

**English Curriculum  
High Level Overview and Tools  
2009-2010 Preview**



# Curriculum Maps Explained 2009-2010 Preview



# AUSL Curriculum Maps Explained

## E-CRS

### English - College Readiness Standards

#### EXPLANATIONS

#### EXAMPLES

Organization, Unity, & Coherence	<b>ECRS Academic Content Standard</b>
<ul style="list-style-type: none"> <li>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (24A)</li> </ul>	<p><b>Indicator</b> for the OUC Academic Content Standard.</p> <p>The # and letter (e.g. 24A) represent the skill level and the specific part of the standard.</p>
#7	The name of the ECRS Exam. # order does not represent the order in which the assessments must be given.
WC20C; OUC24A; OUC33A	Abbreviations of the Academic Content Standards that a specific exam covers.
Units 6 & 7	Instructional resources available for that particular exam. Teacher Created (TC) means that it's up to individual or groups of teachers to design the learning activities.

## W-CRS

### Writing - College Readiness Standards

Sustain Focus	<b>WCRS Academic Content Standard</b>
<ul style="list-style-type: none"> <li>Maintain a focus on discussion of the specific topic/issue throughout the essay and present a thesis that establishes a focus on the writer's position on the issue.</li> </ul>	<b>Indicator</b> for the SF Academic Content Standard

## R-CRS

### Reading - College Readiness Standards

Relationships	<b>RCRS Academic Content Standard</b>
<ul style="list-style-type: none"> <li><b>Order sequences of events in uncomplicated passages (24A)</b></li> <li>Order sequences of events in more challenging passages (28A)</li> </ul>	<p><b>Indicators</b> for the REL Academic Content Standard. <b>Bold</b> indicates a <b>Power Indicator</b> (a main focus for teaching the standard).</p> <p>The # and letter (e.g. 24A) represent the skill level and the specific part of the standard.</p>
Introducing	Academic Content Standard is first presented to students that particular year
Continuing	Meaning of Words is a continuing Academic Content Standard that is scaffolded across all 4 quarters
Re-Teaching	Academic Content Standards from previous quarters that need to be reviewed. Specific focus is determined by CDAS and Interim Data.
Genres	Required categories. See the AUSL Genre Map for more details.
Texts	Book options within a specific required genre decided by departments at school site.

CDAS: #9 (REL & SD)	A specific CDAS that includes 3-4 Relationship questions and 3 Supporting Detail questions. These do not need to be given in numerical order.
Open Response (Team Created) Performance Based (Team Created)	Common assessments created by grade level teams (e.g. write an essay that talks about a main theme in Huck Finn or do a short power point about a main theme in Huck Finn).

# English Curriculum Maps 2009-2010 Preview



**9<sup>th</sup> Grade  
2009-2010 Preview**



# 9<sup>th</sup> Grade English 1<sup>st</sup> Quarter

<b>E-CRS</b>	<b>Mastery Indicators</b>	<u>Topic Development in Terms of Purpose &amp; Focus</u> <ul style="list-style-type: none"> <li>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement (TDP.24C)</li> </ul> <u>Sentence Structure &amp; Formation</u> <ul style="list-style-type: none"> <li>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences (SSF.13B)</li> </ul> <u>Conventions of Usage</u> <ul style="list-style-type: none"> <li>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs, and how to form comparative and superlative adjectives (COU.13Aab)</li> <li>Solve such grammatical problems such as how to ensure straightforward subject-verb agreement (COU.16Ab)</li> <li>Recognize and use the appropriate word in frequently confused pairs (16B)</li> </ul> <u>Conventions of Punctuation</u> <ul style="list-style-type: none"> <li>Use apostrophes to indicate simple possessive nouns (COP.24C)</li> <li>Delete commas that disturb sentence flow (COP.16B)</li> </ul>		
	<b>Assessments</b>	#1	SSF13B; COU13Aa; COU16Ab	Units 1 & 2
		#2	COP24C; COU13Ab	Units 3 & 4
		#3	COU16B	Teacher Created
		#4	TD24C; COP16B	Teacher Created

<b>W-CRS</b>	<b>Mastery Indicators</b>	<u>Make &amp; Articulate Judgments</u> <ul style="list-style-type: none"> <li>Take a position and support it with evidence</li> <li>Provide background information about the relevance of a prompt</li> <li>Design effective counterargument</li> </ul>
	<b>Assessment (ACT Writing Rubric)</b>	4=Exceeding Standards/3=Meeting Standards/2=Progressing to Standards/1=Not Yet <b>Achievement Goal:</b> 50-75% of students meet standards (3.0 average or better)

<b>R-CRS</b>	<b>Mastery Indicators</b>	Introducing	<u>Supporting Details</u> <ul style="list-style-type: none"> <li>Locate basic facts (e.g., names, dates, events) clearly stated in a passage (SD.13A)</li> <li><b>Locate simple details at the sentence and paragraph level in uncomplicated passages (SD.16A)</b></li> <li>Locate important details in uncomplicated passages (SD.20A)</li> <li><b>Recognize a clear function of a part of an uncomplicated passage (SD.16B)</b></li> <li>Make simple inferences about how details are used in passages (SD.20B)</li> </ul>
		Introducing	<u>Meaning of Words</u> <ul style="list-style-type: none"> <li>Understand the implication of a familiar word or phrase and of simple descriptive language (MOW.13)</li> </ul>
		Re-Teaching	
	<b>Genres</b>	<b>Short Stories</b> <b>Short Nonfiction</b>	
	<b>Texts</b>	TBD at the school level by department	
	<b>Assessments</b>	<b>CDAS: #1 (SD &amp; MOW); #2 (SD); #3 (SD); #4 (SD &amp; MOW)</b>	Open Response (Team Created) Performance Based (Team Created)

<b>Essential Question/Enduring Understanding/ Theme</b>	TBD by individual teachers
---	----------------------------

# 9th Grade English 2nd Quarter

<b>E-CRS</b>	<b>Mastery Indicators</b>	<u>Topic Development in Terms of Purpose &amp; Focus</u> <ul style="list-style-type: none"> <li>Identify the central idea or main topic of a straightforward piece of writing (TDP.20A)</li> </ul> <u>Organization, Unity, &amp; Coherence</u> <ul style="list-style-type: none"> <li>Select the most logical place to add a sentence in a paragraph (OUC.16A)</li> <li>Add a sentence that introduces a simple paragraph (OUC.20C)</li> </ul> <u>Word Choice in Terms of Style, Tone, Clarity, &amp; Economy</u> <ul style="list-style-type: none"> <li>Revise sentences to correct awkward and confusing arrangements of sentence elements (WC.13A)</li> </ul> <u>Sentence Structure &amp; Formation</u> <ul style="list-style-type: none"> <li>Use conjunctions or punctuation to join simple clauses (SSF.13A)</li> </ul> <u>Conventions of Usage</u> <ul style="list-style-type: none"> <li>Solve such grammatical problems as whether to use an adverb or adjective form in simple contexts (COU.16Aa)</li> <li>Solve such grammatical problems such as which preposition to use in simple contexts (COU.16Ad)</li> <li>Ensure a verb agrees with its subject when the prepositional phrase between the two suggests a different number (COU.33B)</li> </ul> <u>Conventions of Punctuation</u> <ul style="list-style-type: none"> <li>Provide appropriate punctuation in straightforward situations (COP.16A)</li> </ul>		
	<b>Assessments</b>	#5	COU16Aa; COU16Ad; COU33B	Units 5 & 6
		#6	SSF13A; COP16A	Unit 7
		#7	TD20A; OUC16A; WC13A; OUC20C	Teacher Created

<b>W-CRS</b>	<b>Mastery Indicators</b>	<u>Sustain Focus</u> <ul style="list-style-type: none"> <li>Focus on a specific issue in the prompt</li> </ul>	
	<b>Assessments</b> (ACT Writing Rubric)	4=Exceeding Standards/3=Meeting Standards/2=Progressing to Standards/1=Not Yet <b>Achievement Goal:</b> 50-75% of students meet standards (3.0 average or better)	

<b>R-CRS</b>	<b>Mastery Indicators</b>	Introducing	<u>Main Idea</u> <ul style="list-style-type: none"> <li>Recognize a clear intent of an author or narrator in uncomplicated literary narratives (MIA.13A)</li> <li><b>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives (MIA.16A)</b></li> <li>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives (MIA.20A)</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages (MIA.20B)</li> </ul>
		Continuing	<u>Meaning of Words</u> <ul style="list-style-type: none"> <li>Understand the implication of a familiar word or phrase and of simple descriptive language (MOW.13A)</li> <li>Use context to understand basic figurative language (MOW.16A)</li> </ul>
		Re-Teaching	<u>Supporting Details</u> 13-23
	<b>Genres</b>	<b>Poetry &amp; Author Studies</b> <b>Controversial, Issue-Based Nonfiction Book(s)</b>	
	<b>Texts</b>	TBD at the school level by department	
<b>Assessments</b>	<b>CDAS #5 (MIA &amp; SD); #6 (MIA &amp; MOW); #7 (MIA &amp; SD); #8 (SD &amp; MOW);</b>	Open Response (Team Created) Performance Based (Team Created)	
<b>Essential Question/Enduring Understanding/ Theme</b>		TBD by individual teachers	

# 9<sup>th</sup> Grade English 3<sup>rd</sup> Quarter

<b>E-CRS</b>	<b>Mastery Indicators</b>	<u>Topic Development in Terms of Focus &amp; Purpose</u> <ul style="list-style-type: none"> <li>Identify the basic purpose or role of a specified phrase or sentence (TDP.16A)</li> </ul> <u>Organization, Unity, &amp; Coherence</u> <ul style="list-style-type: none"> <li>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (TDP.13A)</li> </ul> <u>Word Choice in Terms of Style, Tone, Clarity, &amp; Economy</u> <ul style="list-style-type: none"> <li>Revise vague nouns and pronouns that create obvious logic problems (TDP.13B)</li> </ul> <u>Conventions of Usage</u> <ul style="list-style-type: none"> <li>Solve such grammatical problems as pronoun-antecedent agreement (COU.16Ac)</li> </ul> <u>Conventions of Punctuation</u> <ul style="list-style-type: none"> <li>Recognize inappropriate use of colons and semicolons (COP.24D)</li> </ul>		
	<b>Assessments</b>	#8	WC13B; COU16Ac	Unit 8
		#9	OUC13A	Unit 9
		#10	COP24D	Units 10 & 11
		TC	TD16A	Teacher Created
<b>W-CRS</b>	<b>Mastery Indicators</b>	<u>Organize &amp; Present Ideas</u> <ul style="list-style-type: none"> <li>Effectively incorporate transition words</li> <li>Develop inviting introductions and satisfactory conclusions</li> </ul>		
	<b>Assessments</b> (ACT Writing Rubric)	4=Exceeding Standards/3=Meeting Standards/2=Progressing to Standards/1=Not Yet		
		<b>Achievement Goal:</b> 75-100% of students meet standards (3.0 average or better)		
<b>R-CRS</b>	<b>Mastery Indicators</b>	Introducing	<u>Relationships</u> <ul style="list-style-type: none"> <li>Determine when (e.g. first, last, before, after) or if an event occurred in uncomplicated passages (SCCER.13A)</li> <li>Order simple sequences of events in literary narratives (SCCER.20A)</li> <li><b>Identify relationships between main characters in uncomplicated literary narratives (SCCER.16A)</b></li> <li>Identify clear relationships between people, ideas and so on in uncomplicated passages (SCCER.20B)</li> <li>Recognize clear cause-effect relationships described within a single sentence in a passage (SCCER.13B)</li> <li><b>Recognize clear cause-effect relationships within in a single paragraph in uncomplicated literary narratives (SCCER.16B)</b></li> <li>Identify clear cause-effect relationships in uncomplicated passages (SCCER.20C)</li> </ul>	
		Continuing	<u>Meaning of Words</u> <ul style="list-style-type: none"> <li>Use context to understand basic figurative (MOW.16A)</li> <li>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages. (MOW.20A)</li> </ul>	
		Re-Teaching	<u>Supporting Details</u> 13-23	<u>Main Idea</u> 13-23
	<b>Genres</b>	<b>Drama &amp; Thematically-Linked Nonfiction</b> <b>Historical Fiction &amp; Nonfiction Connections</b>		
	<b>Texts</b>	TBD at the school level by department		
	<b>Assessments</b>	<b>CDAS: #9 (REL &amp; SD); #10 (REL, MIA &amp; MOW); #11 (REL &amp; MIA); #12 (REL &amp; MOW)</b>		Open Response (Team Created) Performance Based (Team Created)
		<b>Essential Question/Enduring Understanding/Theme</b>		
			TBD by individual teachers	



# 9<sup>th</sup> Grade English 4<sup>th</sup> Quarter

<b>E-CRS</b>	<b>Mastery Indicators</b>	<u>Topic Development in Terms of Purpose &amp; Focus</u> <ul style="list-style-type: none"> <li>Delete a clause or sentence because it is obviously irrelevant to the essay (TDP.16B)</li> </ul> <u>Conventions of Usage</u> <ul style="list-style-type: none"> <li>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i> (COU.28A)</li> <li>Form present-perfect verbs by using <i>have</i> rather than <i>of</i> (COU.24Bb)</li> </ul> <u>Conventions of Punctuation</u> <ul style="list-style-type: none"> <li>Use commas to set off simple parenthetical phrases (COP.20A)</li> <li>Use commas to set off complex parenthetical phrases (COP.24A)</li> <li>Use commas to set off a nonessential/nonrestrictive appositive or clause (COP.28A)</li> </ul>		
	<b>Assessments</b>	#11	COU28A; COP28A	Unit 12
		#12	COP20A; COP24A; TD16B	Unit 13
		#13	COU24Bb	Units 14 & 15
<b>W-CRS</b>	<b>Mastery Indicators</b>	Continue to work towards mastery of previous quarters' Indicators.		
	<b>Assessments</b> (ACT Writing Rubric)	4=Exceeding Standards/3=Meeting Standards/2=Progressing to Standards/1=Not Yet <b>Achievement Goal:</b> 75-100% of students meet standards (3.0 average or better)		
<b>R-CRS</b>	<b>Mastery Indicators</b>	Introducing	<u>Generalizations &amp; Conclusions</u> <ul style="list-style-type: none"> <li>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives (GC.13A)</li> <li><b>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages (GC.16B)</b></li> <li>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages (GC.20A)</li> <li>Draw simple generalizations and conclusions using details that support the main points of more challenging passages (GC.20B)</li> </ul>	
		Continuing	<u>Meaning of Words</u> <ul style="list-style-type: none"> <li>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages. (MOW.20A)</li> </ul>	
		Re-Teaching	<u>Supporting Details</u> 13-23	<u>Main Idea</u> 13-23
	<b>Genres</b>	Whole Class Novel Novel-related, short nonfiction		
	<b>Texts</b>	TBD at the school level by department		
	<b>Assessments</b>	CDAS #13 (GC, MIA & MOW); #14 (GC & REL); #15 (GC, REL & MOW); #16 (GC & MIA);		Open Response (Team Created) Performance Based (Team Created)
	<b>Essential Question/Enduring Understanding/Theme</b>		TBD by individual teachers	

**10<sup>th</sup> Grade  
2009-2010 Preview**



# 10<sup>th</sup> Grade English 1<sup>st</sup> Quarter

E-CRS	<b>Mastery Indicators</b>	<u>Topic Development in Terms of Focus &amp; Purpose</u> <ul style="list-style-type: none"> <li>Determine relevancy when presented with a variety of sentence-level details (TDP.20B)</li> </ul> <u>Organization, Unity, &amp; Coherence</u> <ul style="list-style-type: none"> <li>Select most logical place to add a sentence in a paragraph (COU.16A)</li> <li>Decide most logical place to add a sentence in an essay (COU.20B)</li> </ul> <u>Word Choice in Terms of Style, Tone, Clarity, &amp; Economy</u> <ul style="list-style-type: none"> <li>Delete redundant material when information is repeated in different parts of speech (COU.20A)</li> </ul>		
	<b>Assessments</b>	#1	TD20B; WC20A	Teacher Created
		#2	OUC16A; OUC20B	Teacher Created
W-CRS	<b>Mastery Indicators</b>	<u>Make &amp; Articulate Judgments</u> <ul style="list-style-type: none"> <li>Take a position on an issue</li> <li>Acknowledge and respond to counter-arguments to the writer's position</li> </ul>		
	<b>Assessment (ACT Writing Rubric)</b>	5=Exceeding Standards/4=Meeting Standards/3=Progressing to Standards/2=Not Yet		
	<b>Achievement Goal:</b>	60-70% of students meet standards (4.0 average or better)		
R-CRS	<b>Mastery Indicators</b>	Introducing	<u>Supporting Details</u> <ul style="list-style-type: none"> <li>Locate simple details at the sentence and paragraph level in uncomplicated passages (SD.16A)</li> <li><b>Locate important details in uncomplicated passages (SD.20A)</b></li> <li>Locate important details in more challenging passages (SD.24A)</li> <li>Locate and interpret minor or subtly stated details in uncomplicated passages (SD.24B)</li> <li>Recognize a clear function of a part of an uncomplicated passage (SD.16B)</li> <li><b>Make simple inferences about how details are used in passages (SD.20B)</b></li> <li>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages (SD.24C)</li> </ul>	
		Introducing	<u>Meaning of Words</u> <ul style="list-style-type: none"> <li>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages. (MOW.20A)</li> </ul>	
		Re-Teaching	<u>Generalizations &amp; Conclusions</u> 13-23 (9 <sup>th</sup> Grade, 4 <sup>th</sup> Quarter)	
	<b>Genres</b>	Whole Class Novel (rich in symbolism or motif) Short Nonfiction		
	<b>Texts</b>	TBD at the school level by department		
	<b>Assessments</b>	CDAS: #1 (SD & MOW); #2 (SD); #3 (SD); #4 (SD & MOW)		Open Response (Team Created) Performance Based (Team Created)
		<b>Essential Question/Enduring Understanding/Theme</b>		TBD by individual teachers

# 10<sup>th</sup> Grade English 2<sup>nd</sup> Quarter

<b>E-CRS</b>	<b>Mastery Indicators</b>	<u>Topic Development in Terms of Focus &amp; Purpose</u> <ul style="list-style-type: none"> <li>Delete material primarily because it disturbs the flow and development of the paragraph (TDP.24B)</li> </ul> <u>Organization, Unity, &amp; Coherence</u> <ul style="list-style-type: none"> <li>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward (OUC.24C)</li> </ul> <u>Word Choice in Terms of Style, Tone, Clarity, &amp; Economy</u> <ul style="list-style-type: none"> <li>Delete obviously synonymous and wordy material in a sentence (WC.16A)</li> </ul> <u>Sentence Structure &amp; Formation</u> <ul style="list-style-type: none"> <li>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence (SSF.16B)</li> </ul> <u>Conventions of Usage</u> <ul style="list-style-type: none"> <li>Ensure that a verb agrees with its subject when there is some text between the two (COU.20B)</li> <li>Identify the correct past and past participle forms of irregular and infrequently used verbs (COU.24B)</li> </ul>		
	<b>Assessments</b>	#3	SSF16B; COU20B	Units 1, 2, & 3
		#4	COU24B	Unit 3
		#5	WC16A; OUC24C; TD24B	Teacher Created
<b>W-CRS</b>	<b>Mastery Indicators</b>	<u>Develop Ideas</u> <ul style="list-style-type: none"> <li>Use specific reasons, details, and examples to develop ideas</li> </ul> <u>Sustain Focus</u> <ul style="list-style-type: none"> <li>Focus clearly on a specific issue and use supporting details to support writer's stance</li> </ul> <u>Organize &amp; Present Ideas</u> <ul style="list-style-type: none"> <li>Develop an effective, clear, and discernible introduction</li> </ul>		
	<b>Assessment (ACT Writing Rubric)</b>	5=Exceeding Standards/4=Meeting Standards/3=Progressing to Standards/2=Not Yet <b>Achievement Goal:</b> 60-70% of students meet standards (4.0 average or better)		
<b>R-CRS</b>	<b>Mastery Indicators</b>	Introducing	<u>Main Idea</u> <ul style="list-style-type: none"> <li>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives (MIA.16A)</li> <li><b>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives (MIA.20A)</b></li> <li>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages (MIA.24A)</li> <li>Infer the main idea or purpose of straightforward paragraphs in more challenging passages (MIA.24B)</li> <li>Summarize basic events and ideas in more challenging passages (MIA.24C)</li> <li><b>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages (MIA.20B)</b></li> <li>Understand the overall approach taken by an author or narrator (e.g. points of view, kinds of evidence used) in more challenging passages (MIA.24D)</li> </ul>	
		Continuing	<u>Meaning of Words</u> <ul style="list-style-type: none"> <li>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages (MIA.24A)</li> <li>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages (MIA.24B)</li> </ul>	
		Re-Teaching	<u>Supporting Details</u> 16-27	
	<b>Genres</b>	<b>Poetry &amp; Author Studies</b> <b>Controversial, Issue-Based Nonfiction Book(s)</b>		
	<b>Texts</b>	TBD at the school level by department		
	<b>Assessments</b>	CDAS #5 (MIA & SD); #6 (MIA & MOW); #7 (MIA & SD); #8 (SD & MOW);	Open Response (Team Created) Performance Based (Team Created)	
<b>Essential Question/Enduring Understanding/Theme</b>		TBD by individual teachers		

# 10<sup>th</sup> Grade English 3<sup>rd</sup> Quarter

<b>E-CRS</b>	<b>Mastery Indicators</b>	<u>Topic Development in Terms of Purpose &amp; Focus</u> <ul style="list-style-type: none"> <li>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal (TDP.24A)</li> <li>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement (TDP.24C)</li> </ul> <u>Organization, Unity, &amp; Coherence</u> <ul style="list-style-type: none"> <li>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (COU.13A)</li> <li>Use conjunctive adverbs or phrases to express straightforward logical relationships (COU.20A)</li> </ul> <u>Sentence Structure &amp; Formation</u> <ul style="list-style-type: none"> <li>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences (SSF.16A)</li> <li>Use sentence-combining techniques effectively to avoid problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs (SSF.28A)</li> </ul> <u>Conventions of Punctuation</u> <ul style="list-style-type: none"> <li>Delete commas that create basic sense problems (COP.13A)</li> <li>Delete unnecessary commas when an incorrect reading of a sentence suggests a pause that should be punctuated (COP.20B)</li> </ul>		
	<b>Assessments</b>	#6	SSF16A; SSF28A; COP13A; COP20B	Unit 5
		#7	OUC13A; OUC20A	Teacher Created
		#8	TD24A; TD24C	Teacher Created
<b>W-CRS</b>	<b>Mastery Indicators</b>	<u>Organize &amp; Present Ideas</u> <ul style="list-style-type: none"> <li>Organize ideas using logical grouping</li> <li>Demonstrate the logical progression of ideas</li> </ul>		
	<b>Assessment</b>	5=Exceeding Standards/4=Meeting Standards/3=Progressing to Standards/2=Not Yet		
		<b>Achievement Goal:</b> 100% of students meet standards (4.0 average or better)		
<b>R-CRS</b>	<b>Mastery Indicators</b>	Introducing	<u>Relationships</u> <ul style="list-style-type: none"> <li><b>Order simple sequences of events in uncomplicated literary narratives (20A)</b></li> <li>Order sequences of events in uncomplicated passages (SCCER.24A)</li> <li>Identify relationships between main characters in uncomplicated literary narratives (SCCER.16A)</li> <li><b>Identify clear relationships between people, ideas and so on in uncomplicated passages (SCCER.20B)</b></li> <li>Understand relationships between people, ideas, and so on in uncomplicated passages (SCCER.24B)</li> <li>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives (SCCER.24C)</li> <li>Recognize clear cause-effect relationships within in a single paragraph in uncomplicated literary narratives (SCCER.16B)</li> <li><b>Identify clear cause-effect relationships in uncomplicated passages (SCCER.20C)</b></li> <li>Understand implied or subtly stated cause-effect relationships in uncomplicated passages (SCCER.24D)</li> <li>Identify clear cause-effect relationships in more challenging passages (SCCER.24E)</li> </ul>	
		Continuing	<u>Meaning of Words</u> <ul style="list-style-type: none"> <li>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages (SCCER.24A)</li> <li>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages (SCCER.24B)</li> </ul>	
		Re-Teaching	<u>Supporting Details</u> 16-27	<u>Main Idea</u> 16-27
	<b>Genres</b>	<b>Drama &amp; Thematically-Linked Nonfiction</b> <b>Historical Fiction &amp; Nonfiction Connections</b>		
	<b>Texts</b>	TBD at the school level by department		
	<b>Assessments</b>	CDAS: #9 (REL & SD); #10 (REL, MIA & MOW); #11 (REL & MIA); #12 (REL & MOW)		Open Response (Team Created) Performance Based (Team Created)
	<b>Essential Question/Enduring Understanding/Theme</b>	TBD by individual teachers		

# 10<sup>th</sup> Grade English 4<sup>th</sup> Quarter

E-CRS	<b>Mastery Indicators</b>	<u>Organization, Unity, &amp; Coherence</u> <ul style="list-style-type: none"> <li>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic (OUC.24B)</li> </ul> <u>Sentences Structure &amp; Formation</u> <ul style="list-style-type: none"> <li>Recognize and correct marked disturbances of sentence flow and structure (SSF.20A)</li> <li>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence (SSF.24B)</li> <li>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole (SSF.28B)</li> </ul>		
	<b>Assessments</b>	#9	SSF20A; SSF24B; SSF28B	Unit 6 & Unit 7
		#10	OUC24B	Teacher Created
W-CRS	<b>Mastery Indicators</b>	<u>Develop Ideas</u> <ul style="list-style-type: none"> <li>Move between general statements and specific reasons, details, and examples</li> </ul> <u>Sustain Focus</u> <ul style="list-style-type: none"> <li>Use appropriate transitional words and phrases</li> </ul>		
	<b>Assessment (ACT Writing Rubric)</b>	5=Exceeding Standards/4=Meeting Standards/3=Progressing to Standards/2=Not Yet		
		<b>Achievement Goal:</b> 100% of students meet standards (4.0 average or better)		
R-CRS	<b>Mastery Indicators</b>	Introducing	<u>Generalizations &amp; Conclusions</u> <ul style="list-style-type: none"> <li>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages (GC.16A)</li> <li><b>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages (GC.20A)</b></li> <li>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives (GC.24A)</li> <li><b>Draw simple generalizations and conclusions using details that support the main points of more challenging passages (GC.20B)</b></li> <li>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages (GC.24B)</li> </ul>	
		Continuing	<u>Meaning of Words</u> <ul style="list-style-type: none"> <li>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages (MOW.24A)</li> <li>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages (MOW.24B)</li> </ul>	
		Re-Teaching	<u>Supporting Details</u> 16-27	<u>Main Idea</u> 16-27
	<b>Genres</b>	Whole Class Novel Novel-related, short nonfiction		
	<b>Texts</b>	TBD at the school level by department		
	<b>Assessments</b>	CDAS #13 (GC, MIA & MOW); #14 (GC & REL); #15 (GC, REL & MOW); #16 (GC & MIA);		Open Response (Team Created) Performance Based (Team Created)
	<b>Essential Question/Enduring Understanding/Theme</b>		TBD by individual teachers	

**11<sup>th</sup> Grade  
2009-2010 Preview**





# 11<sup>th</sup> Grade English 1<sup>st</sup> Quarter

<b>E-CRS</b>	<b>Mastery Indicators</b>	<u>Topic Development in Terms of Purpose &amp; Focus</u> <ul style="list-style-type: none"> <li>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material (TDP.28A)</li> <li>Determine whether a complex essay has accomplished a specific purpose (TDP.33A)</li> </ul> <u>Word Choice in Terms of Style, Tone, Clarity, &amp; Economy</u> <ul style="list-style-type: none"> <li>Revise expressions that deviate from the style of an essay (WC.16B)</li> <li>Identify and correct ambiguous pronoun references (WC.24B)</li> </ul> <u>Conventions of Usage</u> <ul style="list-style-type: none"> <li>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences (COU.24A)</li> <li>Ensure that a verb agrees with its subject in unusual situations (COU.28B)</li> </ul>		
	<b>Assessments</b>	#1	WC24B; COU24A; COU28B	Unit 2
		#2	WC16B	Unit 3
		#3	TD28A; TD33A	Teacher Created
<b>W-CRS</b>	<b>Mastery Indicators</b>	<u>Make &amp; Articulate Judgments</u> <ul style="list-style-type: none"> <li>Take a position on a specific issue and offer a broad context for discussion</li> <li>Show a recognition of complexity by partially evaluating the implications</li> <li>Pose or partially respond to counter-arguments to the writer's position</li> </ul>		
	<b>Assessment</b> (ACT Writing Rubric)	6=Exceeding Standards/5=Meeting Standards/4=Progressing to Standards/3=Not Yet		
		<b>Achievement Goal:</b> 50% of students meet standards (5.0 average or better)		
<b>R-CRS</b>	<b>Mastery Indicators</b>	Introducing	<u>Supporting Details</u> <ul style="list-style-type: none"> <li>Locate important details in more challenging passages (24A)</li> <li>Locate and interpret minor or subtly stated details in uncomplicated passages (SD.24B)</li> <li>Locate and interpret minor or subtly stated details in more challenging passages (SD.28A)</li> <li>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages (SD.24C)</li> <li>Use details from different sections of some complex informational passages to support a specific point or argument (SD.28B)</li> </ul>	
		Introducing	<u>Meaning of Words</u> <ul style="list-style-type: none"> <li>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts (MOW.28A)</li> </ul>	
		Re-Teaching	<u>Generalizations &amp; Conclusions</u> 16-27 (10 <sup>th</sup> Grade, 4 <sup>th</sup> Quarter)	
	<b>Genres</b>	Short Stories Short Nonfiction		
	<b>Texts</b>	TBD at the school level by department		
	<b>Assessments</b>	CDAS: #1 (SD & MOW); #2 (SD); #3 (SD); #4 (SD & MOW)		
		Open Response (Team Created) Performance Based (Team Created)		
<b>Essential Question/ Enduring Understanding/ Theme</b>		TBD by individual teachers		



# 11<sup>th</sup> Grade English 2<sup>nd</sup> Quarter

E-CRS	<b>Mastery Indicators</b>	<u>Topic Development in Terms of Purpose &amp; Focus</u> <ul style="list-style-type: none"> <li>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation (TDP.28B)</li> <li>Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay (TDP.33B)</li> </ul> <u>Word Choice in Terms of Style, Tone, Clarity, &amp; Economy</u> <ul style="list-style-type: none"> <li>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay (WC.20B)</li> <li>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay (WC.24C)</li> </ul> <u>Conventions of Punctuation</u> <ul style="list-style-type: none"> <li>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (COP.24B)</li> </ul>		
	<b>Assessments</b>	#4	WC20B; WC24C	Unit 4
		#5	COP24B	Unit 5
		#6	TD28B; TD33B	Teacher Created
W-CRS	<b>Mastery Indicators</b>	<u>Develop Ideas</u> <ul style="list-style-type: none"> <li>Develop most ideas fully, using some specific and relevant reasons, details, and examples.</li> </ul> <u>Organize &amp; Present Ideas</u> <ul style="list-style-type: none"> <li>Construct a somewhat developed introduction and conclusion</li> </ul>		
	<b>Assessments</b> (ACT Writing Rubric)	6=Exceeding Standards/5=Meeting Standards/4=Progressing to Standards/3=Not Yet <b>Achievement Goal:</b> 50% of students meet standards (5.0 average or better)		
R-CRS	<b>Mastery Indicators</b>	Introducing	<u>Main Idea</u> <ul style="list-style-type: none"> <li>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages (MIA.24A)</li> <li>Infer the main idea or purpose of straightforward paragraphs in more challenging passages (MIA.24B)</li> <li>Infer the main idea or purpose of more challenging passages or their paragraphs (MIA.28A)</li> <li>Summarize basic events and ideas in more challenging passages (MIA.24C)</li> <li>Summarize events and ideas in virtually any passage (MIA.28C)</li> <li>Understand the overall approach taken by an author or narrator (e.g. point of view, kinds of evidence used) in more challenging passages (MIA.24D)</li> <li>Understand the overall approach taken by an author or narrator (e.g. point of view, kinds of evidence used) in virtually any passage (MIA.28C)</li> </ul>	
		Continuing	<u>Meaning of Words</u> <ul style="list-style-type: none"> <li>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts (MOW.28A)</li> </ul>	
		Re-Teaching	<u>Supporting Details</u> 24-32	
	<b>Genres</b>	<b>Historical Novel (Period Novel)</b> <b>Historical Nonfiction Connections</b>		
	<b>Texts</b>	TBD at the school level by department		
	<b>Assessments</b>	<b>CDAS #5</b> (MIA & SD); <b>#6</b> (MIA & MOW); <b>#7</b> (MIA & SD); <b>#8</b> (SD & MOW);		Open Response (Team Created) Performance Based (Team Created)
<b>Essential Question Enduring Understanding Theme</b>		TBD by individual teachers		

# 11<sup>th</sup> Grade English 3<sup>rd</sup> Quarter

E-CRS	Mastery Indicators	<u>Organization, Unity, &amp; Coherence</u> <ul style="list-style-type: none"> <li>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (OUC.24A)</li> <li>Consider the need for introductory or transitional sentences for both rhetorical effect and logic in a paragraph or essay (OUC.33A)</li> </ul> <u>Word Choice in Terms of Style, Tone, Clarity, &amp; Economy</u> <ul style="list-style-type: none"> <li>Determine the clearest and most logical conjunction to link clauses (WC.20C)</li> </ul> <u>Conventions of Punctuation</u> <ul style="list-style-type: none"> <li>Use an apostrophe to show possession, especially with irregular plural nouns (WC.28C)</li> <li>Use commas to set off nonessential, nonrestrictive appositives or clauses (WC.28A)</li> </ul>		
	Assessments	#7	WC20C; OUC24A; OUC33A	Unit 6 & 7
		#8	COP28A; COP28C	Unit 8
W-CRS	Mastery Indicators	<u>Sustain Focus</u> <ul style="list-style-type: none"> <li>Maintain a focus on discussion of the specific topic/issue throughout the essay and present a thesis that establishes a focus on the writer's position on the issue.</li> </ul> <u>Organize &amp; Present Ideas</u> <ul style="list-style-type: none"> <li>Show unity and coherence throughout the essay, sometimes with a logical progression of ideas</li> </ul>		
	Assessments (ACT Writing Rubric)	6=Exceeding Standards/5=Meeting Standards/4=Progressing to Standards/3=Not Yet <b>Achievement Goal:</b> 100% of students meet standards (5.0 average or better)		
R-CRS	Mastery Indicators	Introducing	<u>Relationships</u> <ul style="list-style-type: none"> <li>Order sequences of events in uncomplicated passages (SCCER.24A)</li> <li>Order sequences of events in more challenging passages (SCCER.28A)</li> <li>Understand relationships between people, ideas, and so on in uncomplicated passages (SCCER.24B)</li> <li>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives (SCCER.24C)</li> <li>Understand the dynamics between people, ideas, and so on in more challenging passages (SCCER.28B)</li> <li>Understand implied or subtly stated cause-effect relationships in uncomplicated passages (SCCER.24D)</li> <li>Identify clear cause-effect relationships in more challenging passages (SCCER.24E)</li> <li>Understand implied or subtly stated cause-effect relationships in more challenging passages (SCCER.28C)</li> </ul>	
		Continuing	<u>Meaning of Words</u> <ul style="list-style-type: none"> <li>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts (MOW.28A)</li> </ul>	
		Re-Teaching	<u>Supporting Details</u> 24-32	<u>Main Idea</u> 24-32
	Genres	Drama & Controversial Nonfiction Poetry		
	Texts	TBD at the school level by department		
	Assessments	<b>CDAS: #9 (REL &amp; SD); #10 (REL, MIA &amp; MOW); #11 (REL &amp; MIA); #12 (REL &amp; MOW)</b>		Open Response (Team Created) Performance Based (Team Created)
Essential Question Enduring Understanding Theme		TBD by individual teachers		

# 11<sup>th</sup> Grade English 4<sup>th</sup> Quarter

E-CRS	<b>Mastery Indicators</b>	<u>Word Choice in terms of Style, Tone, Clarity, &amp; Economy</u> <ul style="list-style-type: none"> <li>Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (WC.28A)</li> </ul> <u>Sentence Structure &amp; Formation</u> <ul style="list-style-type: none"> <li>Revise to avoid faulty placement of phrases, faulty coordination and subordination of clauses in sentences with subtle structural problems (WC.24A)</li> </ul>		
	<b>Assessments</b>	#9	WC28A	Unit 9
		#10	SSF24A	Unit 10
W-CRS	<b>Mastery Indicators</b>	<u>Develop Ideas</u> <ul style="list-style-type: none"> <li>Move clearly between general and specific ideas and example</li> </ul> <u>Sustain Focus</u> <ul style="list-style-type: none"> <li>Use relevant transitional words and phrases to convey logical relationships between ideas</li> </ul>		
	<b>Assessments</b> (ACT Writing Rubric)	6=Exceeding Standards/5=Meeting Standards/4=Progressing to Standards/3=Not Yet <b>Achievement Goal:</b> 100% of students meet standards (5.0 average or better)		
R-CRS	<b>Mastery Indicators</b>	Introducing	<u>Generalizations &amp; Conclusions</u> <ul style="list-style-type: none"> <li>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives (GC.24A)</li> <li>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages (GC.24B)</li> <li>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on (GC.28A)</li> </ul>	
		Continuing	<u>Meaning of Words</u> <ul style="list-style-type: none"> <li>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts (MOW.28A)</li> </ul>	
		Re-Teaching	<u>Supporting Details</u> 24-32	<u>Main Idea</u> 24-32
	<b>Genres</b>	Whole Class Novel Short nonfiction		
	<b>Texts</b>	TBD at the school level by department		
	<b>Assessments</b>	CDAS #13 (GC, MIA & MOW); #14 (GC & REL); #15 (GC, REL & MOW); #16 (GC & MIA);		Open Response (Team Created) Performance Based (Team Created)
<b>Essential Question/ Enduring Understanding/ Theme</b>		TBD by individual teachers		

**12<sup>th</sup> Grade  
2009-2010 Preview**



# 12<sup>th</sup> Grade English 1<sup>st</sup> Quarter

<b>E-CRS</b>	<b>Mastery Indicators</b>	<u>Word Choice in Terms of Style, Tone, Clarity, &amp; Economy</u> <ul style="list-style-type: none"> <li>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence (WC.24A)</li> </ul> <u>Sentence Structure &amp; Formation</u> <ul style="list-style-type: none"> <li>Work comfortably with long sentences and complex causal relationships within sentences, avoiding weak conjunctions between independent clauses, and maintaining parallel structure between clauses (SSF.33A) <i>Assessed 3<sup>rd</sup> Quarter</i></li> </ul> <u>Conventions of Usage</u> <ul style="list-style-type: none"> <li>Use idiomatically appropriate prepositions, especially in combination with verbs (COU.20A)</li> <li>Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas (COU.33A)</li> </ul>		
	<b>Assessments</b>	#1	WC24A	Unit 1
		#2	COU20A; COU33A	Unit 2
<b>W-CRS</b>	<b>Mastery Indicators</b>	<u>Make &amp; Articulate Judgments</u> <ul style="list-style-type: none"> <li>Take a position on a specific issue and offer a critical context for discussion</li> <li>Present a critical thesis that clearly establishes the focus on the writer's position on the issue</li> <li>Examine different perspectives</li> <li>Evaluate implications of complications of an issue</li> <li>Pose and fully discuss counter-arguments</li> </ul>		
	<b>Assessment</b> (ACT Writing Rubric)	6=Exceeding Standards/5=Meeting Standards/4=Progressing to Standards/3=Not Yet <b>Achievement Goal:</b> 70% of students meet standards (5.0 average or better)		
<b>R-CRS</b>	<b>Mastery Indicators</b>	Introducing	<u>Supporting Details</u> <ul style="list-style-type: none"> <li>Locate and interpret minor or subtly stated details in more challenging passages (SD.28A)</li> <li>Locate and interpret details in complex passages (SD.33A)</li> <li>Use details from different sections of some complex informational passages to support a specific point or argument (SD.28B)</li> <li>Understand the function of a part of a passage when the function is subtle or complex (SD.33B)</li> </ul>	
		Introducing	<u>Meaning of Words</u> <ul style="list-style-type: none"> <li>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage (MOW.33A)</li> </ul>	
		Re-Teaching	<u>Generalizations &amp; Conclusions</u> 24-27 (11 <sup>th</sup> Grade, 4 <sup>th</sup> Quarter)	
	<b>Genres</b>	Short Stories/Short Fiction & Poetry Historically-related Short Nonfiction		
	<b>Texts</b>	TBD at the school level by department		
	<b>Assessments</b>	CDAS: #1 (SD & MOW); #2 (SD); #3 (SD); #4 (SD & MOW)		Open Response (Team Created) Performance Based (Team Created)
<b>Essential Question/ Enduring Understanding/Theme</b>		TBD by individual teachers		

# 12<sup>th</sup> Grade English 2<sup>nd</sup> Quarter

<b>E-CRS</b>	<b>Mastery Indicators</b>	<u>Topic Development in Terms of Purpose &amp; Focus</u> <ul style="list-style-type: none"> <li>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation (TDP.28B)</li> </ul> <u>Organization, Unity, &amp; Coherence</u> <ul style="list-style-type: none"> <li>Add a sentence to introduce or conclude a fairly complex paragraph (OUC.28C)</li> </ul> <u>Word Choice in Terms of Style, Tone, Clarity, &amp; Economy</u> <ul style="list-style-type: none"> <li>Correct vague and wordy or clumsy and confusing writing containing sophisticated language (WC.28B)</li> </ul> <u>Sentence Structure &amp; Formation</u> <ul style="list-style-type: none"> <li>Work comfortably with long sentences and complex causal relationships within sentences, avoiding weak conjunctions between independent clauses, and maintaining parallel structure between clauses (SSF.33A) <i>Assessed 3<sup>rd</sup> Quarter</i></li> </ul> <u>Conventions of Punctuation</u> <ul style="list-style-type: none"> <li>Use a semicolon to indicate a relationship between closely related independent clauses (COP.28D)</li> <li>Use a colon to introduce an example or elaboration (COP.33A)</li> </ul>		
	<b>Assessments</b>	#3	TD28B; OUC28C	Teacher Created
		#4	WC28B	Unit 3
		#5	COP28D; COP33A	Unit 4
<b>W-CRS</b>	<b>Mastery Indicators</b>	<u>Develop Ideas</u> <ul style="list-style-type: none"> <li>Develop several ideas fully, using specific and relevant reasons, details, and examples</li> <li>Move effectively between general and specific ideas and examples</li> </ul>		
	<b>Assessments</b> (ACT Writing Rubric)	6=Exceeding Standards/5=Meeting Standards/4=Progressing to Standards/3=Not Yet <b>Achievement Goal:</b> 70% of students meet standards (5.0 average or better)		
<b>R-CRS</b>	<b>Mastery Indicators</b>	Introducing	<u>Main Idea</u> <ul style="list-style-type: none"> <li><b>Infer the main idea or purpose of more challenging passages or their paragraphs (MIA.28A)</b></li> <li>Identify clear main ideas or purposes of complex passages or their paragraphs (MIA.33A)</li> <li><b>Summarize events and ideas in virtually any passage (MIA.28B)</b></li> <li><b>Understand the overall approach taken by an author or narrator (e.g. point of view, kinds of evidence used) in virtually any passage (MIA.28C)</b></li> </ul>	
		Continuing	<u>Meaning of Words</u> <ul style="list-style-type: none"> <li>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage (MOW.33A)</li> </ul>	
		Re-Teaching	<u>Supporting Details</u> 28-36	
	<b>Genres</b>	<b>Historical Novel or Short Stories</b> <b>Historically-related Short Nonfiction</b>		
	<b>Texts</b>	TBD at the school level by department		
	<b>Assessments</b>	<b>CDAS #5 (MIA &amp; SD); #6 (MIA &amp; MOW); #7 (MIA &amp; SD); #8 (SD &amp; MOW);</b>	Open Response (Team Created) Performance Based (Team Created)	
<b>Essential Question /Enduring Understanding /Theme</b>		TBD by individual teachers		



# 12<sup>th</sup> Grade English 3<sup>rd</sup> Quarter

<b>E-CRS</b>	<b>Mastery Indicators</b>	<u>Organization, Unity, &amp; Coherence</u> <ul style="list-style-type: none"> <li>• Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs (OUC.28A)</li> <li>• Rearrange sentences to improve the logic and coherence of a complex paragraph (OUC.28B)</li> </ul> <u>Word Choice in Terms of Style, Tone, Clarity, &amp; Economy</u> <ul style="list-style-type: none"> <li>• Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole (WC.33A)</li> </ul> <u>Sentence Structure &amp; Formation</u> <ul style="list-style-type: none"> <li>• Work comfortably with long sentences and complex causal relationships within sentences, avoiding weak conjunctions between independent clauses, and maintaining parallel structure between clauses (SSF.33A)</li> </ul>		
	<b>Assessments</b>	#6	SSF33A	Teacher Created
		#7	WC33A	Unit 5
		#8	OUC28A; OUC28B	Unit 6
<b>W-CRS</b>	<b>Mastery Indicators</b>	<u>Organize &amp; Present Ideas</u> <ul style="list-style-type: none"> <li>• Show unity and coherence throughout the essay, often with a logical progression of ideas</li> <li>• Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas</li> <li>• Present a well-developed introduction and conclusion</li> </ul>		
	<b>Assessments</b> (ACT Writing Rubric)	6=Exceeding Standards/5=Meeting Standards/4=Progressing to Standards/3=Not Yet <b>Achievement Goal:</b> 100% of students meet standards (5.0 average or better)		
<b>R-CRS</b>	<b>Mastery Indicators</b>	Introducing	<u>Relationships</u> <ul style="list-style-type: none"> <li>• <b>Order sequences of events in more challenging passages (SCCER.28A)</b></li> <li>• Order sequences of events in complex passages (SCCER.33A)</li> <li>• <b>Understand the dynamics between people, ideas, and so on in more challenging passages (SCCER.28B)</b></li> <li>• Understand the subtleties in relationships between people, ideas, and so on in virtually any passage (SCCER.33B)</li> <li>• <b>Understand implied or subtly stated cause-effect relationships in more challenging passages (SCCER.28C)</b></li> <li>• Understand implied, subtle, or complex cause-effect relationships in virtually any passage (SCCER.33C)</li> </ul>	
		Continuing	<u>Meaning of Words</u> <ul style="list-style-type: none"> <li>• Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage (SCCER.33A)</li> </ul>	
		Re-Teaching	<u>Supporting Details</u> 28-36 <table border="1" style="float: right; margin-left: 20px;"> <tr> <td><u>Main Idea</u> 28-36</td> </tr> </table>	<u>Main Idea</u> 28-36
	<u>Main Idea</u> 28-36			
	<b>Genres</b>	<b>Drama &amp; Thematically-Linked Nonfiction</b>		
	<b>Texts</b>	<b>Historical Fiction &amp; Nonfiction Connections</b>		
<b>Assessments</b>	<b>CDAS: #9 (REL &amp; SD); #10 (REL, MIA &amp; MOW); #11 (REL &amp; MIA); #12 (REL &amp; MOW)</b>	Open Response (Team Created) Performance Based (Team Created)		
<b>Essential Question/Enduring Understanding/Theme</b>		TBD by individual teachers		

# 12<sup>th</sup> Grade English 4<sup>th</sup> Quarter

<b>E-CRS</b>	<b>Mastery Indicators</b>	<u>Sentence Structure &amp; Formation</u> <ul style="list-style-type: none"> <li>Work comfortably with long sentences and complex causal relationships within sentences, avoiding weak conjunctions between independent clauses, and maintaining parallel structure between clauses (SSF.33A) <i>Re-teach based on Q3 ECRS Exam</i></li> </ul> <u>Conventions of Punctuation</u> <ul style="list-style-type: none"> <li>Deal with multiple punctuation problems (eg. compound sentences containing unnecessary commas and phrases that may or may not be parenthetical) (COP.28B)</li> </ul>		
	<b>Assessments</b>	#9	COP28B	Unit 7
<b>W-CRS</b>	<b>Mastery Indicators</b>	<u>Sustain Focus</u> <ul style="list-style-type: none"> <li>Focus clearly on the discussion of a specific topic and/or issue</li> <li>Use supporting details that support the writer's position</li> </ul>		
	<b>Assessments</b> (ACT Writing Rubric)	6=Exceeding Standards/5=Meeting Standards/4=Progressing to Standards/3=Not Yet <b>Achievement Goal:</b> 100% of students meet standards (5.0 average or better)		
<b>R-CRS</b>	<b>Mastery Indicators</b>	Introducing	<u>Generalizations &amp; Conclusions</u> <ul style="list-style-type: none"> <li>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on (GC.28)</li> <li>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage (GC.33A)</li> <li>Understand and generalize about portions of a complex literary narrative (GC.33B)</li> </ul>	
		Continuing	<u>Meaning of Words</u> <ul style="list-style-type: none"> <li>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage (MOW.33A)</li> </ul>	
		Re-Teaching	<u>Supporting Details</u> 28-36	<u>Main Idea</u> 28-36
	<b>Genres</b>	Whole Class Novel (containing complicated literary techniques) Novel-related, short nonfiction		
	<b>Texts</b>	TBD at the school level by department		
	<b>Assessments</b>	CDAS #13 (GC, MIA & MOW); #14 (GC & REL); #15 (GC, REL & MOW); #16 (GC & MIA);		Open Response (Team Created) Performance Based (Team Created)
<b>Essential Question /Enduring Understanding /Theme</b>		TBD by individual teachers		



**CRS Scaffolds  
(English, Reading, and Writing)  
2009-2010 Preview**





**9<sup>th</sup> Grade: Building Blocks of Conventions**

(in RCRS) →	Q1 (Supporting Details)	Q2 (Main Idea)	Q3 (Relationships)	Q4 (Gen./Conc.)
<b>Topic Development</b>	Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement (TDP.24C)	Identify the central idea or main topic of a straightforward piece of writing (TDP.20A)	Identify the basic purpose or role of a specified phrase or sentence (TDP.16A)	Delete a clause or sentence because it is obviously irrelevant to the essay (TDP.16B)
<b>Organization, Unity, &amp; Coherence</b>		Select the most logical place to add a sentence in a paragraph (OUC.16A)  Add a sentence that introduces a simple paragraph (OUC.20C)	Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (OUC.13A)	
<b>Word Choice in terms of style...</b>		Revise sentences to correct awkward and confusing arrangements of sentence elements (WC.13A)	Revise vague nouns and pronouns that create obvious logic problems (WC.13B)	
<b>Sentence Structure &amp; Formation</b>	Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences (SSF.13B)	Use conjunctions or punctuation to join simple clauses (SSF.13A)		
<b>Conventions of Usage</b>	Solve such basic grammatical problems as how to: <ul style="list-style-type: none"> <li>a. form the past and past participle of irregular but commonly used verbs (COU.13Aa)</li> <li>b. how to form comparative and superlative adjectives (COU.13Ab)</li> </ul> Solve such grammatical problems as: <ul style="list-style-type: none"> <li>a. whether to use an adverb or adjective form (COU.16Aa)</li> <li>b. how to ensure straightforward subject-verb (COU.16Ab)</li> <li>c. how to ensure pronoun-antecedent agreement (COU.16Ac)</li> <li>d. which preposition to use in simple contexts (COU.16Ad)</li> </ul> Recognize and use the appropriate word in frequently confused pairs (COU.16B)	Solve such grammatical problems as: <ul style="list-style-type: none"> <li>a. whether to use an adverb or adjective form (COU.16Aa)</li> <li>b. how to ensure straightforward subject-verb (COU.16Ab)</li> <li>c. how to ensure pronoun-antecedent agreement (COU.16Ac)</li> <li>d. which preposition to use in simple contexts (COU.16Ad)</li> </ul> Ensure a verb agrees with its subject when the prepositional phrase between the two suggests a different number (COU.33B)	Solve such grammatical problems as: <ul style="list-style-type: none"> <li>a. whether to use an adverb or adjective form (COU.16Aa)</li> <li>b. how to ensure straightforward subject-verb (COU.16Ab)</li> <li>c. how to ensure pronoun-antecedent agreement (COU.16Ac)</li> <li>d. which preposition to use in simple contexts (COU.16Ad)</li> </ul>	Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i> , and the relative pronouns <i>who</i> and <i>whom</i> (COU.28A)  Identify the correct past and past participle forms: <ul style="list-style-type: none"> <li>a. of irregular and infrequently used verbs (COU.24Ba)</li> <li>b. form present-perfect verbs by using <i>have</i> rather than <i>of</i> (COU.24Bb)</li> </ul>
<b>Conventions of Punctuation</b>	Use apostrophes to indicate simple possessive nouns (COP.24C)  Delete commas that disturb sentence flow (COP.16B)	Provide appropriate punctuation in straightforward situations (COP.16A)	Recognize inappropriate use of colons and semicolons (COP.24D)	Use commas to set off simple parenthetical phrases (COP.20A), and complex parenthetical phrases (COP.24A)  Use commas to set off a nonessential/nonrestrictive appositive or clause (COP.28A)
<b>ECRS Units</b>	Unit 1: Verbs Unit 2: To Be Unit 3: Nouns Unit 4: Adjectives	Unit 5: Adverbs Unit 6: Prepositions Unit 7: Conjunctions	Unit 8: Pronouns Unit 9: Subordinate Clauses Unit 10: Conjunctive Adverbs Unit 11: Colon/Semicolon	Unit 12: Relative Pronouns Unit 13: Appositives Unit 14-15: To Have/To Do



**10<sup>th</sup> Grade: Advanced Conventions and Organization**

(in RCRS) →	Q1 (Supporting Details)	Q2 (Main Idea)	Q3 (Relationships)	Q4 (Gen./Conc.)
<b>Topic Development</b>	Determine relevancy when presented with a variety of sentence-level details (TDP.20B)	Delete material primarily because it disturbs the flow and development of the paragraph (TDP.24B)	Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal (TDP.24A)  Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement (TDP.24C)	
<b>Organization, Unity, &amp; Coherence</b>	Select most logical place to add a sentence in a paragraph (OUC.16A)  Decide most logical place to add a sentence in an essay (OUC.20B)	Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward (OUC.24C)	Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (OUC.13A)  Use conjunctive adverbs or phrases to express straightforward logical relationships (OUC.20A)	Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic (OUC.24B)
<b>Word Choice in terms of style</b>	Delete redundant material when information is repeated in different parts of speech (WC.20A)	Delete obviously synonymous and wordy material in a sentence (WC.16A)		
<b>Sentence Structure &amp; Formation</b>		Decide the appropriate verb tense and voice by considering the meaning of the entire sentence (SSF.16B)	Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences (SSF.16A)  Use sentence-combining techniques effectively to avoid problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs (SSF.28A)	Recognize and correct marked disturbances of sentence flow and structure (SSF.20A)  Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence (SSF.24B) and the paragraph/essay as a whole (SSF.28B)
<b>Conventions of Usage</b>		Ensure that a verb agrees with its subject when there is some text between the two (COU.20B)  Identify the correct past and past participle forms of irregular and infrequently used verbs (COU.24B)		
<b>Conventions of Punctuation</b>			Delete commas that create basic sense problems (COP.13A)  Delete unnecessary commas when an incorrect reading of a sentence suggests a pause that should be punctuated (COP.20B)	
<b>ECRS Units</b>	Review ECRS Unit & Assessment ( <i>created by 9<sup>th</sup> grade team at each site</i> )	Unit 1: Inverted Sentence Structure Unit 2: Passive vs. Active Voice Unit 3: Participles	Unit 5: Complete Sentences	Unit 6: Consistency in Structure, Tense, and Person Unit 7: Problems with Modifiers



**11<sup>th</sup> Grade: Style, Tone, & Consistency**

(in RCRS) →	Q1 (Supporting Details)	Q2 (Main Idea)	Q3 (Relationships)	Q4 (Gen./Conc.)
<b>Topic Development</b>	<p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material (TDP.28A)</p> <p>Determine whether a complex essay has accomplished a specific purpose (TDP.33A)</p>	<p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation (TDP.28B)</p> <p>Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay (TDP.33B)</p>		
<b>Organization, Unity, &amp; Coherence</b>			<p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (OUC.24A)</p> <p>Consider the need for introductory or transitional sentences for both rhetorical effect and logic in a paragraph or essay (OUC.33A)</p>	
<b>Word Choice in terms of style...</b>	<p>Revise expressions that deviate from the style of an essay (WC.16B)</p> <p>Identify and correct ambiguous pronoun references (WC.24B)</p>	<p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay (WC.20B)</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay (WC.24C)</p>	Determine the clearest and most logical conjunction to link clauses (WC.20C)	Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (WC.28A)
<b>Sentence Structure &amp; Formation</b>				Revise to avoid faulty placement of phrases, faulty coordination and subordination of clauses in sentences with subtle structural problems (SSF.24A)
<b>Conventions of Usage</b>	<p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences (COU.24A)</p> <p>Ensure that a verb agrees with its subject in unusual situations (COU.28B)</p>			
<b>Conventions of Punctuation</b>		Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (COP.24B)	Use an apostrophe to show possession, especially with irregular plural nouns (COP.28C); Use commas to set off nonessential, nonrestrictive appositives or clauses (COP.28A)	
<b>ECRS Units</b>	<p>Unit 1: Parts of Speech 10<sup>th</sup> Review (written by 10<sup>th</sup> grade team at site)</p> <p>Unit 2: Agreement</p> <p>Unit 3: Consistency of Style</p>	<p>Unit 4: Consistency Pt. II</p> <p>Unit 5: Complete Sentences &amp; Comma Splices</p>	<p>Unit 6-7: Conjunctions &amp; Transitions</p> <p>Unit 8: Punctuation in Relationships</p>	<p>Unit 9: Consistency of Style Pt. III</p> <p>Unit 10: Complete Sentences &amp; Comma Splices Pt. II</p>



**12<sup>th</sup> Grade: Complex Thinking & Redundancy**

(in RCRS) →	Q1 (Supporting Details)	Q2 (Main Idea)	Q3 (Relationships)	Q4 (Gen./Conc.)
<b>Topic Development</b>		Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation (TDP.28B)		
<b>Organization, Unity, &amp; Coherence</b>		Add a sentence to introduce or conclude a fairly complex paragraph (OUC.28C)	Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs (OUC.28A)  Rearrange sentences to improve the logic and coherence of a complex paragraph (OUC.28B)	
<b>Word Choice in terms of style...</b>	Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence (WC.24A)	Correct vague and wordy or clumsy and confusing writing containing sophisticated language (WC.28B)	Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole (WC.33A)	
<b>Sentence Structure &amp; Formation</b>	Work comfortably with long sentences and complex causal relationships within sentences, avoiding weak conjunctions between independent clauses, and maintaining parallel structure between clauses (SSF.33A)	Work comfortably with long sentences and complex causal relationships within sentences, avoiding weak conjunctions between independent clauses, and maintaining parallel structure between clauses (SSF.33A)	Work comfortably with long sentences and complex causal relationships within sentences, avoiding weak conjunctions between independent clauses, and maintaining parallel structure between clauses (SSF.33A)	Work comfortably with long sentences and complex causal relationships within sentences, avoiding weak conjunctions between independent clauses, and maintaining parallel structure between clauses (SSF.33A)
<b>Conventions of Usage</b>	Use idiomatically appropriate prepositions, especially in combination with verbs (COU.20A)  Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas (COU.33A)			
<b>Conventions of Punctuation</b>		Use a semicolon to indicate a relationship between closely related independent clauses (COP.28D)  Use a colon to introduce an example or elaboration (COP.33A)		Deal with multiple punctuation problems (eg. compound sentences containing unnecessary commas and phrases that may or may not parenthetical) (COP.28B)
<b>ECRS Units</b>	11 <sup>th</sup> grade ECRS Review Unit & Assessment (created by 11 <sup>th</sup> grade team at site) Unit 1: Redundancy Pt. I Unit 2: Idioms	Unit 3: Redundancy Pt. II Unit 4: Semicolon & Colon	Unit 5: Redundancy Pt. III Unit 6: Relationships & Transitions	Unit 7: Redundancy Pt. IV Unit 8: Review & Overview

**RCRS Skills Bands: From ACT**

“ACT’s **EPAS** Educational Planning and Assessment System was developed in response to the need for all students to be prepared for high school and the transitions they make after graduation.” The **EXPLORE**, **PLAN**, and **ACT** are the three curriculum-based assessment program associated with **EPAS**.

<b>GRADE LEVEL</b>	<b>EPAS TEST</b>	<b>SCORE RANGE</b>
9th	EXPLORE	1-25
10 <sup>th</sup>	PLAN	1-32
11 <sup>th</sup>	ACT	1-36

“The **College Readiness Standards** are statements intended to help you understand the meanings of the scores earned in **EXPLORE**, **PLAN**, and **ACT**. The **College Readiness Standards** serve as a direct link between what students have learned and what they are ready to learn next. They are also linked to college instruction. More than 40 years of research has shown that performance on the **ACT** is directly related to first-year college grade point average.”

<b>Score Band</b>	<b>13-15</b>	<b>16-19</b>	<b>20-23</b>	<b>24-27</b>	<b>28-32</b>	<b>33-36</b>
	9 <sup>th</sup> Grade					
		10 <sup>th</sup> Grade				
				11 <sup>th</sup> Grade		
					12 <sup>th</sup> Grade	



## RCRS Academic Content Standards & Indicators: Scope & Sequence

Grade	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
9 <sup>th</sup>	<b>Supporting Detail</b> 13-15, 16-19, 20-23  <b>Meaning of Words</b> 13-15	<b>Main Idea</b> 13-15, 16-19, 20-23  <b>Meaning of Words</b> 13-15, 16-19  <b>Supporting Detail</b> 13-15, 16-19, 20-23	<b>Relationships</b> 13-15, 16-19, 20-23  <b>Meaning of Words</b> 16-19, 20-23  <b>Supporting Detail</b> <b>Main Idea</b> 13-15, 16-19, 20-23	<b>Generalizations/Conclusions</b> 13-15, 16-19, 20-23  <b>Meaning of Words</b> 20-23  <b>Supporting Detail</b> <b>Main Idea</b> <b>Relationships</b> 13-15, 16-19, 20-23
10 <sup>th</sup>	<b>Supporting Detail</b> 16-19, 20-23, 24-27  <b>Meaning of Words</b> 20-23	<b>Main Idea</b> 16-19, 20-23, 24-27  <b>Meaning of Words</b> 24-27  <b>Supporting Detail</b> 16-19, 20-23, 24-27	<b>Relationships</b> 16-19, 20-23, 24-27  <b>Meaning of Words</b> 24-27  <b>Supporting Detail</b> <b>Main Idea</b> 16-19, 20-23, 24-27	<b>Generalizations/Conclusions</b> 16-19, 20-23, 24-27  <b>Meaning of Words</b> 24-27  <b>Supporting Detail</b> <b>Main Idea</b> <b>Relationships</b> 16-19, 20-23, 24-27
11 <sup>th</sup>	<b>Supporting Detail</b> 24-27, 28-32  <b>Meaning of Words</b> 28-32	<b>Main Idea</b> 24-27, 28-32  <b>Meaning of Words</b> 28-32  <b>Supporting Detail</b> 24-27, 28-32	<b>Relationships</b> 24-27, 28-32  <b>Meaning of Words</b> 28-32  <b>Supporting Detail</b> <b>Main Idea</b> 24-27, 28-32	<b>Generalizations/Conclusions</b> 24-27, 28-32  <b>Meaning of Words</b> 28-32  <b>Supporting Detail</b> <b>Main Idea</b> <b>Relationships</b> 24-27, 28-32
12 <sup>th</sup>	<b>Supporting Detail</b> 28-32, 33-36  <b>Meaning of Words</b> 33-36	<b>Main Idea</b> 28-32, 33-36  <b>Meaning of Words</b> 33-36  <b>Supporting Detail</b> 28-32, 33-36	<b>Relationships</b> 28-32, 33-36  <b>Meaning of Words</b> 33-36  <b>Supporting Detail</b> <b>Main Idea</b> 28-32, 33-36	<b>Generalizations/Conclusions</b> 28-32, 33-36  <b>Meaning of Words</b> 33-36  <b>Supporting Detail</b> <b>Main Idea</b> <b>Relationships</b> 28-32, 33-36

Introducing

Continuing

Re-teaching

## Writing Rubrics



Student Name:

Course:

Date:

Period:

### ACT Writing Rubric

	<b>MAKE AND ARTICULATE JUDGMENTS</b> <i>Take a stance and examine the topic</i>	<b>DEVELOP IDEAS</b> <i>Demonstrate critical thinking: develop argument</i>	<b>SUSTAIN FOCUS</b> <i>Use details that clearly support the writer's stance</i>	<b>ORGANIZE AND PRESENT IDEAS</b> <i>Create structure that is logical and organized</i>	<b>COMMUNICATE CLEARLY</b> <i>Use proper spelling, punctuation, capitalization, and adequate variety and quality of sentences</i>
<b>6</b>	<b>Exceeding Standard</b>				
	<ul style="list-style-type: none"> <li>*Takes a position on the issue</li> <li>*Offers critical context for discussion</li> <li>*Examines different perspectives</li> <li>*Addresses complexities</li> </ul>	<ul style="list-style-type: none"> <li>*Development of ideas is ample, specific, and logical</li> <li>*Most ideas are fully elaborated with clear movement between general statements and specific reasons, examples, and details</li> <li>*Most transitions reflect the writer's logic</li> </ul>	<ul style="list-style-type: none"> <li>*A clear focus on the specific issue in the prompt is maintained</li> <li>*Supporting details support the writer's stance</li> </ul>	<ul style="list-style-type: none"> <li>*The organization of the essay is clear</li> <li>*Ideas are logically sequenced</li> <li>*The introduction and conclusion are effective, clear, and well developed</li> </ul>	<ul style="list-style-type: none"> <li>*The essay shows a good command of language</li> <li>*Sentences are varied and word choice is varied and precise</li> <li>*There are few, if any, errors to distract the reader</li> </ul>
<b>5</b>	<b>Exceeding Standard</b>				
	<ul style="list-style-type: none"> <li>*Takes a position on the issue and may offer a broad context for discussion</li> <li>*Shows recognition of complexity by partially evaluating the implications</li> <li>*May respond to counter-arguments to the writer's position</li> </ul>	<ul style="list-style-type: none"> <li>*Development of ideas is specific and logical</li> <li>*Most ideas are elaborated, with clear movement between general statements and specific reasons, examples, and details</li> <li>*Ideas are logically sequenced, although simple and obvious transitions may be used</li> </ul>	<ul style="list-style-type: none"> <li>*Focus on the specific issue in the prompt is maintained</li> <li>*Most supporting details support the writer's stance</li> </ul>	<ul style="list-style-type: none"> <li>*The organization of the essay is clear, although it may be predictable</li> <li>*The introduction and conclusion are clear and generally well developed</li> </ul>	<ul style="list-style-type: none"> <li>*Language is competent</li> <li>*Sentences are somewhat varied and word choice is sometimes varied and precise</li> <li>*There may be a few errors, but they are rarely distracting</li> </ul>
<b>4</b>	<b>Exceeding Standard</b>				
	<ul style="list-style-type: none"> <li>*Takes a position on the issue and may offer some context for discussion</li> <li>*Shows some recognition of complexity by providing some response to counter-arguments to the writer's position</li> </ul>	<ul style="list-style-type: none"> <li>*Development of ideas is adequate, with some movement between general statements and specific reasons, examples, and details</li> <li>*Most transitions are simple and obvious</li> </ul>	<ul style="list-style-type: none"> <li>*Focus on the specific issue in the prompt is maintained throughout most of the essay</li> <li>*Some supporting details support the writer's stance</li> </ul>	<ul style="list-style-type: none"> <li>*The organization of the essay is apparent but predictable</li> <li>*Some evidence of logical sequencing of ideas is apparent</li> <li>*The introduction and conclusion are clear and somewhat developed</li> </ul>	<ul style="list-style-type: none"> <li>*Language is adequate, with some sentence variety and appropriate word choice</li> <li>*There may be some distracting errors, but they do not impede understanding</li> </ul>
<b>3</b>	<b>Meeting Standards</b>				
	<ul style="list-style-type: none"> <li>*Takes a position on the issue but does not offer a context for discussion</li> <li>*May acknowledge a counter-argument to the writer's position, but its development is brief or unclear</li> </ul>	<ul style="list-style-type: none"> <li>*Development of ideas is limited and may be repetitious, with little, if any, movement between general statements and specific reasons, examples, and details</li> <li>*Transitions, if used, are simple and obvious</li> </ul>	<ul style="list-style-type: none"> <li>*Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained</li> <li>*Few supporting details support the writer's stance</li> </ul>	<ul style="list-style-type: none"> <li>*The organization of the essay is simple</li> <li>*Ideas are logically grouped within parts of the essay, but there is little or no evidence of logical sequencing of ideas</li> <li>*An introduction and conclusion are clearly discernible but underdeveloped</li> </ul>	<ul style="list-style-type: none"> <li>*Language shows a basic control</li> <li>*Sentences show a little variety and word choice is appropriate</li> <li>*Errors may be distracting and may occasionally impede understanding</li> </ul>
<b>2</b>	<b>Emerging Toward Standards</b>				
	<ul style="list-style-type: none"> <li>*May not take a position on the issue</li> <li>*May take a position but fail to convey reasons to support that position</li> <li>*May take a position but fail to maintain a stance</li> <li>*Little or no recognition of a counter-argument to the writer's position</li> </ul>	<ul style="list-style-type: none"> <li>*Ideas are thinly developed</li> <li>*If examples are given, they are general and may not be clearly relevant</li> <li>*May include extensive repetition of the writer's ideas or of ideas in the prompt</li> <li>*Transitions, if used, are simple and obvious, and they may be inappropriate or misleading</li> </ul>	<ul style="list-style-type: none"> <li>*Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained</li> <li>*Supporting details do not support the writer's stance</li> </ul>	<ul style="list-style-type: none"> <li>*Some indication of an organizational structure, and some logical grouping of ideas within parts of the essay is apparent</li> <li>*An introduction and conclusion are discernible but minimal</li> </ul>	<ul style="list-style-type: none"> <li>*Sentence structure and word choice are usually simple</li> <li>*Errors may be frequently distracting and may sometimes impede understanding</li> </ul>
<b>1</b>	<b>Not Yet Meeting Standards</b>				
	<ul style="list-style-type: none"> <li>*Shows little or no understanding of the task</li> <li>*If the essay takes a position, it fails to convey reasons to support that position</li> </ul>	<ul style="list-style-type: none"> <li>*Ideas are minimally developed</li> <li>*May include excessive repetition of the writer's ideas or of ideas in the prompt</li> <li>*Transitions are rarely used if at all</li> </ul>	<ul style="list-style-type: none"> <li>*Focus on the general topic is usually maintained, but focus on the specific issue in the prompt may not be maintained</li> <li>*No supporting details</li> </ul>	<ul style="list-style-type: none"> <li>*Little or no evidence of an organizational structure or of the logical grouping of ideas</li> <li>*If present, an introduction and conclusion are minimal</li> </ul>	<ul style="list-style-type: none"> <li>*Sentence structure and word choice are simple</li> <li>*Errors may be frequently distracting and may significantly impede understanding</li> </ul>

**No Score: Blank, Off-Topic, Illegible, or Not in English**

**Comments:**

### ACT Writing Rubric

	<b>MAKE AND ARTICULATE JUDGMENTS</b> <i>Take a stance and examine the topic</i>	<b>DEVELOP IDEAS</b> <i>Demonstrate critical thinking: develop argument</i>	<b>SUSTAIN FOCUS</b> <i>Use details that clearly support the writer's stance</i>	<b>ORGANIZE AND PRESENT IDEAS</b> <i>Create structure that is logical and organized</i>	<b>COMMUNICATE CLEARLY</b> <i>Use proper spelling, punctuation, capitalization, and adequate variety and quality of sentences</i>
<b>6</b>	<b>Exceeding Standards</b>				
	<ul style="list-style-type: none"> <li>*Takes a position on the issue</li> <li>*Offers critical context for discussion</li> <li>*Examines different perspectives</li> <li>*Addresses complexities</li> </ul>	<ul style="list-style-type: none"> <li>*Development of ideas is ample, specific, and logical</li> <li>*Most ideas are fully elaborated with clear movement between general statements and specific reasons, examples, and details</li> <li>*Most transitions reflect the writer's logic</li> </ul>	<ul style="list-style-type: none"> <li>*A clear focus on the specific issue in the prompt is maintained</li> <li>*Supporting details support the writer's stance</li> </ul>	<ul style="list-style-type: none"> <li>*The organization of the essay is clear</li> <li>*Ideas are logically sequenced</li> <li>*The introduction and conclusion are effective, clear, and well developed</li> </ul>	<ul style="list-style-type: none"> <li>*The essay shows a good command of language</li> <li>*Sentences are varied and word choice is varied and precise</li> <li>*There are few, if any, errors to distract the reader</li> </ul>
<b>5</b>	<b>Exceeding Standards</b>				
	<ul style="list-style-type: none"> <li>*Takes a position on the issue and may offer a broad context for discussion</li> <li>*Shows recognition of complexity by partially evaluating the implications</li> <li>*May respond to counter-arguments to the writer's position</li> </ul>	<ul style="list-style-type: none"> <li>*Development of ideas is specific and logical</li> <li>*Most ideas are elaborated, with clear movement between general statements and specific reasons, examples, and details</li> <li>*Ideas are logically sequenced, although simple and obvious transitions may be used</li> </ul>	<ul style="list-style-type: none"> <li>*Focus on the specific issue in the prompt is maintained</li> <li>*Most supporting details support the writer's stance</li> </ul>	<ul style="list-style-type: none"> <li>*The organization of the essay is clear, although it may be predictable</li> <li>*The introduction and conclusion are clear and generally well developed</li> </ul>	<ul style="list-style-type: none"> <li>*Language is competent</li> <li>*Sentences are somewhat varied and word choice is sometimes varied and precise</li> <li>*There may be a few errors, but they are rarely distracting</li> </ul>
<b>4</b>	<b>Meeting Standards</b>				
	<ul style="list-style-type: none"> <li>*Takes a position on the issue and may offer some context for discussion</li> <li>*Shows some recognition of complexity by providing some response to counter-arguments to the writer's position</li> </ul>	<ul style="list-style-type: none"> <li>*Development of ideas is adequate, with some movement between general statements and specific reasons, examples, and details</li> <li>*Most transitions are simple and obvious</li> </ul>	<ul style="list-style-type: none"> <li>*Focus on the specific issue in the prompt is maintained throughout most of the essay</li> <li>*Some supporting details support the writer's stance</li> </ul>	<ul style="list-style-type: none"> <li>*The organization of the essay is apparent but predictable</li> <li>*Some evidence of logical sequencing of ideas is apparent</li> <li>*The introduction and conclusion are clear and somewhat developed</li> </ul>	<ul style="list-style-type: none"> <li>*Language is adequate, with some sentence variety and appropriate word choice</li> <li>*There may be some distracting errors, but they do not impede understanding</li> </ul>
<b>3</b>	<b>Emerging Towards Standards</b>				
	<ul style="list-style-type: none"> <li>*Takes a position on the issue but does not offer a context for discussion</li> <li>*May acknowledge a counter-argument to the writer's position, but its development is brief or unclear</li> </ul>	<ul style="list-style-type: none"> <li>*Development of ideas is limited and may be repetitious, with little, if any, movement between general statements and specific reasons, examples, and details</li> <li>*Transitions, if used, are simple and obvious</li> </ul>	<ul style="list-style-type: none"> <li>*Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained</li> <li>*Few supporting details support the writer's stance</li> </ul>	<ul style="list-style-type: none"> <li>*The organization of the essay is simple</li> <li>*Ideas are logically grouped within parts of the essay, but there is little or no evidence of logical sequencing of ideas</li> <li>*An introduction and conclusion are clearly discernible but underdeveloped</li> </ul>	<ul style="list-style-type: none"> <li>*Language shows a basic control</li> <li>*Sentences show a little variety and word choice is appropriate</li> <li>*Errors may be distracting and may occasionally impede understanding</li> </ul>
<b>2</b>	<b>Not Yet Meeting Standards</b>				
	<ul style="list-style-type: none"> <li>*May not take a position on the issue</li> <li>*May take a position but fail to convey reasons to support that position</li> <li>*May take a position but fail to maintain a stance</li> <li>*Little or no recognition of a counter-argument to the writer's position</li> </ul>	<ul style="list-style-type: none"> <li>*Ideas are thinly developed</li> <li>*If examples are given, they are general and may not be clearly relevant</li> <li>*May include extensive repetition of the writer's ideas or of ideas in the prompt</li> <li>*Transitions, if used, are simple and obvious, and they may be inappropriate or misleading</li> </ul>	<ul style="list-style-type: none"> <li>*Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained</li> <li>*Supporting details do not support the writer's stance</li> </ul>	<ul style="list-style-type: none"> <li>*Some indication of an organizational structure, and some logical grouping of ideas within parts of the essay is apparent</li> <li>*An introduction and conclusion are discernible but minimal</li> </ul>	<ul style="list-style-type: none"> <li>*Sentence structure and word choice are usually simple</li> <li>*Errors may be frequently distracting and may sometimes impede understanding</li> </ul>
<b>1</b>	<b>Not Yet Meeting Standards</b>				
	<ul style="list-style-type: none"> <li>*Shows little or no understanding of the task</li> <li>*If the essay takes a position, it fails to convey reasons to support that position</li> </ul>	<ul style="list-style-type: none"> <li>*Ideas are minimally developed</li> <li>*May include excessive repetition of the writer's ideas or of ideas in the prompt</li> <li>*Transitions are rarely used if at all</li> </ul>	<ul style="list-style-type: none"> <li>*Focus on the general topic is usually maintained, but focus on the specific issue in the prompt may not be maintained</li> <li>*No supporting details</li> </ul>	<ul style="list-style-type: none"> <li>*Little or no evidence of an organizational structure or of the logical grouping of ideas</li> <li>*If present, an introduction and conclusion are minimal</li> </ul>	<ul style="list-style-type: none"> <li>*Sentence structure and word choice are simple</li> <li>*Errors may be frequently distracting and may significantly impede understanding</li> </ul>

**No Score: Blank, Off-Topic, Illegible, or Not in English**

**Comments:**

### ACT Writing Rubric

	<b>MAKE AND ARTICULATE JUDGMENTS</b> <i>Take a stance and examine the topic</i>	<b>DEVELOP IDEAS</b> <i>Demonstrate critical thinking: develop argument</i>	<b>SUSTAIN FOCUS</b> <i>Use details that clearly support the writer's stance</i>	<b>ORGANIZE AND PRESENT IDEAS</b> <i>Create structure that is logical and organized</i>	<b>COMMUNICATE CLEARLY</b> <i>Use proper spelling, punctuation, capitalization, and adequate variety and quality of sentences</i>
<b>6</b>	<b>Exceeding Standards</b>				
	<ul style="list-style-type: none"> <li>*Takes a position on the issue</li> <li>*Offers critical context for discussion</li> <li>*Examines different perspectives</li> <li>*Addresses complexities</li> </ul>	<ul style="list-style-type: none"> <li>*Development of ideas is ample, specific, and logical</li> <li>*Most ideas are fully elaborated with clear movement between general statements and specific reasons, examples, and details</li> <li>*Most transitions reflect the writer's logic</li> </ul>	<ul style="list-style-type: none"> <li>*A clear focus on the specific issue in the prompt is maintained</li> <li>* Supporting details support the writer's stance</li> </ul>	<ul style="list-style-type: none"> <li>*The organization of the essay is clear</li> <li>*Ideas are logically sequenced</li> <li>*The introduction and conclusion are effective, clear, and well developed</li> </ul>	<ul style="list-style-type: none"> <li>*The essay shows a good command of language</li> <li>*Sentences are varied and word choice is varied and precise</li> <li>*There are few, if any, errors to distract the reader</li> </ul>
<b>5</b>	<b>Meeting Standards</b>				
	<ul style="list-style-type: none"> <li>*Takes a position on the issue and may offer a broad context for discussion</li> <li>* Shows recognition of complexity by partially evaluating the implications</li> <li>* May respond to counter-arguments to the writer's position</li> </ul>	<ul style="list-style-type: none"> <li>* Development of ideas is specific and logical</li> <li>* Most ideas are elaborated, with clear movement between general statements and specific reasons, examples, and details</li> <li>* Ideas are logically sequenced, although simple and obvious transitions may be used</li> </ul>	<ul style="list-style-type: none"> <li>* Focus on the specific issue in the prompt is maintained</li> <li>* Most supporting details support the writer's stance</li> </ul>	<ul style="list-style-type: none"> <li>* The organization of the essay is clear, although it may be predictable</li> <li>* The introduction and conclusion are clear and generally well developed</li> </ul>	<ul style="list-style-type: none"> <li>* Language is competent</li> <li>* Sentences are somewhat varied and word choice is sometimes varied and precise</li> <li>* There may be a few errors, but they are rarely distracting</li> </ul>
<b>4</b>	<b>Emerging Toward Standards</b>				
	<ul style="list-style-type: none"> <li>* Takes a position on the issue and may offer some context for discussion</li> <li>* Shows some recognition of complexity by providing some response to counter-arguments to the writer's position</li> </ul>	<ul style="list-style-type: none"> <li>* Development of ideas is adequate, with some movement between general statements and specific reasons, examples, and details</li> <li>* Most transitions are simple and obvious</li> </ul>	<ul style="list-style-type: none"> <li>* Focus on the specific issue in the prompt is maintained throughout most of the essay</li> <li>* Some supporting details support the writer's stance</li> </ul>	<ul style="list-style-type: none"> <li>* The organization of the essay is apparent but predictable</li> <li>* Some evidence of logical sequencing of ideas is apparent</li> <li>* The introduction and conclusion are clear and somewhat developed</li> </ul>	<ul style="list-style-type: none"> <li>* Language is adequate, with some sentence variety and appropriate word choice</li> <li>* There may be some distracting errors, but they do not impede understanding</li> </ul>
<b>3</b>	<b>Not Yet Meeting Standards</b>				
	<ul style="list-style-type: none"> <li>* Takes a position on the issue but does not offer a context for discussion</li> <li>* May acknowledge a counter-argument to the writer's position, but its development is brief or unclear</li> </ul>	<ul style="list-style-type: none"> <li>* Development of ideas is limited and may be repetitious, with little, if any, movement between general statements and specific reasons, examples, and details</li> <li>* Transitions, if used, are simple and obvious</li> </ul>	<ul style="list-style-type: none"> <li>* Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained</li> <li>* Few supporting details support the writer's stance</li> </ul>	<ul style="list-style-type: none"> <li>* The organization of the essay is simple</li> <li>* Ideas are logically grouped within parts of the essay, but there is little or no evidence of logical sequencing of ideas</li> <li>* An introduction and conclusion are clearly discernible but underdeveloped</li> </ul>	<ul style="list-style-type: none"> <li>* Language shows a basic control</li> <li>* Sentences show a little variety and word choice is appropriate</li> <li>* Errors may be distracting and may occasionally impede understanding</li> </ul>
<b>2</b>	<b>Not Yet Meeting Standards</b>				
	<ul style="list-style-type: none"> <li>* May not take a position on the issue</li> <li>* May take a position but fail to convey reasons to support that position</li> <li>* May take a position but fail to maintain a stance</li> <li>* Little or no recognition of a counter-argument to the writer's position</li> </ul>	<ul style="list-style-type: none"> <li>* Ideas are thinly developed</li> <li>* If examples are given, they are general and may not be clearly relevant</li> <li>* May include extensive repetition of the writer's ideas or of ideas in the prompt</li> <li>* Transitions, if used, are simple and obvious, and they may be inappropriate or misleading</li> </ul>	<ul style="list-style-type: none"> <li>* Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained</li> <li>* Supporting details do not support the writer's stance</li> </ul>	<ul style="list-style-type: none"> <li>* Some indication of an organizational structure, and some logical grouping of ideas within parts of the essay is apparent</li> <li>* An introduction and conclusion are discernible but minimal</li> </ul>	<ul style="list-style-type: none"> <li>* Sentence structure and word choice are usually simple</li> <li>* Errors may be frequently distracting and may sometimes impede understanding</li> </ul>
<b>1</b>	<b>Not Yet Meeting Standards</b>				
	<ul style="list-style-type: none"> <li>* Shows little or no understanding of the task</li> <li>* If the essay takes a position, it fails to convey reasons to support that position</li> </ul>	<ul style="list-style-type: none"> <li>* Ideas are minimally developed</li> <li>* May include excessive repetition of the writer's ideas or of ideas in the prompt</li> <li>* Transitions are rarely used if at all</li> </ul>	<ul style="list-style-type: none"> <li>* Focus on the general topic is usually maintained, but focus on the specific issue in the prompt may not be maintained</li> <li>* No supporting details</li> </ul>	<ul style="list-style-type: none"> <li>* Little or no evidence of an organizational structure or of the logical grouping of ideas</li> <li>* If present, an introduction and conclusion are minimal</li> </ul>	<ul style="list-style-type: none"> <li>* Sentence structure and word choice are simple</li> <li>* Errors may be frequently distracting and may significantly impede understanding</li> </ul>

**No Score: Blank, Off-Topic, Illegible, or Not in English**

**Comments:**

# CRS-based Assessment Scaffolds 2009-2010 Preview



# 9<sup>th</sup> Grade RCRS Class Diagnostics Scaffold



### 9<sup>th</sup> Grade RCRS Classroom Diagnostics Scaffold

<b>Classroom Diagnostics 1<sup>st</sup> Quarter</b>		
<b>#</b>	<b>RCRS INDICATORS ADDRESSED</b>	<b>FICTION or NONFICTION</b>
<b>1</b>	SD 13-23	Fiction
<b>2</b>	SD 13-23, MOW 13-23	Nonfiction
<b>3</b>	SD13-23	Fiction
<b>4</b>	SD 13-23, MOW 13-23	Nonfiction

<b>Classroom Diagnostics 2<sup>nd</sup> Quarter</b>		
<b>#</b>	<b>RCRS INDICATORS ADDRESSED</b>	<b>FICTION or NONFICTION</b>
<b>5</b>	MIA 13-23, SD 13-23	Fiction
<b>6</b>	MIA 13-23, MOW 13-23	Nonfiction
<b>7</b>	MIA 13-23, SD 13-23	Fiction
<b>8</b>	MIA 13-23, MOW 13-23	Nonfiction

<b>Classroom Diagnostics 3<sup>rd</sup> Quarter</b>		
<b>#</b>	<b>RCRS INDICATORS ADDRESSED</b>	<b>FICTION or NONFICTION</b>
<b>9</b>	REL 13-23, SD 13-23	Fiction
<b>10</b>	REL 13-23, MIA 13-23, MOW 13-23	Nonfiction
<b>11</b>	REL 13-23, MIA 13-23	Fiction
<b>12</b>	REL 13-23, MOW 13-23	Nonfiction

<b>Classroom Diagnostics 4<sup>th</sup> Quarter</b>		
<b>#</b>	<b>RCRS INDICATORS ADDRESSED</b>	<b>FICTION or NONFICTION</b>
<b>13</b>	GC 13-23, MIA 13-23, MOW 13-23	Fiction
<b>14</b>	GC 13-23, REL 13-23	Nonfiction
<b>15</b>	GC 13-23, REL 13-23, MOW 13-23	Fiction
<b>16</b>	GC 13-23, MIA 13-23	Nonfiction

# 9<sup>th</sup> Grade ECRS Exam Blueprints

Name:

Date:

Period:

# ECRS EXAM #1

## THIS ECRS EXAM ASSESSES YOUR ABILITY TO:

- Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences (SSF 13B).
- Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs (COU13Aa).
- Solve such grammatical problems as how to ensure straightforward subject-verb agreement (COU 16Ab).

## KNOWLEDGE

**Comment [CPS1]:** Questions for this section should ask students to: identify verbs within sentences, identify subjects within sentences, and conjugate irregular verbs in the past tense.



2009



**APPLICATION**

**Comment [CPS2]:** Find a 7<sup>th</sup>-9<sup>th</sup> grade level nonfiction passage, and write 9 English ACT-style questions (3 per standard).

**REVISION**

**Comment [CPS3]:** Write 6 incorrect sentences for students to revise in order to prove mastery of the 3 standards (2 per standard).



Name:

Date:

Period:

## ECRS EXAM #2

### THIS ECRS EXAM ASSESSES YOUR ABILITY TO:

- Use apostrophes to indicate simple possessive nouns (COP24C).
- Solve such basic grammatical problems as how to form comparative and superlative adjectives (COU13Ab).

### KNOWLEDGE

**Comment [CPS4]:** Questions for this section should ask students to identify possessive nouns, comparative adjectives, and superlative adjectives within a paragraph. Ask students how they recognized possessive nouns.



2009

**APPLICATION**

**Comment [CPS5]:** Find a 7<sup>th</sup>-9<sup>th</sup> grade level nonfiction passage, and write 9 English ACT-style questions (3 possessive, 3 comparative, 3 superlative).

**REVISION**

**Comment [CPS6]:** Write 6 incorrect sentences for students to revise in order to prove mastery of the 2 standards (2 possessive, 2 comparative, 2 superlative).



Name:

Date:

Period:

# ECRS EXAM #3

## THIS ECRS EXAM ASSESSES YOUR ABILITY TO:

- Recognize and use the appropriate word in frequently confused pairs (COU16B).

### KNOWLEDGE

DRAFT

**Comment [CPS7]:** Questions for this section should ask students to match the following words to their definitions:

their  
they're  
there  
passed  
past  
its  
it's  
your  
you're  
weather  
whether  
to  
two  
too



2009

**APPLICATION**

**Comment [CPS8]:** Find a 7<sup>th</sup>-9<sup>th</sup> grade level nonfiction passage, and write 3 English ACT-style questions on homonyms.

**REVISION**

**Comment [CPS9]:** Write 3 incorrect sentences for students to revise in order to prove mastery of homonyms.



# ECRS EXAM #4

## THIS ECRS EXAM ASSESSES YOUR ABILITY TO:

- Add a sentence to accomplish a fairly straightforward purpose, such as illustrating a given statement (TD24C).
- Delete commas that disturb the sentence flow (COP16B).

### KNOWLEDGE

*In the following groups, one statement is the general purpose, and the other statements are specific support for the point. Identify each purpose with a P and each statement of support with an S.*

1.  A. A mosquito can find you in the dark.  
 B. A mosquito can keep you awake all night.  
 C. Though a mosquito is small, it has power.  
 D. A mosquito can make you scratch yourself until you bleed.
  
2.  A. The bread the waiter brought us is stale.  
 B. We've been waiting for our main course for over an hour.  
 C. The people next to us are awfully loud.  
 D. It is time to speak to the restaurant manager.

**Comment [CPS10]:** The remainder of the questions in this section should ask students to label the subject, verb, and direct object in sentences.

## APPLICATION

**Comment [CPS11]:** Find a 7<sup>th</sup>-9<sup>th</sup> grade level nonfiction passage, and write 6 English ACT-style questions (2 on adding a sentence, and 4 on commas between the verb and direct object).

## REVISION

**Comment [CPS12]:** Give students 3 short paragraphs and ask them which paragraph needs one more supporting sentence. Then, give students a 4<sup>th</sup> paragraph in which they are asked to revise for comma errors between the verb and direct object.

Name:

Date:

Period:

# ECRS EXAM #5

## THIS ECRS EXAM ASSESSES YOUR ABILITY TO:

- Solve such grammatical problems as whether to use an adverb or adjective form (COU16Aa)
- Solve such grammatical problems as which preposition to use in simple contexts (COU16Ad)
- Ensure a verb agrees with its subject when the prepositional phrase between the two suggests a different number (COU33B)

## KNOWLEDGE

**Comment [CPS13]:** Questions for this section should ask students to identify adverbs, adjectives and prepositions in 5 simple sentences.



2009



**APPLICATION**

**Comment [CPS14]:** Find a 7<sup>th</sup>-9<sup>th</sup> grade level nonfiction passage(s), and write 4 ACT-style questions where students must decide whether to use an adverb or an adjective, 3 questions where students must decide which preposition to use and 5 questions where students must maintain subject verb agreement when an interrupting prepositional phrase suggests a different number than the subject.

**REVISION**

**Comment [CPS15]:** Write a CLOZE passage, where students fill in adjectives, adverbs and prepositions. There should be 8 blanks in total.



Name:

Date:

Period:

# ECRS EXAM #6

## THIS ECRS EXAM ASSESSES YOUR ABILITY TO:

- Use conjunctions or punctuation to join simple clauses (SSF13A)
- Provide appropriate punctuation in straightforward situations (COP16A)

### KNOWLEDGE

**Comment [CPS16]:** This section should involve matching the "F.A.N.B.O.YS" conjunctions to their definitions. There should also be a short answer where students are asked "what the difference between a period and a comma is?"



2009

**APPLICATION**

**Comment [CPS17]:** Find a 7<sup>th</sup>-9<sup>th</sup> grade level nonfiction passage, and write 4 ACT-style questions where students must decide the correct conjunction to use and 6 questions where students must decide the appropriate way to punctuate a compound sentence.

**REVISION**

**Comment [CPS18]:** Provide students with 3 sets of 2 sentences to combine.



Name:

Date:

Period:

# ECRS EXAM #7

## THIS ECRS EXAM ASSESSES YOUR ABILITY TO:

- Identify the central idea or main topic of a straightforward piece of writing (TD20A)
- Select the most logical place to add a sentence in a paragraph (OUC16A)
- Add a sentence that introduces a simple paragraph (OUC20C)
- Revise sentences to correct awkward and confusing arrangements of sentences elements (WC13A)

## KNOWLEDGE

1. What is the difference between a **Main Idea** and a **Topic Sentence**?

---

---

---

---

2. What's wrong with the following sentence?

**By plane from Chicago to Paris, France, the flight duration, it was eight hours.**

---

---

---

---



**APPLICATION**

**Comment [CPS19]:** Find a 7<sup>th</sup>-9<sup>th</sup> grade level nonfiction passage, and write an ACT-style question that asks students to identify which sentence is the main idea and a questions that asks students to chose a sentence that best introduces a body paragraph.. Also provide students with a sentence that must be added in for logic's sake and then ask where to add it (you'll need to number all the sentences in this essay). Do this twice. Make sure one sentence in the passage has a confusing arrangement of words and ask students which revision is most logical.

**REVISION**

**Comment [CPS20]:** Give students three confusing sentences to revise for the sake of logic.



# 10<sup>th</sup> Grade ECRS Exam Blueprints

# ECRS EXAM #1

## THIS ECRS EXAM ASSESSES YOUR ABILITY TO:

- Delete redundant material when information is repeated in different parts of speech (WC20A)
- Determine the relevancy when presented with a variety of sentence-level details (TD20B)

### KNOWLEDGE

1. Label the parts of speech in the underlined phrases.
2. Circle redundant phrase.
3. On the lines below, explain why it is redundant.

*The opinion of the educated student was ignorantly naïve.*

---



---



---

**Comment [CPS1]:**  
 Add 3 additional questions that provide students with a main idea and 4 supporting details, one of which is irrelevant—students must indicate which one doesn't belong.



## APPLICATION

**Comment [CPS2]:** Find an 8<sup>th</sup>-10<sup>th</sup> grade level nonfiction paragraph or two, and write an ACT-style question about relevancy of sentence level details and one about redundant material repeated in different

## REVISION

**Comment [CPS3]:** Find a paragraph, include redundant and irrelevant material for students to cross out. Make sure to include some distracters, e.g. words that are really close to be redundant but aren't. "No Change" is ok here too.



Name:

Date:

Period:

# ECRS EXAM #2

## THIS ECRS EXAM ASSESSES YOUR ABILITY TO:

- Select the most logical place to add a sentence in a paragraph (OUC16A)
- Decide the most logical place to add a sentence in an essay (OUC20B)

### KNOWLEDGE

Comment [CPS4]:

You are going to write a paragraph about helpful test taking hints. Below is a list of details which you may include. Number the details in the order in which you would use them. You may cross out any details that you wouldn't use.

- \_\_\_\_\_ Get a good night's sleep
- \_\_\_\_\_ Review your notes from class
- \_\_\_\_\_ Wear your favorite socks
- \_\_\_\_\_ Eat a good breakfast
- \_\_\_\_\_ Get your teacher's home phone number
- \_\_\_\_\_ Dress in comfortable clothes
- \_\_\_\_\_ Answer the easiest questions first



2009

## APPLICATION

**Comment [CPS5]:** Find an 8<sup>th</sup>-10<sup>th</sup> grade level nonfiction passage with multiple paragraphs and write 3 ACT-style questions AT THE paragraph level). One sentence should be general so that students will want to put it at the top of the paragraph. Please don't use "omit" in this section.

## REVISION

**Comment [CPS6]:** Provide students with two additional sentences that could fit into the essay from the application section and ask students which paragraph they would place these and why.

Name:

Date:

Period:

# ECRS EXAM #3

## THIS ECRS EXAM ASSESSES YOUR ABILITY TO:

- Decide the appropriate verb tense and voice by considering the meaning of the entire sentence (SSF16B)
- Ensure that a verb agrees with its subject when there is some text between the two (COU20B)

### KNOWLEDGE

Comment [CPS7]:

*Match the sentences to the tenses they reflect.*

- |   |                    |
|---|--------------------|
| 1. The cow jumped over the moon last month.                   | A. Present         |
| 2. The cow will jump over the moon after talking to the fork. | B. Past            |
| 3. The cow had jumped over the moon before meeting the spoon. | C. Future          |
| 4. The cow jumps over the moon every night.                   | D. Present Perfect |
| 5. The cow has jumped over for the last five hundred years.   | E. Past Perfect    |

*Label the subject and the verb in the following sentence.*

**Afraid to leave their house, the Johnson family, wealthiest on the block, hired private security.**

**The homework was done on time.**

1. Is the above sentence active or passive? Explain your answer.

---

---

---



2009

## APPLICATION

**Comment [CPS8]:** Find an 8<sup>th</sup>-10<sup>th</sup> grade level nonfiction passage, and write 3 ACT-style questions that ask students to revise glaring shifts in verb tense and voice, and 2 more questions which ask students to revise sentences to ensure that each verb agrees with its subject when there is some text between

## EVALUATION

**Comment [CPS9]:** Write 5 fill in the "verb" sentences. Two of which have the verb far separated from its subject, three of which require students to make a decision about the correct tense to use (you will need to give them time clues).

Name:

Date:

Period:

# ECRS EXAM #4

## THIS ECRS EXAM ASSESSES YOUR ABILITY TO:

- Identify the correct past and past participle forms of irregular and infrequently used verbs (COU24B)

### KNOWLEDGE

**Comment [CPS10]:**

Create a chart with 5 irregular verbs and ask students to conjugate the verb into the past tense in one column and the past participle in the next.



2009

**APPLICATION**

**Comment [CPS11]:** Find an 8<sup>th</sup>-10<sup>th</sup> grade level nonfiction passage that's written in the past tense. Write 3 ACT-style questions where you manipulate the past tense forms of irregular verbs.

**WRITING**

*Write a paragraph using 4 of the 5 verbs from the word bank. Your paragraph must be in the PAST TENSE.*

<b>become</b>	<b>bring</b>	<b>catch</b>
<b>find</b>	<b>teach</b>	

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



Name:

Date:

Period:

# ECRS EXAM #5

## THIS ECRS EXAM ASSESSES YOUR ABILITY TO:

- Delete obvious synonymous and wordy material in a sentence (WC16A)
- Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward (OUC24C)
- Delete material primarily because it disturbs the flow and development of the paragraph (TD24B)

## KNOWLEDGE

**Comment [CPS12]:**  
Create a short-answer section in which students are asked to define "redundancy," "relevancy," "topic sentence," "concluding sentence," and "transitional sentence."



2009

## APPLICATION

**Comment [CPS13]:** Find an 8<sup>th</sup>-10<sup>th</sup> grade level nonfiction passage, and write:  
 -2 ACT-style questions which require students to add a sentence to introduce or conclude the passage, or to provide a transition between paragraphs  
 -2 ACT-style questions which require students to delete obviously synonymous and wordy material in a sentence  
 -1 AC style question which requires students to delete material primarily because it disturbs the flow and development of the paragraph

## WRITING

*You will have 30 minutes to compose a well written essay on a prompt that your teacher provides. Your teacher will grade your essay using the rubric below:*

<b>SUSTAIN FOCUS</b> <i>Use details that clearly support the writer's stance (TD24B)</i>	<b>ORGANIZE AND PRESENT IDEAS</b> <i>Create structure that is logical and organized (OUC24C)</i>	<b>COMMUNICATE CLEARLY</b> <i>Use proper spelling, punctuation, capitalization, and adequate variety and quality of sentences (WC16A)</i>
4	4	4
* Focus on the specific issue in the prompt is maintained * Most supporting details support the writer's stance	* The organization of the essay is clear, although it may be predictable * The introduction and conclusion are clear and generally well developed	* Language is competent * Sentences are somewhat varied and word choice is sometimes varied and precise * There may be a few errors, but they are rarely distracting
3	3	3
* Focus on the specific issue in the prompt is maintained throughout most of the essay * Some supporting details support the writer's stance	* The organization of the essay is apparent but predictable * Some evidence of logical sequencing of ideas is apparent * The introduction and conclusion are clear and somewhat developed	* Language is adequate, with some sentence variety and appropriate word choice * There may be some distracting errors, but they do not impede understanding
2	2	2
* Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained * Few supporting details support the writer's stance	* The organization of the essay is simple * Ideas are logically grouped within parts of the essay, but there is little or no evidence of logical sequencing of ideas * An introduction and conclusion are clearly discernible but underdeveloped	* Language shows a basic control * Sentences show a little variety and word choice is appropriate * Errors may be distracting and may occasionally impede understanding
1	1	1
* Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained * Supporting details do not support the writer's stance	* Some indication of an organizational structure, and some logical grouping of ideas within parts of the essay is apparent * An introduction and conclusion are discernible but minimal	* Sentence structure and word choice are usually simple * Errors may be frequently distracting and may sometimes impede understanding





# **11<sup>th</sup> Grade ECRS Exam Blueprints**

# ECRS EXAM #1

## THIS ECRS EXAM ASSESSES YOUR ABILITY TO:

- Identify and correct ambiguous pronoun references (WC.24B)
- Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences (COU.24A)
- Ensure that a verb agrees with its subject in unusual situations (COU.28B)

### KNOWLEDGE

**Comment [CPS1]:**

2 Questions should ask students to circle the pronoun and draw an arrow to its antecedent. Make sure the sentences are complex.

Write 3 sentence each with a vague pronoun reference in it and ask them what's wrong. Be sure at least one of them has an indefinite pronoun.

Write a sentence with an unusual structure and ask them to identify the subject and the verb.

## APPLICATION

**Comment [CPS2]:** Find a 10<sup>th</sup>-11<sup>th</sup> grade level nonfiction passage, and write 2 ACT-style ambiguous pronoun questions, 2 pronoun antecedent questions where the pronoun is a couple of sentences after its antecedent, and 1 subject-verb agreement question.

## REVISION

**Comment [CPS3]:** Write a CLOZE paragraph in which students fill in the pronouns and circle a verb from choices given.

[text text text text \_\_\_\_\_(jump/jumps)  
*pronoun*  
text text text.]

Name:

Date:

Period:

# ECRS EXAM #2

**THIS ECRS EXAM ASSESSES YOUR ABILITY TO:**

- Revise expressions that deviate from the style of an essay (WC.16B)

## KNOWLEDGE

**Comment [CPS4]:**

One of these things is not like the other section (e.g. a list of 4 sentences one of which is in a blatantly different style). Make sure to ask students why.



2009

## APPLICATION

**Comment [CPS5]:** Find a 10<sup>th</sup>-11<sup>th</sup> grade level nonfiction passage and write 2 ACT-style questions using this method: choose two noun clauses in the passage to replace with stylistically opposite noun clauses. Make sure you keep the meaning the same. Provide students with answer choice options that are synonymous, but that also exhibit different styles. The correct answer is the original text that you took out.

Or you could just find an example like this in a ACT textbook....

## EVALUATION

**Comment [CPS6]:** Find a passage that's written with a very investigative style. Ask students to analyze to determine its style and to defend their choice.

Name:

Date:

Period:

# ECRS EXAM #3

## THIS ECRS EXAM ASSESSES YOUR ABILITY TO:

- Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material (TD.28A)
- Determine whether a complex essay has accomplished a specific purpose (TD.33A)

## ESSAY ANALYSIS

[Insert the Essay here, double-spaced]

[In this column, provide students with discussion questions about the rhetorical effect of specific sentences within the essay.]

### Comment [CPS7]:

Please find a nonfiction American Lit passage (e.g. Thomas Paine's Common Sense)

[Provide students with a multiple-choice question about the purpose of the entire essay. Then ask students to defend their choice.]



2009

Name:

Date:

Period:

# ECRS EXAM #4

## THIS ECRS EXAM ASSESSES YOUR ABILITY TO:

- Use the word or phrase most consistent with the style and tone of a fairly straightforward essay (WC20B)
- Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay (WC24C)

### KNOWLEDGE

**Comment [CPS8]:**

Create a short-answer section which asks students to define the following nonfiction "purposes":  
cause-effect  
comparison  
contrast  
description  
order of importance  
time/sequence of events  
definition



2009

## APPLICATION

**Comment [CPS9]:** Find a 10<sup>th</sup> – 11<sup>th</sup> grade nonfiction passage and write the following ACT-style questions:  
-3 in which students must decide if a sentence, despite being on topic, deviates from the overall purpose of the paragraph  
-3 in which students must decide which word best fits with the style and tone of a passage (here's a place to play with connotation!).



Name:

Date:

Period:

# ECRS EXAM #5

## THIS ECRS EXAM ASSESSES YOUR ABILITY TO:

- Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (COP24B)

### APPLICATION

**Comment [CPS10]:** Create 5 complicated sentences which use multiple commas (think Dickens!). Ensure that each sentence has an unnecessary comma. Ask students to "X" out the comma they would delete in each sentence, and to explain their decision.



2009

APPLICATION

**Comment [CPS11]:** Find a 10<sup>th</sup>-11<sup>th</sup> grade level nonfiction passage, and write 2 ACT-style questions in which students must decide where or whether to place a comma in a sentence.





## APPLICATION

**Comment [CPS13]:** Find a 10<sup>th</sup>-11<sup>th</sup> grade level nonfiction passage and write 4 ACT-style questions where a point is given and it is explained that the author wants to elaborate upon it/explain it/defend it/emphasize it/add detail to it. Students are asked to pick the sentence that best achieves this purpose. Write one final question in which students must select the sentence reflects the tone of its essay through its connotation.

## WRITING

*You will have 30 minutes to compose a well written essay on the main focus that your teacher provides. Your teacher will grade your essay using the rubric below:*

<b>DEVELOP IDEAS</b> <i>Demonstrate critical thinking: develop argument (TD28B)</i>	<b>SUSTAIN FOCUS</b> <i>Use details that clearly support the writer's stance (TD33B)</i>
<b>4</b>	<b>4</b>
*Development of ideas is ample, specific, and logical *Most ideas are fully elaborated with clear movement between general statements and specific reasons, examples, and details *Most transitions reflect the writer's logic	*A clear focus on the specific issue in the prompt is maintained * Supporting details support the writer's stance
<b>3</b>	<b>3</b>
* Development of ideas is specific and logical * Most ideas are elaborated, with clear movement between general statements and specific reasons, examples, and details * Ideas are logically sequenced, although simple and obvious transitions may be used	* Focus on the specific issue in the prompt is maintained * Most supporting details support the writer's stance
<b>2</b>	<b>2</b>
* Development of ideas is adequate, with some movement between general statements and specific reasons, examples, and details * Most transitions are simple and obvious	* Focus on the specific issue in the prompt is maintained throughout most of the essay * Some supporting details support the writer's stance
<b>1</b>	<b>1</b>
* Development of ideas is limited and may be repetitious, with little, if any, movement between general statements and specific reasons, examples, and details * Transitions, if used, are simple and obvious	* Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained * Few supporting details support the writer's stance



2009

# **12<sup>th</sup> Grade ECRS Exam Blueprints**

# ECRS EXAM #1

## THIS ECRS EXAM ASSESSES YOUR ABILITY TO:

- Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence (WC.24A)

### KNOWLEDGE

**Comment [CPS1]:**

Create a short-answer section which provides students with a paragraph that has some logically redundant material. Identify the logically redundant material, and ask students to explain WHY it's redundant.

APPLICATION

**Comment [CPS2]:** Find a 11<sup>th</sup>-12<sup>th</sup> grade level nonfiction passage, insert logically redundant material and ask students 3 ACT-style questions about the necessity of that material.



Name:

Date:

Period:

# ECRS EXAM #2

## THIS ECRS EXAM ASSESSES YOUR ABILITY TO:

- Use idiomatically appropriate prepositions, especially in combination with verbs (COU.20A)
- Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas (COU.33A)

### KNOWLEDGE

Comment [CPS3]:

1. Define preposition.

---

---

---

2. Define “idiomatically correct preposition”.

---

---

---

---

---



2009



## APPLICATION

**Comment [CPS4]:** An inordinate amount of questions on the ACT involve this indicator. Please look through ACT examples to find out which idiomatic prepositions appear most frequently. Then please write 8-10 ACT-style questions using those examples. It doesn't matter if these were at the sentence level or passage level.



2009

Name:

Date:

Period:

# ECRS EXAM #3

## THIS ECRS EXAM ASSESSES YOUR ABILITY TO:

- Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation (TD.28B)
- Add a sentence to introduce or concludes a fairly complex paragraph (OUC.28C)

## WRITING

You will have 30 minutes to compose a well written essay on the main focus that your teacher provides. Your teacher will grade your essay using the rubric below:

<b>DEVELOP IDEAS</b> <i>Demonstrate critical thinking:  develop argument (TD.28B)</i>	<b>ORGANIZE AND PRESENT IDEAS</b> <i>Create structure that is logical  and organized (OUC.28C)</i>
<p style="text-align: center;">4</p> *Development of ideas is ample, specific, and logical *Most ideas are fully elaborated with clear movement between general statements and specific reasons, examples, and details *Most transitions reflect the writer's logic	<p style="text-align: center;">4</p> * The organization of the essay is clear, although it may be predictable * The introduction and conclusion are clear and generally well developed
<p style="text-align: center;">3</p> * Development of ideas is specific and logical * Most ideas are elaborated, with clear movement between general statements and specific reasons, examples, and details * Ideas are logically sequenced, although simple and obvious transitions may be used	<p style="text-align: center;">3</p> * The organization of the essay is apparent but predictable * Some evidence of logical sequencing of ideas is apparent * The introduction and conclusion are clear and somewhat developed
<p style="text-align: center;">2</p> * Development of ideas is adequate, with some movement between general statements and specific reasons, examples, and details * Most transitions are simple and obvious	<p style="text-align: center;">2</p> * The organization of the essay is simple * Ideas are logically grouped within parts of the essay, but there is little or no evidence of logical sequencing of ideas * An introduction and conclusion are clearly discernible but underdeveloped
<p style="text-align: center;">1</p> * Development of ideas is limited and may be repetitious, with little, if any, movement between general statements and specific reasons, examples, and details * Transitions, if used, are simple and obvious	<p style="text-align: center;">1</p> * Some indication of an organizational structure, and some logical grouping of ideas within parts of the essay is apparent * An introduction and conclusion are discernible but minimal



2009

Name:

Date:

Period:

# ECRS EXAM #4

## THIS ECRS EXAM ASSESSES YOUR ABILITY TO:

- Correct vague and wordy or clumsy and confusing writing containing sophisticated language (WC.28B)

## AUTHOR APPLICATION

*It is an urban legend that Charles Dickens (1786-1851) was paid by the word. While this is untrue, he is a notoriously wordy author. Take this passage and revise any wordy, clumsy or confusing writing.*

[Insert Passage]

---

---

---

---

---

---

---

---

**Comment [CPS5]:**  
Find a Dickens passage and insert it into the text box. Please make sure it's double spaced.



2009




2009

---

Name:

Date:

Period:

---

# ECRS EXAM #5

## THIS ECRS EXAM ASSESSES YOUR ABILITY TO:

- Use a semicolon to indicate a relationships between closely related independent clauses (COP.28D)
- Use a colon to introduce an example or elaboration (COP.33A)

## KNOWLEDGE

1. Explain why one would use a semicolon in writing.

---

---

---

---

2. Explain why one would use a colon in writing.

---

---

---

---



2009

