

CITYWIDE LEARNING STANDARDS
SUBJECT AREA SUMMARY

Thomas W. Payzant - Superintendent
September, 2003

English / Language Arts 9-12

BPS CITYWIDE LEARNING STANDARDS: GRADES 9-12

INTRODUCTION

Goals

The Boston Public Schools Citywide Learning Standards are designed to produce *independent learners* who are encouraged to:

- Think, question, and communicate
- Gain and apply knowledge
- Work and contribute in meaningful, purposeful ways.

Students *think, question, and communicate* to make sense or meaning of their world and experiences.

Thinking includes being able to internalize new ideas and connect them to familiar concepts and prior knowledge.

Questioning includes the framing of thoughtful questions, and the pursuit of these questions until the student fully understands.

Communicating means putting learning into the language of speech or writing, and requires reflection in such forms as examination, clarification, analysis, and synthesis.

Students *gain and apply knowledge* to pursue ideas and experiences, and apply this new knowledge in real life contexts. This pursuit is interactive by nature. The more collaborative and experiential it is, the more powerful the learning.

Students' *work needs to be meaningful and purposeful*. The process and products of student work need to be valued contributions to the school and community, and the student. Embedded in powerful learning experiences are notions of persistence, self-discipline, hard work, effort, and pride in producing quality work.

Teaching and Learning in the Boston Public Schools

Learning is an active, constructive, creative, and often collaborative process that involves a variety of distinct cognitive strategies. Skillful learners use these strategies, largely unconsciously, to access content through text or other media, to make meaning of the content, to make connections with and apply the content in thoughtful and meaningful ways, and to retain the content for later use. In learning these strategies and coming to own them, students learn *how* to learn in addition to acquiring important knowledge. These strategies include the following:

Students will...

- Read, write, and think a lot about topics and ideas of importance to them.
- Set goals or purposes for their learning.
- Make personal connections between the content and other knowledge, experiences, text, or media.
- Ask questions as they read, listen, or view.
- Clarify the meaning of words or content they don't understand.
- Listen or watch for important elements, themes, or issues.
- Create sensory images.
- Make predictions, inferences and judgments.
- Get "in the shoes" of characters or participants.
- Create ongoing summaries or syntheses.
- Build on their understandings by sharing and discussing them with others.

- Assess their learning and make mid-course corrections.

Because we know this is how people learn, the system supports the *workshop* approach to teaching and learning. The workshop approach helps teachers organize their classrooms and instructional time to teach effective reading, writing, and learning strategies and to help students put them into practice. The most important goal of this approach is the development of *independent learners* who are equipped with the skills and knowledge they will need for a lifetime of learning.

The workshop approach derives from the insight that people learn best by doing and that teachers often need to provide students with more time to read, write, and use effective learning strategies to explore and understand the content they are studying. The approach also derives from the insight that students need to share in the ownership of the curriculum to increase their investment, engagement, and motivation. Students need to participate in the selection of “just right” books for independent and small group reading and writing activities, and they need to explore, read, and write about topics and ideas of importance to them (as well as the curriculum).

The workshop approach uses a mixture of whole-class, small group, partner, and one-on-one instruction that centers on conversations about content, strategies, and work routines. Each of these varied approaches to teaching and learning is essential to students’ development as independent readers, writers, and learners.

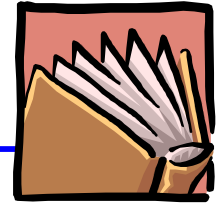
The Habits of Mind and Work

The following habits enable effective learning and are essential to students' success in school.

Developing these habits in students is the responsibility of every teacher, administrator, and other adult involved in the lives of our children.

- ***Curiosity and Critical Thinking:*** Students listen attentively, observe carefully, and ask thoughtful questions until they understand; they look for good evidence.
- ***Respect for Diversity:*** Students recognize and value racial, ethnic, cultural, age, gender, and individual commonalities and differences; they respect other people's points of view.
- ***Consideration and Compassion:*** Students treat themselves and others with care and respect; they build trusting relationships; they help, care for, and share with one another.
- ***Collaboration:*** Students work well with others, give and accept constructive criticism, try to be fair, and try to solve problems in a reasonable, peaceful manner.
- ***Self-Direction:*** Students check their own work, invite the critical response of others, and make appropriate adjustments.
- ***Perseverance:*** Students work hard until the job is done right, and are patient when the answers do not come quickly.
- ***Initiative:*** Students try new things, take reasonable risks, and reflect on their successes and mistakes.
- ***Courage:*** Students stand up for their rights and the rights of others in a positive manner that shows self-respect and respect for others; they resist harmful pressure.
- ***Responsibility:*** Students demonstrate personal responsibility and pursue important goals for themselves and their schools.

ENGLISH LANGUAGE ARTS: GRADE 9



Oral Presentation and Discussion

Students will be able to:

- Use agreed-upon rules for informal and formal discussions in small and large groups such as Book Club, Literature Circles and Buddy Reading.
- Facilitate discussion groups independent from the teacher; identify and practice techniques to improve group productivity such as discussion guidelines, setting time limits for speakers and deadlines for decision-making.
- Organize and present ideas in a logical order.
- Ask for clarification when others' responses are unclear.
- Actively listen, respond to, and build on ideas generated during group discussions.
- Use information to inform or change their perspectives.
- Support their responses with evidence or details; expect and request the same of others.
- Summarize and evaluate what they have learned from the discussion.
- Evaluate the productivity of group discussion using group created criteria and make suggestions to address the needs of the group.
- Deliver informal and formal presentations, giving consideration to audience, purpose and content.
- Identify elements and organizational structures of effective speeches made for a variety of purposes; work collaboratively to create and use an appropriate rubric or criteria to prepare, improve, and assess presentations.
- Conduct interviews for research projects and writing.

Language

Students will be able to:

- Identify and use correctly idioms, cognates, and words with literal and figurative meanings.
- Identify and demonstrate understanding of patterns of structural and syntactic changes in words that indicate different meanings or functions.
- Demonstrate understanding of how the features of different general dictionaries, specialized dictionaries, thesauruses, or related references are used to increase learning about different terms, content and ideas.
- Within the context of their writing and craft studies, identify and effectively use sentences along the continuum from simple to compound-complex sentences.
- Within the context of their writing, craft studies and the literature they read, identify and use clauses that function as nouns, adjectives, and adverbs.
- Within the context of their writing, craft studies, and the literature they read, recognize the functions of verbals as participles, gerunds, and infinitives.
- Demonstrate correct use of mechanics, usage, and sentence structure in oral and written responses.
- Demonstrate an understanding of the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.

Reading and Literature

Students will be able to:

- Develop fluency, accuracy and understanding when reading different texts.
- Select books for independent reading.
- Develop a language for talking about the books.

- Use before, during, and after reading strategies.
- Use background knowledge to make inferences and predictions and to make personal connections with what they are reading.
- Set a purpose for reading.
- Ask questions to clarify information.
- Summarize information to check understanding.
- Visualize information in text to support comprehension.
- Identify the topic and main idea of different texts.
- Understand genres and organizational structure and apply that knowledge to their reading of different texts.
- Use their knowledge of text features and organizational structure to make meaning of what they are reading.
- Self-monitor/be metacognitive: understand when comprehension breaks down; know and use self-correcting strategies to make meaning of what they are reading.
- Identify the basic facts and main ideas in a text and use them as the basis for interpretation and to form a critical theory about what they are reading.
- Identify patterns of imagery or symbolism in different literary texts.
- Identify themes and give supporting evidence from a text.
- Identify the logic and use of evidence in an author's argument in informational and expository texts.
- Connect a literary work to primary source documents of its literary period or historical setting.
- Demonstrate an understanding of intratextuality and intertextuality.
- Demonstrate an understanding of reader response, historical and structural criticism and utilize them when interpreting literary texts.
- Compare and contrast the presentation of a theme or topic across genres to explain how the selection of genre shapes the message.
- Identify, analyze and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
- Identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.
- Identify and analyze their knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.
- Identify, respond to, and analyze the effects of sound, form, figurative language, graphics, diction, and dramatic structure of poems.
- Sound (alliteration, onomatopoeia, rhyme scheme, consonance, assonance)
- Form (ballad, sonnet, heroic couplet)
- Figurative language (personification, metaphor, simile, hyperbole, symbolism)
- Identify and describe how an author's choice of words advances the theme or purpose of a work.
- Identify and describe the importance of sentence variety in the overall effectiveness of an imaginary/literary or informational/expository work.
- Identify and analyze the characters, structure, and themes of classical Greek drama and epic poetry.
- Identify and analyze how dramatic conventions support, interpret, and enhance dramatic text.
- Create a scoring guide with categories and criteria for assessment of an original performance or oral interpretation of literature.

Composition

Students will be able to:

- Collect ideas for writing from different texts and sources (dialogue, artifacts, memories, images, etc.).
- Maintain a process for recording, collecting, referring to, and sharing their ideas for writing, as well as more formal writing products, including drafts.
- Write for different purposes and for different audiences.
- Understand different genres and organizational structures.
- Select appropriate genres and organizational structures for drafts.
- Select appropriate strategies for developing ideas into drafts.
- Select appropriate strategies for revising the organization and ideas in drafts.
- Have a language for talking about pieces of writing (e.g. craft, focus, structure, genre, voice, audience).
- Use their knowledge of standard English conventions (mechanics, grammar, and spelling) to edit work.
- Reflect on and self-monitor their development as a writer.
- Write well-organized stories or scripts with an explicit or implicit theme and details that contribute to a definite mood or tone.
- Write poems using a range of poetic techniques, forms (*sonnet, ballad*), and figurative language.
- Write well-organized essays (*persuasive, literary, personal*) that have a clear focus, logical development, effective use of detail, and variety in sentence structure.
- Write a well-organized research paper that proves a thesis statement using logical organization, effective supporting evidence, and variety in sentence structure.
- Use different levels of formality, style, and tone when composing for different audiences
- Revise writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics.
- Use knowledge of types of clauses (*main and subordinate*), verbals (*gerunds, infinitives, participles*), mechanics (*semicolons, colons, hyphens*), usage (*tense consistency*), sentence structure (*parallel structure*), and standard English spelling when writing and editing.
- Integrate all elements of fiction to emphasize the theme and tone of the story.
- Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well constructed paragraphs that build an effective argument, transition sentences to link paragraphs into a coherent whole, and a conclusion.
- Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research.
- Use group-generated MCAS-like criteria for evaluating different forms of writing and explain why these are important before applying them.

Media

Students will be able to:

- Identify visual or aural techniques used in a media message for a particular audience.
- Create media presentations that effectively use graphics, images, and/or sound to present a distinct point of view on a topic.
- Apply established criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication.

PERFORMANCE STANDARDS: GRADE 9



All Subjects:

Students are expected to earn a passing grade (levels 2-4, 60-100%, D- to A+) on the tests, products and assignments required by their teacher, including any subject-area assessments that may be developed and administered by each school.

Reading & Writing:

1. Reading:

- a. *Citywide Assessments*: Students are expected to meet minimum competency benchmarks on one of the following assessments.
 - Scholastic Reading Inventory (minimum competency: lexile 975; grade level proficiency: 1055)
 - Qualitative Reading Inventory (level 8.0)
 - Students enrolled in the *Transition Bilingual Program* are expected to meet the following minimum competency benchmarks in English:
 - Stage 2: Lexile 675, SRI (level HS2) or 65%, ESL CRT Reading
 - Stage 3: Lexile 790, SRI (level HS2)
 - Stage 4: Lexile 880, SRI (level HS2)
 - Stage 5: Lexile 975, SRI (level HS2)
- b. *English/Native Language Arts*: Students are expected to read and respond to a minimum of 20 books or "book equivalents" (e.g., series of periodicals or articles, manuals, collections of essays or poetry) each year. These works must be from multiple genres, including fiction and non-fiction. At least ten of the works must be whole books, fiction and non-fiction. Three of these ten books should be selected from a list of 10-15 books developed by the teacher, in collaboration with his or her colleagues.

To ensure that students' reading experiences are challenging and diverse, the literature in each teacher-developed list, and each student's three selections, must be rigorous, explore diverse and relevant themes through complex characters, represent a variety of perspectives (race, ethnicity, gender, class, and age), and include classical and contemporary literature. The lists must include books that represent the range of reading levels evident in students and they must vary from grade to grade.

Teachers should select one or two books from their list that all students will read through shared reading, read alouds, guided reading, and/or book clubs/literature circles. The one or two books will be chosen to: a) provide students with an opportunity to explore how a particular author uses language, structure, and other literary elements in a particular way to tell a story or inform the reader; b) engage all students in discussions about a single piece of literature or a particular theme; and c) develop and assess students' ability to respond to literature and use discussion strategies. Attention should be given to ensure the selections are rich in content and ideas and accessible to students with teacher and peer support.

2. Writing: *English/Native Language Arts*

- a. Students are expected to meet minimally acceptable standards (level 2-4 using BPS Task Descriptions, MCAS Scoring Guides, or comparable school-developed alternatives; levels 3-6 on MCAS ELA Composition Scoring Guide) on at least one independently written piece of *Personal Narrative* and one independent *Response to Literature* (Key Question) by the close of the school

year. Centrally-developed, MCAS-like, open-response questions will be administered to students in the fall and winter to assess students' progress.

- b. Students are expected to keep a writer's notebook where they have the opportunity to collect ideas each day, think about their writing, and write about what they're thinking and reading. The notebook will include a large volume of work. A minimum of 8 pieces of work from multiple genres will emerge from their notebook, be taken through the writing process (including a seed idea, initial drafts, revisions, edits, completion/publication) and be assessed using a rubric. At least two of these works will be responses to complete works of literature.
3. Performance on reading and writing assessments should be factored into students' grades.

ENGLISH LANGUAGE ARTS: GRADE 10



Oral Presentation and Discussion

Students will be able to:

- Use agreed-upon rules for informal and formal discussions in small and large groups such as Book Club, Literature Circles and Buddy Reading.
- Facilitate discussion groups independent from the teacher; identify and practice techniques to improve group productivity such as discussion guidelines, setting time limits for speakers and deadlines for decision-making.
- Organize and present ideas in a logical order.
- Ask for clarification when others' responses are unclear.
- Actively listen, respond to, and build on ideas generated during group discussions.
- Use information to inform or change their perspectives.
- Support their responses with evidence or details; expect and request the same of others.
- Summarize and evaluate what they have learned from the discussion.
- Evaluate the productivity of group discussion using group created criteria and make suggestions to address the needs of the group.
- Deliver informal and formal presentations, giving consideration to audience, purpose, content.
- Identify elements and organizational structures of effective speeches made for a variety of purposes; work collaboratively to create and use an appropriate rubric or criteria to prepare, improve, and assess presentations.
- Conduct interviews for research projects and writing.

Language

Students will be able to:

- Identify and use correctly idioms, cognates, literary terms, and words with literal and figurative meanings.
- Demonstrate an understanding of how patterns of words change their meanings or functions.
- Use knowledge of Greek, Latin, and Norse mythology and the Bible to understand the meaning of new words.
- Identify rhetorically functional sentence structure.
- Identify and correctly use mechanics, usage, and sentence structure in oral and written responses.
- Describe the origins and meanings of common words or phrases used in written English.
- Identify and use content-specific vocabulary and terminology in oral and written responses.
- Identify differences between the voice, tone, diction, and syntax used in different media presentations.

Reading and Literature

Students will be able to:

- Develop fluency, accuracy and understanding when reading different genres and complex texts.
- Select books for independent reading.
- Develop a language for effectively talking about books they are reading.
- Use before, during, and after reading strategies to enhance their understanding of texts.
- Use background knowledge to make inferences and predictions and to make personal connections with what they are reading.

- Set a purpose for reading and monitoring their progress.
- Listen critically and ask questions to clarify information.
- Summarize information to check understanding.
- Visualize information in text to support comprehension.
- Apply their knowledge of topic and main idea to evaluate different texts.
- Understand genres and organizational structure and apply that knowledge to their reading and responding to different texts.
- Use their knowledge of text features and organizational structure in informational and nonfiction texts to make meaning of what they are reading.
- Understand when comprehension breaks down; know and use self-correcting strategies to make meaning of what they are reading.
- Apply their knowledge of patterns of imagery or symbolism in different literary texts.
- Respond orally and in writing to the logic and use of evidence in an author's argument in informational and expository texts.
- Compare and contrast the presentation of a theme or topic across genres to explain how the selection of genre shapes the message.
- Demonstrate an understanding of intertextuality and different literary theories (i.e. reader response, historical, biographical, structuralism, post-structuralism) and utilize them when interpreting literary texts.
- Apply and evaluate their knowledge of theme (a view or comment on life) to identify themes in text and support with evidence from the text.
- Apply and evaluate their knowledge of the structure and elements of fiction in their oral and written response to a variety of literature from different cultures and provide evidence from the text to support their understanding.
- Apply and evaluate their knowledge of the purpose, structure, and elements of nonfiction or informational materials in oral and written response, providing evidence from the text to support their understanding.
- Apply their knowledge of the effects of sound, form, figurative language, graphics, diction, and dramatic structure of poems in oral and written responses to what they read.
- Sound (alliteration, onomatopoeia, rhyme scheme, consonance, assonance)
- Form (ballad, sonnet, heroic couplet)
- Figurative language (personification, metaphor, simile, hyperbole, symbolism)
- Evaluate their understanding of the importance of sentence variety in the overall effectiveness of an imaginary/literary or informational/expository work.
- Evaluate how an author's choice of words advances the theme or purpose of a work.
- Identify and analyze characters, structure, and themes in classical Greek drama and epic poetry.
- Apply their knowledge of how dramatic conventions support, interpret, and enhance dramatic text.

Composition

Students will be able to:

- Collect ideas for writing from different texts and sources (dialogue, artifacts, memories, images, etc.).
- Maintain a process for recording, collecting, referring to, and sharing their ideas for writing, as well as more formal writing products, including drafts.
- Write for different purposes and for different audiences.
- Understand different genres and organizational structures.

- Select appropriate genres and organizational structures for drafts.
- Select appropriate strategies for developing ideas into drafts.
- Select appropriate strategies for revising the organization and ideas in drafts.
- Use literary language to talk about pieces of writing (e.g. craft, focus, structure, genre, voice, audience).
- Use their knowledge of standard English conventions (mechanics, grammar, and spelling) to edit work.
- Reflect on and self-monitor their development as a writer.
- Write well-organized stories or scripts with an explicit or implicit theme and details that contribute to a definite mood or tone.
- Write poems using a range of poetic techniques, forms (*sonnet, ballad*), and figurative language.
- Write well-organized essays (*persuasive, literary, personal*) that have a clear focus, logical development, effective use of detail, and variety in sentence structure.
- Evaluate their use of different levels of formality, style, and tone when composing for different audiences.
- Use various strategies for revision to improve their writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics.
- Use knowledge of types of clauses (*main and subordinate*), verbals (*gerunds, infinitives, participles*), mechanics (*semicolons, colons, hyphens*), usage (*tense consistency*), sentence structure (*parallel structure*), and standard English spelling when writing and editing.
- Create a piece of literature that integrates all elements of fiction to emphasize the theme and tone.
- Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well constructed paragraphs that build an effective argument, transition sentences to link paragraphs into a coherent whole, and a conclusion.
- Formulate open-ended research/inquiry questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research.
- Use group-generated MCAS-like criteria for evaluating different forms of writing and explain why these are important before applying them.

Media

Students will be able to:

- Analyze and evaluate visual or aural techniques used in a media message.
- Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic or theme from literature.
- Establish criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication.

PERFORMANCE STANDARDS: GRADE 10



All Subjects:

Students are expected to earn a passing grade (levels 2-4, 60-100%, D- to A+) on the tests, products and assignments required by their teacher, including any subject-area assessments that may be developed and administered by each school.

Reading & Writing:

1. Reading:

- a. *Citywide Assessments*: Students are expected to meet minimum competency benchmarks on one of the following assessments.
 - o Scholastic Reading Inventory (minimum competency: lexile 975; grade level proficiency: lexile 1055)
 - o Qualitative Reading Inventory (level 8.0)Students enrolled in the *Transition Bilingual Program* are expected to meet the following minimum competency benchmarks in English:
 - o Stage 2: Lexile 675, SRI (level HS2) or 65%, ESL CRT Reading
 - o Stage 3: Lexile 790, SRI (level HS2)
 - o Stage 4: Lexile 880, SRI (level HS2)
 - o Stage 5: Lexile 975, SRI (level HS2)Students enrolled in the *Transitional Bilingual Program* are also expected to meet the following minimum competency benchmarks in their native language:
 - o Spanish: SRI (Spanish), Lexile 975 (level 18)
 - o Other Languages: CLOZE, level 5.0
- b. *English/Native Language Arts*: Students are expected to read and respond to a minimum of 20 books or "book equivalents" (e.g., series of periodicals or articles, manuals, collections of essays or poetry) each year. These works must be from multiple genres, including fiction and non-fiction. At least ten of the works must be whole books, fiction and non-fiction. Three of these ten books should be selected from a list of 10-15 books developed by the teacher, in collaboration with his or her colleagues.

To ensure that students' reading experiences are challenging and diverse, the literature in each teacher-developed list, and each student's three selections, must be rigorous, explore diverse and relevant themes through complex characters, represent a variety of perspectives (race, ethnicity, gender, class, and age), and include classical and contemporary literature. The lists must include books that represent the range of reading levels evident in students and they must vary from grade to grade.

Teachers should select one or two books from their list that all students will read through shared reading, read alouds, guided reading, and/or book clubs/literature circles. The one or two books will be chosen to: a) provide students with an opportunity to explore how a particular author uses language, structure, and other literary elements in a particular way to tell a story or inform the reader; b) engage all students in discussions about a single piece of literature or a particular theme; and c) develop and assess students' ability to respond to literature and use discussion strategies. Attention should be given to ensure the selections are rich in content and ideas and accessible to students with teacher and peer support.

2. Writing: *English/Native Language Arts*

- a. Students are expected to meet minimally acceptable standards (level 2-4 using BPS Task Descriptions, MCAS Scoring Guides, or comparable school-developed alternatives; levels 3-6 on MCAS ELA Composition Scoring Guide) on independently produced *Responses to Literature* (Key Question) by the time the MCAS is administered in the spring. Centrally-developed, MCAS-like, open-response questions will be administered to students in the fall and winter to assess students' progress.
 - b. Students are expected to keep a writer's notebook where they have the opportunity to collect ideas each day, think about their writing, and write about what they're thinking and reading. The notebook will include a large volume of work. A minimum of 8 pieces of work from multiple genres will emerge from their notebook, be taken through the writing process (including a seed idea, initial drafts, revisions, edits, completion/publication) and be assessed using a rubric. At least two of these works will be responses to complete works of literature.
3. Performance on reading and writing assessments should be factored into students' grades.

Massachusetts Comprehensive Assessment System (MCAS):

Students are expected to earn a passing score (levels 2-4) on the *English Language Arts*, *ELA Composition*, *Mathematics*, and *History and Social Science* assessments administered in the spring. Performance on these assessments is not factored into a student's final grade.

ENGLISH LANGUAGE ARTS: GRADE 11



Oral Presentation and Discussion

Students will be able to:

- Use agreed-upon rules for informal and formal discussions in small and large groups such as Book Club, Literature Circles and Buddy Reading.
- Facilitate discussion groups independent from the teacher; identify and practice techniques to improve group productivity such as discussion guidelines, setting time limits for speakers and deadlines for decision-making.
- Organize and present ideas in a logical order.
- Ask for clarification when others' responses are unclear.
- Actively listen, respond to, and build on ideas generated during group discussions.
- Use information to inform or change their perspectives.
- Support their responses with evidence or details; expect and request the same of others.
- Summarize and evaluate what they have learned from the discussion.
- Evaluate the productivity of group discussion using group created criteria and make suggestions to address the needs of the group.
- Deliver informal and formal presentations, giving consideration to audience, purpose and content.
- Identify elements and organizational structures of effective speeches made for a variety of purposes; work collaboratively to create and use an appropriate rubric or criteria to prepare, improve, and assess presentations.

Language

- Students will be able to:
- Identify and use correctly new words acquired through study of their different relationship to other words.
- Demonstrate understanding and the effective use of dictionaries, specialized dictionaries, thesauruses, histories of language, books of quotations, Internet, and other related references as needed.
- Identify, describe, and apply conventions of standard English in oral and written responses.
- Analyze the role and place of standard American English in speech, writing, and literature.
- Distinguish between formal and informal language in oral and written responses.

Reading and Literature

Students will be able to:

- Develop fluency, accuracy and understanding when reading different and more complex texts.
- Self-monitor, assess, and revise their decisions and work as needed, as well as their development as a reader.
- Select books for independent reading.
- Develop a language for talking about the books.
- Use before, during, and after reading strategies.
- Use background knowledge to make inferences and predictions and to make personal connections with what they are reading.
- Set a purpose for reading and monitor their progress.
- Listen critically and ask questions to clarify information.

- Summarize information to check understanding.
- Visualize information in text to support comprehension.
- Identify and analyze the topic and main idea of different texts.
- Understand genres and organizational structure and apply that knowledge to their reading of different texts.
- Use their knowledge of text features and organization structure to make meaning of what they are reading.
- Understand when comprehension breaks down; know and use self-correcting strategies to make meaning of what they are reading.
- Evaluate the point(s) of view in a variety of literary works.
- Apply their knowledge of the connection of imagery or symbolism to themes and/or tone and mood in oral and written responses.
- Identify and compare the logic and use of evidence in different authors' arguments on related themes in a range of informational and expository texts.
- Analyze the contemporary context of a literary work.
- Analyze the historical background of an author, playwright or poet and their literary works.
- Demonstrate an understanding of intertextuality and different literary theories (i.e. reader response, historical, biographical, structuralism, post-structuralism, gender, psychological) and utilize them when interpreting literary texts.
- Describe and analyze the characteristics of genres that overlap or cut across the lines of genre classifications such as poetry, prose, drama, short story, essay, and editorials.
- Demonstrate their understanding of the concept that a text can contain more than one theme in oral and written responses.
- Identify and apply their knowledge of how authors use techniques and elements in fiction for rhetorical and aesthetic purposes.
- Identify and explain how authors use the elements of nonfiction to achieve their purposes.
- Identify and analyze the use of diction and imagery (controlling images, figurative language, understatement, overstatement, irony, paradox).
- Identify and analyze an author's use of rhetorical devices in persuasive argument.
- Identify, analyze, and evaluate an author's use of rhetorical devices in persuasive argument.
- Analyze and compare style and language across significant cross-cultural literary works.
- Analyze the influence of mythic, traditional, or classical literature on later literature and film.
- Identify and analyze types of dramatic literature.
- Identify, analyze and evaluate the use of dramatic conventions (*monologues, soliloquy, chorus, aside, dramatic irony*).
- Demonstrate an understanding of the functions of playwright, director, technical designer, and actor in a critical review of a dramatic presentation.

Composition

Students will be able to:

- Collect ideas for writing from different texts and sources (dialogue, artifacts, memories, images, etc.).
- Maintain a process for recording, collecting, referring to, and sharing their ideas for writing, as well as more formal writing products, including drafts.
- Self-monitor, assess, and revise their decisions and work as needed, as well as their development as a writer.

- Write for different purposes and for different audiences.
- Demonstrate their understanding of different genres and organizational structures.
- Select appropriate genres and organizational structures for drafts.
- Select appropriate strategies for developing ideas into drafts.
- Select appropriate strategies for revising the organization and ideas in drafts.
- Use the language orally and in writing for talking about improving their writing (e.g. craft, focus, structure, genre, voice, audience).
- Use standard English conventions (mechanics, grammar, and spelling) when editing work.
- Write well-organized stories, plays, poems with an explicit or implicit theme, using a variety of literary techniques.
- Write coherent compositions with a clear focus, objective presentation of alternate views, rich details, well-developed paragraphs, and logical argumentation.
- Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments.
- Identify the strategies they are using to revise their writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.
- Use established conventions of standard English when writing and editing.
- Analyze and apply their knowledge of a writer's placement of descriptive details about setting, characters, and events in stories.
- Group related ideas and place them in logical order for discussion and when writing summaries or reports.
- Organize information they've read or heard about a topic into a coherent paragraph that includes a topic, supporting details, and a concluding idea.
- Formulate original, open-ended questions to explore a topic of interest; design and carry out research or inquiry.
- Evaluate the quality of their research/inquiry paper in terms of the adequacy of its questions, materials, approach, as well as the selection and documentation of sources.
- Develop and use criteria for assessing the intertextuality or interdisciplinary aspect of literary works, explaining why the criteria are appropriate before applying them.
- Meet test-taking requirements for different purposes.

Media

Students will be able to:

- Identify the aesthetic effects of a media presentation and identify and evaluate the techniques used to create them.
- Explain how a media production synthesizes information from several sources on a related theme or topic.

PERFORMANCE STANDARDS: GRADE 11



All Subjects:

Students are expected to earn a passing grade (levels 2-4, 60-100%, D- to A+) on the tests, products and assignments required by their teacher, including any subject-area assessments that may be developed and administered by each school.

English Language Arts:

1. Reading:

Students are expected to read and respond to a minimum of 20 books or "book equivalents" (e.g., series of periodicals or articles, manuals, collections of essays or poetry) each year. These works must be from multiple genres, including fiction and non-fiction. At least ten of the works must be whole books, fiction and non-fiction. Three of these ten books should be selected from a list of 10-15 books developed by the teacher, in collaboration with his or her colleagues.

To ensure that students' reading experiences are challenging and diverse, the literature in each teacher-developed list, and each student's three selections, must be rigorous, explore diverse and relevant themes through complex characters, represent a variety of perspectives (race, ethnicity, gender, class, and age), and include classical and contemporary literature. The lists must include books that represent the range of reading levels evident in students and they must vary from grade to grade.

Teachers should select one or two books from their list that all students will read through shared reading, read alouds, guided reading, and/or book clubs/literature circles. The one or two books will be chosen to: a) provide students with an opportunity to explore how a particular author uses language, structure, and other literary elements in a particular way to tell a story or inform the reader; b) engage all students in discussions about a single piece of literature or a particular theme; and c) develop and assess students' ability to respond to literature and use discussion strategies. Attention should be given to ensure the selections are rich in content and ideas and accessible to students with teacher and peer support.

2. Writing:

- a. Students are expected to meet minimally acceptable standards (level 2-4 using BPS Task Descriptions, MCAS Scoring Guides, or comparable school-developed alternative) on at least one independently written *Persuasive Essay* and one independent *Response to Literature* (Key Question) by the close of the school year. Centrally-developed, MCAS and SAT II-like, open-response questions will be administered to students in the fall and winter to assess students' progress.
- b. Students are expected to keep a writer's notebook where they have the opportunity to collect ideas each day, think about their writing, and write about what they're thinking and reading. The notebook will include a large volume of work. A minimum of 8 pieces of work from multiple genres will emerge from their notebook, be taken through the writing process (including a seed idea, initial drafts, revisions, edits, completion/publication) and be assessed using a rubric. At least two of these works will be responses to complete works of literature.

3. Performance on reading and writing assessments should be factored into students' grades.

Massachusetts Comprehensive Assessment System (MCAS):

Students who have yet to pass the MCAS are expected to earn a passing score (levels 2-4) on the *English Language Arts, ELA Composition* and *Mathematics* assessments administered in the winter (make-up tests) and spring. Performance on these assessments is not factored into a student's final grade.

ENGLISH LANGUAGE ARTS: GRADE 12



Oral Presentation and Discussion

Students will be able to:

- Use agreed-upon rules for informal and formal discussions in small and large groups such as Book Club, Literature Circles and Buddy Reading.
- Facilitate discussion groups independent from the teacher; identify and practice techniques to improve group productivity such as discussion guidelines, setting time limits for speakers and deadlines for decision-making.
- Organize and present ideas in a logical order.
- Ask for clarification when others' responses are unclear.
- Actively listen, respond to, and build on ideas generated during group discussions.
- Use information to inform or change their perspectives.
- Support their responses with evidence or details; expect and request the same of others.
- Summarize and evaluate what they have learned from the discussion.
- Evaluate the productivity of group discussion using group created criteria and make suggestions to address the needs of the group.
- Deliver informal and formal presentations, giving consideration to audience, purpose and content.
- Identify elements and organizational structures of effective speeches made for a variety of purposes; work collaboratively to create and use an appropriate rubric or criteria to prepare, improve, and assess presentations.
- Conduct interviews for research projects and writing.

Language

Students will be able to:

- Monitor and evaluate their use of general dictionaries, specialized dictionaries, thesauruses, histories of language, books of quotations, Internet, and other related references.
- Identify historical changes in conventions for usage and grammar.
- Evaluate and explain the influences of the English language on world literature and world cultures in oral and written responses.
- Analyze and explain how the English language has developed and been influenced by other languages in oral and written discussions.
- Identify and analyze occasions where dialect can be a source of negative or positive stereotypes among social groups.

Reading and Literature

Students will be able to:

- Develop fluency, accuracy and understanding when reading different and more complex texts.
- Self-monitor, assess, and revise their decisions and work as needed, as well as their development as a reader.
- Select books for independent reading and study.
- Use established language for talking about and evaluating books.
- Use before, during, and after reading strategies to improve comprehension.
- Use background knowledge to make inferences and predictions and to make personal connections with what they are reading.
- Set a purpose for reading monitor their progress.

- Listen critically and ask questions to clarify information.
- Summarize information to check understanding.
- Visualize information in text to support comprehension.
- Identify and analyze the topic and main idea of different texts.
- Demonstrate their understanding of genres and organizational structure and apply that knowledge to their reading of different texts.
- Use text features and organizational structure to make meaning of what they are reading.
- Understand when their comprehension breaks down; know and use self-correcting strategies to make meaning of what they are reading.
- Analyze and compare texts that express a universal theme, and locate support in the text for the identified theme, orally and in writing.
- Demonstrate an understanding of intertextuality and different literary theories (i.e. reader response, historical, biographical, structuralism, post-structuralism, gender, psychological, marxist, new historicist, archetypcial) and utilize them when interpreting literary texts.
- Evaluate and apply their knowledge of how authors use techniques and elements in fiction for rhetorical and aesthetic purposes in oral and written responses.
- Analyze and evaluate the logic and use of evidence in an author's argument in oral and written responses and group discussions.
- Analyze, explain, and evaluate how authors use the elements of nonfiction to achieve their purposes in oral and written responses and group discussions.
- Apply their knowledge of diction and imagery (*controlling images, figurative language, understatement, overstatement, irony, paradox*) in oral and written responses and in group discussions.
- Apply their knowledge of how an author uses rhetorical devices in persuasive argument, through individual and group presentations.
- Analyze and compare style and language across significant cross-cultural and historical literary works.
- Analyze and evaluate the influence of mythic, traditional, or classical literature on later literature and film.
- Apply their knowledge of the structure and themes of different dramatic literature in oral and written responses and group discussions.
- Evaluate the use of different dramatic conventions (*monologues, soliloquy, chorus, aside, dramatic irony*) in oral and written responses.

Composition

Students will be able to:

- Collect ideas for writing from different and more complex texts and sources (dialogue, artifacts, memories, images, etc.).
- Maintain a process for recording, collecting, referring to, and sharing their ideas for writing, as well as more formal writing products, including drafts.
- Self-monitor, assess, and revise their decisions and work as needed, as well as their development as a writer.
- Write for different purposes and for different audiences.
- Demonstrate their understanding of different genres and organizational structures.
- Select appropriate genres and organizational structures for drafts.
- Select appropriate strategies for developing ideas into drafts.
- Select appropriate strategies for revising the organization and ideas in drafts.

- Use effective language for talking about pieces of writing (e.g. craft, focus, structure, genre, voice, audience).
- Use standard English conventions (mechanics, grammar, and spelling) while editing work.
- Create stories, plays, poems with an explicit or implicit theme, using a variety of literary techniques.
- Write coherent compositions with a clear focus, an objective presentation of alternate views, rich details, well-developed paragraphs, logical argumentation and a concluding idea.
- Use effective rhetorical techniques; demonstrate an understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments.
- Revise their writing: assess style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.
- Use established conventions of standard English when writing and editing.
- Analyze a writer's placement of descriptive details about setting, characters, and events in stories.
- Place their ideas in logical order when writing summaries or reports.
- Explore a topic of interest: formulate an open-ended question, design and carry out research or inquiry, present results in a well-structured report.
- Establish criteria and evaluate the quality of their research/inquiry report (e.g., adequacy of question, materials, approach, selection and documentation of sources).
- Establish and use criteria for assessing the intertextuality or interdisciplinary aspect of literary works from different genres, explaining why the criteria are appropriate before applying them.
- Evaluate their ability to meet test-taking requirements for different purposes.

Media

Students will be able to:

- Analyze and evaluate the aesthetic effects of a media presentation; identify and evaluate the techniques used to create them.
- Create a media production that synthesizes information from several sources on a related theme or topic.

PERFORMANCE STANDARDS: GRADE 12



All Subjects:

Students are expected to earn a passing grade (levels 2-4, 60-100%, D- to A+) on the tests, products and assignments required by their teacher, including any subject-area assessments that may be developed and administered by each school.

English Language Arts:

1. Reading:

Students are expected to read and respond to a minimum of 20 books or "book equivalents" (e.g., series of periodicals or articles, manuals, collections of essays or poetry) each year. These works must be from multiple genres, including fiction and non-fiction. At least ten of the works must be whole books, fiction and non-fiction. Three of these ten books should be selected from a list of 10-15 books developed by the teacher, in collaboration with his or her colleagues.

To ensure that students' reading experiences are challenging and diverse, the literature in each teacher-developed list, and each student's three selections, must be rigorous, explore diverse and relevant themes through complex characters, represent a variety of perspectives (race, ethnicity, gender, class, and age), and include classical and contemporary literature. The lists must include books that represent the range of reading levels evident in students and they must vary from grade to grade.

Teachers should select one or two books from their list that all students will read through shared reading, read alouds, guided reading, and/or book clubs/literature circles. The one or two books will be chosen to: a) provide students with an opportunity to explore how a particular author uses language, structure, and other literary elements in a particular way to tell a story or inform the reader; b) engage all students in discussions about a single piece of literature or a particular theme; and c) develop and assess students' ability to respond to literature and use discussion strategies. Attention should be given to ensure the selections are rich in content and ideas and accessible to students with teacher and peer support.

2. Writing: *English Language Arts:*

Students are expected to meet minimally acceptable standards (level 2-4 using BPS Task Descriptions, MCAS Scoring Guides, or comparable school-developed alternatives) on at least one independent *Response to Literature* (Key Question). Centrally developed, MCAS and SAT II-like, open-response questions will be administered to students in the fall and winter to assess students' progress.

Students are expected to keep a writer's notebook where they have the opportunity to collect ideas each day, think about their writing and write about what they're thinking and reading. The notebook will include a large volume of work. A minimum of 8 pieces of work from multiple genres will emerge from their notebook, be taken through the writing process (including a seed idea, initial drafts, revisions, edits, completion/ publication) and be assessed using a rubric. At least two of these works will be responses to complete works of literature.

Students are expected to meet minimally acceptable standards on a *College/Career Essay* by the end of December.

3. Performance on reading and writing assessments should be factored into students' grades.

Massachusetts Comprehensive Assessment System (MCAS):

Students who have yet to pass the MCAS are expected to earn a passing score (levels 2-4) on the *English Language Arts*, *ELA Composition* and *Mathematics* assessments administered in the winter (make-up tests) and spring. Performance on these assessments is not factored into a student's final grade.