

Grade: 9	Subject: ELA/Reading
Standard Description	Example Rigor
<i>What is the essential standard to be learned? Describe in student-friendly vocabulary.</i>	<i>What does proficient student work look like? Provide an example and/or description.</i>
Define and find the elements of plot	<ol style="list-style-type: none"> 1. The student will define and explain the following terms: plot, exposition, rising action, climax, falling action, resolution, conflict, external conflict, internal conflict. 2. The student will chart the plot development by providing the important points in the exposition, at least three main instances of rising action, the climax, the falling action, resolution, and at least one instance of a conflict.
Classify characters as protagonist or antagonist, flat or round, dynamic or static.	<ol style="list-style-type: none"> 1. The student will define and explain the following terms: character, protagonist, antagonist, flat character, round character, dynamic character, static character. 2. The student will determine the classifications of main and important minor characters in a short story.
Distinguish the theme of a work	<ol style="list-style-type: none"> 1. The student will define and explain theme. 2. The student will determine at least one possible theme of a work and explain why it is a theme.
Identify the setting of a work	<ol style="list-style-type: none"> 1. The student will define and explain setting 2. The student will explain how a setting can have an influence on the plot and the characters. 3. The students will explain how a setting sometimes isn't important to the story.
Analyze how all the elements of literature work together to make a piece of literature.	<ol style="list-style-type: none"> 1. The student will define and explain how plot, character, setting, and theme all come together to make a work of literature. 2. The students will analyze and chart the story as a whole.
Compose essay answers using the RACE method.	<ol style="list-style-type: none"> 1. Answer any essay answer by restating the question and putting the answer within the first sentence. Citing information from the text to back up their answer. Expanding upon their answer by explaining their reasoning. 2. Expanding beyond the basic three-sentence requirement of this method.

Compose a process/how-to paper	1. The student will compose a process paper following the instructions on the rubric.
The students will compose a narrative paper.	1. The students will compose a narrative paper following the instructions on the rubric.
The student will compare and contrast a variety of elements.	<ol style="list-style-type: none"> 1. The students will begin by comparing three similar stories/poems using a chart and writing a brief summary. 2. As a class the students will compare two stories dealing with initiation rites two young men go through in two different cultures. The students will chart the differences and write a paper discussing the two stories using the community notes. 3. The students will read two mystery stories, "Full Circle" by Sue Grafton and "The Wasps' Nest" by Agatha Christie, compare and contrast them, and write a paper discussing their similarities and differences.
Identify and analyze the elements of drama	<ol style="list-style-type: none"> 1. The student will define and explain act, scene, dialogue, stage direction, plot structure, character, scenery, setting, and theme. 2. The student will construct a plot structure diagram with the events of a play

Grade: Sophomore (10)

Description of Standard

What is the essential standard to be learned? Describe in student-friendly vocabulary.

#1-Students will be able to read closely to determine the main idea of a non-fiction passage, making sure it's not too broad or too narrow. (RI.10.2)

#2-Students will be able to identify a theme of a text and analyze its development over the course of a text (plot development with plot chart). (RL.10.2)

#3-Students will be able to write an objective summary. (W.10.4; RI.10.2; RL.10.2)

#4-Students will be able to cite strong evidence from the text to support analysis of what it says explicitly, as well as inferences drawn. (RL.10.1; RI.10.1)

#5-Students will be able to write an informative/explanatory research paper with two sources that conveys information clearly and accurately through effective organization (W.10.2):

a. Introduce (hook and thesis)

b. Develop

c. Transition

d. Precise language

e. Formal Style

f. Conclusion

*MLA format (W.10.8)

#6-Students will be able to identify a theme of a text and analyze its development over the course of a text (plot development with plot chart). (RL.10.2)

#7-Students will be able to demonstrate command of the eight parts of speech and each part's function(s), so that students can speak and write with proper grammar and usage. (L.10.1)

#8-Students will be able to acquire and use accurately grade-level vocabulary, as well as domain-specific words. (L.10.6)

Grade: 11	Subject: English
Standard Description	Example Rigor
<i>What is the essential standard to be learned? Describe in student-friendly vocabulary.</i>	<i>What does proficient student work look like? Provide an example and/or description.</i>
#1-Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling	Students will complete Daily Oral Language to correct sentences that are written incorrectly.

when writing and revising. (W.11.11)	
#2 - Demonstrate understanding of the use of grammar in writing. (W.11.10)	Students will complete Daily Oral Language to correct incorrect sentences. Students will use correct grammar in all writing.
#3-Students will analyze all aspects of literature including figurative language. (RL.11.2, 11.4, 11.7)	Students will identify the theme, point of view, characterization, identify figurative language, and interpret figurative language.
#4-Students will be able to write an objective summary. (W.11.4; RI.11.2; RL.11.2)	Students will be able to use the “most important word strategy” to pull the main idea out of each paragraph/chunk of an article. After they have written one-sentence main idea statements for each paragraph, they turn it into a paragraph summary. The topic sentence must identify the source and give the overall main of the entire article.
#5-Students will be able to cite strong evidence from the text to support analysis of what it says explicitly, as well as inferences drawn. (RL.11.1; RI.11.1)	Students will make inferences about the characters in the text based on the character’s actions, dialogue, choices, and other details from the story. Students will cite evidence from informational texts as well as literature.
#6 Students will write an <u>argumentative</u> research paper with <u>three</u> sources that conveys information clearly and accurately through effective organization (W.11.1): a. Introduce (hook and thesis) b. Develop	Students will write a 5 paragraph argumentative paper. Each body paragraph will have two pieces of evidence to support a key point of the thesis statement. Each piece of evidence will explain why it is important to the claim.

c. Transition d. Precise language e. Formal Style f. Conclude *MLA format (W.11.8)	
#7- Write an <u>informative/explanatory</u> research paper with <u>two</u> sources that conveys information clearly and accurately through effective organization (W.11.2)	Students can find sources to support their thesis statement and can use MLA format to correctly cite the sources.
#8-Students will analyze and evaluate the effectiveness of the argument, focusing on if it includes logical fallacies. (RI.11.5, 11.6)	Students will analyze the Declaration of Independence.
#9-Students will be able to acquire and use accurate grade-level vocabulary, as well as domain-specific words. (L.11.6)	Students will complete Marzano worksheets to understand the meaning of words in the literature. Students will find synonyms, antonyms, write a sentence with the word, and draw a picture to explain the meaning of the word. Students will complete vocabulary units for words not specifically in literature.
Grade: 12	English IV
Standard Description	Example Rigor
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.
Compose a narrative paper	1. The student will compose a narrative paper following the rubric.
Compose an expository paper.	The student will compose an expository paper following the rubric.

The student will create and compose a career centric informative paper.	1. The student will write an informative paper following the rubric
Compose a comparison contrast paper following the rubric.	1. The student will compose a comparison contrast paper following the rubric
Conduct a field research project and produce an APA style research paper.	<ol style="list-style-type: none"> 1. The student will develop a hypothesis, which he or she will prove or disprove through field research. 2. Develop a procedure with parameters for gathering data. 3. The student will gather data to prove or disprove his or her hypothesis. 4. The student will then write a paper discussing his or her findings, methods, and results.
Identify literary elements in various works of literature.	1. The students will identify the literary elements in various works of literature.
Analyze key works in literature.	<ol style="list-style-type: none"> 1. The student will define and explain how plot, character, setting, and theme all interact with each other to make a piece of literature. 2. The student will analyze a piece of literature demonstrate how each element can influence the other.
Analyze works of nonfiction with a focus on satire.	<ol style="list-style-type: none"> 1. Define and explain terms associated with satire and parody. 2. The students will analyze both satire and parody explaining the differences between the two.
Analyze figurative language and how it enhances a literary work	<ol style="list-style-type: none"> 1. The student will define the various types of figurative language. 2. The student will find various types of figurative language in different literary works including Shakespeare and discuss how it contributes to the overall effect.