▲Protagonist ▲Antagonist ▲Round ▲Flat ▲Static ▲Dynamic			
2.1.2	▲◆ Setting : Analyzes historical, social, and cultural aspects of setting and influence on characters and plot.			
2.1.3	▲◆ Plot : Identifies major and minor elements of plot and explains how they relate. ▲Problem or conflict ▲Rising action ▲Subplots ▲Climax ▲Falling action ▲Parallel episodes ▲Resolution			
2.1.4	Theme : Analyzes themes across literary works and genres.			
2.1.5	Literary Devices : Identifies and evaluates use of literary devices. □Foreshadowing □Flashback □Irony			
2.2.1	Recognizes ways that literature from different cultures present similar themes .			
2.2.2	Compares and contrasts customs and ideas within literature representing a variety of cultures.			
2.2.3	Recognizes connections between cultures and experiences through a variety of texts.			

Text Types: N-Narrative, E-Expository, T-Technical, P-Persuasive

Assessment Key: ▲KRA/KCA, ◆KAMM, □Local, ●Future KRA/KCA

10th Grade Writing Curriculum

N E P T

IDEAS AND CONTENT

Develops a thesis statement based upon at least one main idea in response to a prompt. (N,E,T,P)				
Composes a written piece with plot elements and also experiments with point of view and various narrative techniques. (N)				
Writes from experiences and relies on detailed insight, a sense of how events unfold, and how people respond to life and to one another. (N, E, P)				
Composes a thesis statement based upon an opinion or belief. (P)				
Develops a technical text focused on one main purpose. (T)				
Uses (1) personal experience, (2) observations, (3) prior knowledge, (4) research in writing. (N,E,T,P)				
Clearly defines the main idea with selection of relevant details from a variety of sources. (N,E,T,P)				
Develops details to expand the main topic and support the writer's position. (P)				
Anticipates the reader's questions(s) and provides balance with a counter-argument. (P)				
Practices building a focused argument that uses logical thinking and appeals to reason, authority, and /or emotion. (P)				
Analyzes and understands implications and consequences of plagiarism. (e.g. ethical, legal) (N,E,T,P)				
Expresses information in own words and uses appropriate organization, grammar, word choice, and tone sufficient to the audience. (N,E,T,P)				
Cites references for all sources of information and includes summarized and paraphrased ideas from other authors. (N,E,T,P)				
Constructs a bibliography with a standard style of format (e.g. MLA, APA, etc.). (N,E,T,P)				

ORGANIZATION

Applies appropriate prewriting strategies (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources). (N,E,T,P)				
Writes a cohesive piece that includes (1) an introduction that draws the reader in, (2) a body that provides information through the logical placement of facts and data, and (3) a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion. (E,T,P)				
Organizes information within each paragraph in a logical and effective sequence. (N,E,T,P)				
Uses appropriate transitions to connect ideas within and between paragraphs. (N,E,T,P)				
Uses transitions to connect important points within the piece. (e.g. enumerated list, bullets, headings, subheading, simple outlining elements) (E,T)				

VOICE

Selects vocabulary and figurative language that convey a particular tone and personality. (e.g. humor, suspense, originality, liveliness) (N,E,T,P)				
Writes with an awareness of purpose and audience. (e.g. letters, simple reports, directions, graphics, brochures, electronic presentations, newsletters, job searches, memos, fliers, e-mails, Web pages, pictorials) (E,T,P)				
Writes with authority so the voice is not distracting. (N,E,T,P)				

WORD CHOICE

Incorporates words that are suitable and precise, which create appropriate imagery. (e.g. specific nouns, powerful verbs, vivid modifiers) (N,E,P)				
Defines and uses specialized vocabulary particular to the subject/topic and provides ease of understanding. (E,T,P)				
Selects words that convey the writer's message plainly and precisely (e.g. technical terms). (T)				
Selects words that consider appropriate connotation for the intended task (e.g. persuasive if persuading, informational if informing, etc.) (N,E,T,P)				

SENTENCE FLUENCY

Uses a variety of sentence structures and lengths. (N,E,T,P)				
Creates a variety of engaging sentence beginnings that build upon previous sentences to guide the reader from one sentence to the next. (N,E,T,P)				
Uses fragments only for stylistic effect. (N,E,T,P)				
Includes convincing dialogue, if appropriate. (N,E, P)				
Writes compact sentences or phrases that make the point clear. (T)				

CONVENTIONS

Uses correct mechanics and punctuation to guide the reader thought the text. (N,E,T,P)				
Uses correct grammar and usage, which may be manipulated for stylistic effect that contributes to clarity. (N,E,T,P)				
Spells words correctly and uses available resources. (e.g. dictionary, spell check) (N,E,T,P)				
Uses correct paragraph divisions to reinforce the organizational structure of the text. (N,E,T,P)				
Uses graphic devices that are clear, helpful, visually appealing, and supportive of the text (e.g. charts, graphs, illustrations) (E,T,P)				

Writing Modes (Text Types): N-Narrative, E-Expository, T-Technical, P-Persuasive

11th Grade Reading and Literature Curriculum

Fluency				
1.2.1	Uses knowledge of conventions, text features, and sentence structure to read fluently.			
1.2.2	Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.			
1.2.3	Uses knowledge of complex sentence structure to read fluently.			
1.2.4	Uses a variety of word-recognition strategies to read fluently.			
1.2.5	Adjusts reading rate to support comprehension when reading N, E, T, and P texts.			
Vocabulary				
1.3.1	▲◆Uses context clues to determine the meaning of unknown words and phrases.			
1.3.3	▲Determines meaning of words through knowledge of word structure : ▲ Prefixes : ante-, counter-, dys-, hyper-, inter-, intra-/intro-, micro-, pseudo-, trans- ▲ Suffixes : -hood, -ic, -ify/-if, -logy, -ure ▲ Roots : anthrop, belli, brev, cred, culpa, derm, duc/duct, ego, fac, jud/jur/jus, luc/lum, mega, ocu, ortho, poly, rect, the/theo, urb, vac, vir, grade-appropriate base words			
1.3.4	▲◆Identifies and determines meaning of figurative language : ▲ Similes ▲ Onomatopoeia ▲ Symbolism ▲ Metaphors ▲ Personification □ Denotation ▲ Analogies ▲ Hyperbole □ Connotation ▲ Imagery ▲ Idioms			
Comprehension				
1.4.1	Identifies characteristics of narrative, expository, technical, and persuasive text.			
1.4.2	▲◆Understands the purpose of text features and uses them to locate information. ▲◆Title, graphs and charts, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, captions, topic and summary sentences, sidebars, underlining, numbered or bulleted lists			
1.4.5	▲Uses information from the text to make inferences and draw conclusions .			
1.4.6	▲Analyzes how text structure supports comprehension of the text: ▲Sequence ▲Description ▲Comparison/contrast ▲Problem/solution ▲Cause/effect			
1.4.7	▲◆ Compares and contrasts information in one or more appropriate-level texts.			
1.4.8	▲◆Explains cause and effect relationships in N, E, T, and P texts.			
1.4.9	▲ Summarizes information from N, E, T, and P texts in logical order.			
1.4.10	▲◆Identifies topic, main idea, supporting details, theme .			
1.4.11	▲Analyzes and evaluates how an author's style (word choice, sentence structure) and use of literary devices work together to achieve his or her purpose for writing text. (See also 2.1.5) ▲Foreshadowing ▲Flashback ▲Irony ▲Symbolism ▲Paradox ▲Tone ▲Mood ▲Satire ▲Imagery ▲Dialogue ▲Point of view ▲Allusion ▲Overstatement			
1.4.14	▲◆Identifies or describes author's position in persuasive text and describes persuasive techniques used to support position. ▲Bandwagon approach ▲Citing statistics ▲Testimonials ▲Glittering generalities ▲Citing authority ▲Appeals to reason, emotion			
1.4.15	▲◆Distinguishes between fact and opinion ; recognizes propaganda, bias and stereotypes.			
Literary Elements and Significance				
2.1.1	▲◆ Characters : Identifies and describes different types of characters and analyzes character development. ▲Protagonist ▲Antagonist ▲Round ▲Flat ▲Static ▲Dynamic			
2.1.2	▲◆ Setting : Analyzes historical, social, and cultural aspects of setting and influence on characters and plot.			
2.1.3	▲◆ Plot : Identifies major and minor elements of plot and explains how they relate. ▲Problem or conflict ▲Rising action ▲Subplots ▲Climax ▲Falling action ▲Parallel episodes ▲Resolution			
2.1.4	Theme : Analyzes themes across literary works and genres.			
2.1.5	Literary Devices : Identifies and evaluates use of literary devices. □Foreshadowing □Flashback □Irony			
2.2.1	Recognizes ways that literature from different cultures present similar themes .			
2.2.2	Compares and contrasts customs and ideas within literature representing a variety of cultures.			
2.2.3	Recognizes connections between cultures and experiences through a variety of texts.			

Text Types: N-Narrative, E-Expository, T-Technical, P-Persuasive

Assessment Key: ▲KRA/KCA, ◆KAMM, □Local, ●Future KRA/KCA

11th Grade Writing Curriculum

N E P T

IDEAS AND CONTENT

Develops a thesis statement based upon at least one main idea in response to a prompt. (N,E,T,P)				
Composes a written piece with plot elements and also experiments with point of view and various narrative techniques. (N)				
Writes from experiences and relies on detailed insight, a sense of how events unfold, and how people respond to life and to one another. (N, E, P)				
Composes a thesis statement based upon an opinion or belief. (P)				
Develops a technical text focused on one main purpose. (T)				
Uses (1) personal experience, (2) observations, (3) prior knowledge, (4) research in writing. (N,E,T,P)				
Clearly defines the main idea with selection of relevant details from a variety of sources. (N,E,T,P)				
Develops details to expand the main topic and support the writer's position. (P)				
Anticipates the reader's questions(s) and provides balance with a counter-argument. (P)				
Practices building a focused argument that uses logical thinking and appeals to reason, authority, and /or emotion. (P)				
Analyzes and understands implications and consequences of plagiarism. (e.g. ethical, legal) (N,E,T,P)				
Expresses information in own words and uses appropriate organization, grammar, word choice, and tone sufficient to the audience. (N,E,T,P)				
Cites references for all sources of information and includes summarized and paraphrased ideas from other authors. (N,E,T,P)				
Constructs a bibliography with a standard style of format (e.g. MLA, APA, etc.). (N,E,T,P)				

ORGANIZATION

Applies appropriate prewriting strategies (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources). (N,E,T,P)				
Writes a cohesive piece that includes (1) an introduction that draws the reader in, (2) a body that provides information through the logical placement of facts and data, and (3) a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion. (E,T,P)				
Organizes information within each paragraph in a logical and effective sequence. (N,E,T,P)				
Uses appropriate transitions to connect ideas within and between paragraphs. (N,E,T,P)				
Uses transitions to connect important points within the piece. (e.g. enumerated list, bullets, headings, subheading, simple outlining elements) (E,T)				

VOICE

Selects vocabulary and figurative language that convey a particular tone and personality. (e.g. humor, suspense, originality, liveliness) (N,E,T,P)				
Writes with an awareness of purpose and audience. (e.g. letters, simple reports, directions, graphics, brochures, electronic presentations, newsletters, job searches, memos, fliers, e-mails, Web pages, pictorials) (E,T,P)				
Writes with authority so the voice is not distracting. (N,E,T,P)				

WORD CHOICE

Incorporates words that are suitable and precise, which create appropriate imagery. (e.g. specific nouns, powerful verbs, vivid modifiers) (N,E,P)				
Defines and uses specialized vocabulary particular to the subject/topic and provides ease of understanding. (E,T,P)				
Selects words that convey the writer's message plainly and precisely (e.g. technical terms). (T)				
Selects words that consider appropriate connotation for the intended task (e.g. persuasive if persuading, informational if informing, etc.) (N,E,T,P)				

SENTENCE FLUENCY

Uses a variety of sentence structures and lengths. (N,E,T,P)				
Creates a variety of engaging sentence beginnings that build upon previous sentences to guide the reader from one sentence to the next. (N,E,T,P)				
Uses fragments only for stylistic effect. (N,E,T,P)				
Includes convincing dialogue, if appropriate. (N,E, P)				
Writes compact sentences or phrases that make the point clear. (T)				

CONVENTIONS

Uses correct mechanics and punctuation to guide the reader thought the text. (N,E,T,P)				
Uses correct grammar and usage, which may be manipulated for stylistic effect that contributes to clarity. (N,E,T,P)				
Spells words correctly and uses available resources. (e.g. dictionary, spell check) (N,E,T,P)				
Uses correct paragraph divisions to reinforce the organizational structure of the text. (N,E,T,P)				
Uses graphic devices that are clear, helpful, visually appealing, and supportive of the text (e.g. charts, graphs, illustrations) (E,T,P)				

Writing Modes (Text Types): N-Narrative, E-Expository, T-Technical, P-Persuasive

12th Grade Reading and Literature Curriculum

Fluency				
1.2.1	Uses knowledge of conventions, text features, and sentence structure to read fluently.			
1.2.2	Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.			
1.2.3	Uses knowledge of complex sentence structure to read fluently.			
1.2.4	Uses a variety of word-recognition strategies to read fluently.			
1.2.5	Adjusts reading rate to support comprehension when reading N, E, T, and P texts.			
Vocabulary				
1.3.1	▲◆Uses context clues to determine the meaning of unknown words and phrases.			
1.3.3	▲Determines meaning of words through knowledge of word structure : ▲ Prefixes : ante-, counter-, dys-, hyper-, inter-, intra-/intro-, micro-, pseudo-, trans- ▲ Suffixes : -hood, -ic, -ify/-if, -logy, -ure ▲ Roots : anthrop, belli, brev, cred, culpa, derm, duc/duct, ego, fac, jud/jur/jus, luc/lum, mega, ocul, ortho, poly, rect, the/theo, urb, vac, vir, grade-appropriate base words			
1.3.4	▲◆Identifies and determines meaning of figurative language : ▲ Similes ▲ Onomatopoeia ▲ Symbolism ▲ Metaphors ▲ Personification □ Denotation ▲ Analogies ▲ Hyperbole □ Connotation ▲ Imagery ▲ Idioms			
Comprehension				
1.4.1	Identifies characteristics of narrative, expository, technical, and persuasive text.			
1.4.2	▲◆Understands the purpose of text features and uses them to locate information. ▲◆Title, graphs and charts, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, captions, topic and summary sentences, sidebars, underlining, numbered or bulleted lists			
1.4.5	▲Uses information from the text to make inferences and draw conclusions .			
1.4.6	▲Analyzes how text structure supports comprehension of the text: ▲Sequence ▲Description ▲Comparison/contrast ▲Problem/solution ▲Cause/effect			
1.4.7	▲◆ Compares and contrasts information in one or more appropriate-level texts.			
1.4.8	▲◆Explains cause and effect relationships in N, E, T, and P texts.			
1.4.9	▲ Summarizes information from N, E, T, and P texts in logical order.			
1.4.10	▲◆Identifies topic, main idea, supporting details, theme .			
1.4.11	▲Analyzes and evaluates how an author's style (word choice, sentence structure) and use of literary devices work together to achieve his or her purpose for writing text. (See also 2.1.5) ▲Foreshadowing ▲Flashback ▲Irony ▲Symbolism ▲Paradox ▲Tone ▲Mood ▲Satire ▲Imagery ▲Dialogue ▲Point of view ▲Allusion ▲Overstatement			
1.4.14	▲◆Identifies or describes author's position in persuasive text and describes persuasive techniques used to support position. ▲Bandwagon approach ▲Citing statistics ▲Testimonials ▲Glittering generalities ▲Citing authority ▲Appeals to reason, emotion			
1.4.15	▲◆Distinguishes between fact and opinion ; recognizes propaganda, bias and stereotypes.			
Literary Elements and Significance				
2.1.1	▲◆ Characters : Identifies and describes different types of characters and analyzes character development. ▲Protagonist ▲Antagonist ▲Round ▲Flat ▲Static ▲Dynamic			
2.1.2	▲◆ Setting : Analyzes historical, social, and cultural aspects of setting and influence on characters and plot.			
2.1.3	▲◆ Plot : Identifies major and minor elements of plot and explains how they relate. ▲Problem or conflict ▲Rising action ▲Subplots ▲Climax ▲Falling action ▲Parallel episodes ▲Resolution			
2.1.4	Theme : Analyzes themes across literary works and genres.			
2.1.5	Literary Devices : Identifies and evaluates use of literary devices. □Foreshadowing □Flashback □Irony			
2.2.1	Recognizes ways that literature from different cultures present similar themes .			
2.2.2	Compares and contrasts customs and ideas within literature representing a variety of cultures.			
2.2.3	Recognizes connections between cultures and experiences through a variety of texts.			

Text Types: N-Narrative, E-Expository, T-Technical, P-Persuasive

Assessment Key: ▲KRA/KCA, ◆KAMM, □Local, ●Future KRA/KCA

12th Grade Writing Curriculum

N E P T

IDEAS AND CONTENT

Develops a thesis statement based upon at least one main idea in response to a prompt. (N,E,T,P)				
Composes a written piece with plot elements and also experiments with point of view and various narrative techniques. (N)				
Writes from experiences and relies on detailed insight, a sense of how events unfold, and how people respond to life and to one another. (N, E, P)				
Composes a thesis statement based upon an opinion or belief. (P)				
Develops a technical text focused on one main purpose. (T)				
Uses (1) personal experience, (2) observations, (3) prior knowledge, (4) research in writing. (N,E,T,P)				
Clearly defines the main idea with selection of relevant details from a variety of sources. (N,E,T,P)				
Develops details to expand the main topic and support the writer's position. (P)				
Anticipates the reader's questions(s) and provides balance with a counter-argument. (P)				
Practices building a focused argument that uses logical thinking and appeals to reason, authority, and /or emotion. (P)				
Analyzes and understands implications and consequences of plagiarism. (e.g. ethical, legal) (N,E,T,P)				
Expresses information in own words and uses appropriate organization, grammar, word choice, and tone sufficient to the audience. (N,E,T,P)				
Cites references for all sources of information and includes summarized and paraphrased ideas from other authors. (N,E,T,P)				
Constructs a bibliography with a standard style of format (e.g. MLA, APA, etc.). (N,E,T,P)				

ORGANIZATION

Applies appropriate prewriting strategies (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources). (N,E,T,P)				
Writes a cohesive piece that includes (1) an introduction that draws the reader in, (2) a body that provides information through the logical placement of facts and data, and (3) a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion. (E,T,P)				
Organizes information within each paragraph in a logical and effective sequence. (N,E,T,P)				
Uses appropriate transitions to connect ideas within and between paragraphs. (N,E,T,P)				
Uses transitions to connect important points within the piece. (e.g. enumerated list, bullets, headings, subheading, simple outlining elements) (E,T)				

VOICE

Selects vocabulary and figurative language that convey a particular tone and personality. (e.g. humor, suspense, originality, liveliness) (N,E,T,P)				
Writes with an awareness of purpose and audience. (e.g. letters, simple reports, directions, graphics, brochures, electronic presentations, newsletters, job searches, memos, fliers, e-mails, Web pages, pictorials) (E,T,P)				
Writes with authority so the voice is not distracting. (N,E,T,P)				

WORD CHOICE

Incorporates words that are suitable and precise, which create appropriate imagery. (e.g. specific nouns, powerful verbs, vivid modifiers) (N,E,P)				
Defines and uses specialized vocabulary particular to the subject/topic and provides ease of understanding. (E,T,P)				
Selects words that convey the writer's message plainly and precisely (e.g. technical terms). (T)				
Selects words that consider appropriate connotation for the intended task (e.g. persuasive if persuading, informational if informing, etc.) (N,E,T,P)				

SENTENCE FLUENCY

Uses a variety of sentence structures and lengths. (N,E,T,P)				
Creates a variety of engaging sentence beginnings that build upon previous sentences to guide the reader from one sentence to the next. (N,E,T,P)				
Uses fragments only for stylistic effect. (N,E,T,P)				
Includes convincing dialogue, if appropriate. (N,E, P)				
Writes compact sentences or phrases that make the point clear. (T)				

CONVENTIONS

Uses correct mechanics and punctuation to guide the reader thought the text. (N,E,T,P)				
Uses correct grammar and usage, which may be manipulated for stylistic effect that contributes to clarity. (N,E,T,P)				
Spells words correctly and uses available resources. (e.g. dictionary, spell check) (N,E,T,P)				
Uses correct paragraph divisions to reinforce the organizational structure of the text. (N,E,T,P)				
Uses graphic devices that are clear, helpful, visually appealing, and supportive of the text (e.g. charts, graphs, illustrations) (E,T,P)				

Writing Modes (Text Types): N-Narrative, E-Expository, T-Technical, P-Persuasive