

**11<sup>th</sup> Grade**  
**Language Arts**



# Campbell County School District #1 Gillette, Wyoming

## Language Arts - Junior English

**CCHS** - Junior English is designed to foster an understanding of the development of American Literature and its contribution to World Literature. Speaking, reading, thinking, listening, and writing are integral parts of the course. Novels are assigned regularly, and students will read 1800 pages each semester out of class.

**WJSH (English III)** - This required junior-level course will focus on the students' mastery of the Wyoming Language Arts Standards: Writing, Reading, Listening, Speaking, and Integration.

Writing will be the focus of study, with a variety of essays, analyses, essay exams, journal entries, and technical writing activities required. Exercises in grammar, punctuation, spelling, vocabulary, and sentence structure will be completed. Historical units, including a research paper, will be explored, in cooperation with the American History teacher. This paper will satisfy course requirements in English III and American History.

Students in this course will actively participate in the study of selected works and authors in American literary history. Students will read and comprehend a variety of genres: novels, short stories, poems, journal entries, speeches, newspaper articles, autobiographies, etc. Students must read an additional 750 pages per quarter from materials of their own choosing and document their comprehension of the selections.

Students will participate in and present a variety of speaking activities. Each student will study and complete a detailed unit and presentation on a decade from 1920-1980. Also, every student must satisfactorily complete and present an electronic portfolio documenting his/her mastery of the five standards.

**Textbook:** Timeless Voices, Timeless Themes, the American Experience - Prentice Hall; Writing and Grammar: Communication in Action, The American Experience - Prentice Hall

### **LA-11-01 READING (Content Standard)**

State Standard and Benchmark Correlation:

- LA-11-01-01 Apply Comprehension Strategies in Reading
- LA-11-01-02 Demonstrate Understanding of Literary Texts
- LA-11-01-03 Demonstrate Understanding of Informational Texts
- LA-11-02-01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA-11-02-02 Use Appropriate Strategies to Write Various Pieces
- LA-11-03-01 Speak for Variety of Purposes
- LA-11-03-02 Use Others'/Own Works for Effective Speaking
- LA-11-03-05 Present Oral Interpretations of Literature
- LA-11-03-06 Use Effective Delivery Skills
- LA-11-03-08 Use Strategies to Contribute to Group Discussions
- LA-11-03-09 Listen and Respond to Listener Feedback

The students will demonstrate well developed reading skills by writing pre-reading questions, linking material to author's background and time period, using library media to enhance comprehension of the literature, and approaching literature at literal and interpretive levels.

**LA-11-01-01 - Reading (1st Semester) (Objective)**

C - Critical--Assessment Reporting Required

The students will read the designated number of pages each semester in addition to the in-class and assigned readings. Students will demonstrate independent reading. Each student will produce a spreadsheet containing:

- Grade level of student
- Date
- Title
- Author
- Number of pages
- STAR score: IRL (instructional reading level)
- may include other information for individual teacher

These spreadsheets will be saved and maintained on the school server and accessed the next year for continued use in the students' English classes.

**LA-11-01-02 - Respond to Literary Works (1st Semester) (Objective)**

C - Critical--Assessment Reporting Required

The students will demonstrate independent reading by reading novels from a list of classics provided to students. (Suggested Classics list follows Performance Assessment Guide.)

Students may also read American biographies and autobiographies.

The students will respond to all works listed on their spreadsheet

**\*\*\* PRODUCTS \*\*\***

- TEA Chart
- Independent Reading Log

**\*\*\* TASKS \*\*\***

- gather information
- compare/contrast
- integrate
- judge/evaluate
- analyze
- read/communicate
- interpret

**LA-11-01-03 - Reading (2nd Semester) (Objective)**

C - Critical--Assessment Reporting Required

The students will read the designated number of pages each semester in addition to the in-class and assigned readings. Students will demonstrate independent reading. Each student will produce a spreadsheet containing:

- Grade level of student
- Date
- Title
- Author
- Number of pages
- STAR score: IRL (instructional reading level)
- may include other information for individual teacher

These spreadsheets will be saved and maintained on the school server and accessed the next year for continued use in the students' English classes.

**LA-11-01-04 - Respond to Literary Works (2nd Semester) (Objective)**

C - Critical--Assessment Reporting Required

The students will demonstrate independent reading by reading novels from a list of classics provided to students. (Suggested Classics list follows Performance Assessment Guide.)

Students may also read American biographies and autobiographies.

The students will respond to all works listed on their spreadsheet

**\*\*\* PRODUCTS \*\*\***

- TEA Chart
- Independent Reading Log

**\*\*\* TASKS \*\*\***

- gather information
- compare/contrast
- integrate
- judge/evaluate
- analyze
- read/communicate
- interpret

**LA-11-01-05 – Various Assigned Readings (Objective)**

S – Supporting

Assigned readings in class:

- Students will read to determine the relevance and importance of functional texts (directions, schedules, maps, diagrams, the internet, websites, electronic databases, and explanations), and read to select and apply relevant information for a given task.
- Students will read expository texts (textbooks, encyclopedias, documentaries, speeches, public documents, print news media, the internet, websites, electronic databases, microfiche, almanacs, news, biographies, scientific explanations, and historical and political analyses) to understand a text’s major points and supporting details, to understand the text’s organization and how that organization serves the writer’s purpose, and to understand how the information in the text fits into broader topics and issues.
- Students will read narrative texts (stories, poems, novels, plays, and essays from America and various world cultures) to recognize and understand an author’s development of character, symbolism, and mood as basic story elements; read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution; and read to understand the theme of a story and how the author develops it.

**\*\*\* TASKS \*\*\***

- gather information
- compare/contrast
- integrate
- judge/evaluate
- analyze
- read/communicate
- interpret

**LA-11-01-06 - Pre-reading (Objective)**

S - Supporting

The students will choose and use pre-reading strategies appropriate to assigned readings:

- Building background knowledge (organizers, brainstorming).
- Setting purpose.
- Arousing curiosity (questioning strategies, reading for specific facts, visualization).

- Making predictions (using titles, perspective).

**LA-11-01-07 - Expand Vocabulary Through Various Methods (1st Semester) (Objective)**

S - Supporting

The students will expand their vocabulary of grade- and/or content-appropriate words through the use of the six steps of vocabulary instruction or other proven effective vocabulary instruction methods.

**\* \* \* \* Six Steps to Effective Vocabulary Instruction \* \* \* \***

Step 1: The teacher provides a description, explanation, or example of the new term.

Step 2: Students restate the explanation of the new term in their own words.

Step 3: Students create a nonlinguistic representation of the term.

Step 4: Students periodically do activities that help them add to their knowledge of vocabulary terms:

- Comparing terms
- Classifying terms
- Generating metaphors using terms
- Generating analogies using terms
- Revising initial descriptions or nonlinguistic representations of terms
- Using understanding of roots and affixes (suffixes and prefixes) to deepen knowledge of terms

Step 5: Periodically students are asked to discuss the terms with one another.

Step 6: Periodically students are involved in games that allow them to play with the terms.

Note: See “Terms” page to use as a possible pretest following Performance Assessment Guide.

**LA-11-01-08 - Expand Vocabulary Through Various Methods (2nd Semester) (Objective)**

S - Supporting

The students will expand their vocabulary of grade- and/or content-appropriate words through the use of the six steps of vocabulary instruction or other proven effective vocabulary instruction methods.

**\* \* \* \* Six Steps to Effective Vocabulary Instruction \* \* \* \***

Step 1: The teacher provides a description, explanation, or example of the new term.

Step 2: Students restate the explanation of the new term in their own words.

Step 3: Students create a nonlinguistic representation of the term.

Step 4: Students periodically do activities that help them add to their knowledge of vocabulary terms:

- Comparing terms
- Classifying terms
- Generating metaphors using terms
- Generating analogies using terms
- Revising initial descriptions or nonlinguistic representations of terms
- Using understanding of roots and affixes (suffixes and prefixes) to deepen knowledge of terms

Step 5: Periodically students are asked to discuss the terms with one another.

Step 6: Periodically students are involved in games that allow them to play with the terms.

### **LA-11-02 WRITING (Content Standard)**

State Standard and Benchmark Correlation:

- LA-11-01-01 Apply Comprehension Strategies in Reading
- LA-11-01-02 Demonstrate Understanding of Literary Texts
- LA-11-01-03 Demonstrate Understanding of Informational Texts
- LA-11-02-01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA-11-02-02 Use Appropriate Strategies to Write Various Pieces
- LA-11-03-03 Use Strategies to Organize Formal Presentations
- LA-11-03-04 Use Strategies to Organize Persuasive Presentations

The students will use the writing process and Step Up to Writing strategies and will demonstrate correct grammar and usage while writing research papers and expressive pieces.

#### **LA-11-02-01 - Reflective Writing (1st Semester) (Objective)**

C - Critical--Assessment Reporting Required

The students will complete a reflective writing which might include:

- Autobiography
- Biography
- Personal reaction
- Character analysis
- Critical analysis
- Research paper
- Comparison/contrast
- Reflective narrative
- Other

#### **LA-11-02-02 - Step Up to Writing - 1<sup>st</sup> Semester (Objective)**

C - Critical – Assessment Reporting Required

The students will demonstrate proficiency of the following components. Results may be garnered through various writing activities throughout the semester.

- T-chart
- T-chart with transitions
- T-chart with RDF
- T-chart with explanation
- Accordion paragraph
- Accordion paragraph to accordion essay
  - Appropriate length
  - Pick and enrich your E's
  - Citing sources – works cited and in-text citations; internet sources
  - More sophisticated transitions
  - Introductions and conclusions
- Pick and enrich your E's
  - Use E's from sources – literature, research
  - Use the “e” of explanation (citing sources)
- Master topic sentences:
  - To + Verb #6
  - List Statement #7
  - Active Verb #8
  - Side-by-Side #9

Note: See pages 376-380 of this booklet for SUTW detailed topic sentences information.

#### **LA-11-02-03 - Persuasive Writing (2nd Semester) (Objective)**

C - Critical – Assessment Reporting Required

The students will complete a persuasive writing.

#### **LA-11-02-04 - Step Up to Writing (2<sup>nd</sup> Semester) (Objective)**

## C - Critical – Assessment Reporting Required

The students will demonstrate proficiency of the following components. Results may be garnered through various writing activities throughout the semester.

- T-chart
- T-chart with transitions
- T-chart with RDF
- T-chart with explanation
- Accordion paragraph
- Accordion paragraph to accordion essay
  - Appropriate length
  - Pick and enrich your E's
  - Citing sources – works cited and in-text citations; internet sources
  - More sophisticated transitions
  - Introductions and conclusions
- Pick and enrich your E's
  - Use E's from sources – literature, research
  - Use the “e” of explanation (citing sources)
- Master topic sentences:
  - To + Verb #6
  - List Statement #7
  - Active Verb #8
  - Side-by-Side #9

Note: See pages 376-380 of this booklet for SUTW topic sentences information.

### **LA-11-02-05 - Write For Publication (Objective)**

#### S - Supporting

The students will publish their own writing:

- Bulletin board
- School publication
- Community publication
- Academic competition
- Oral
- Other

### **LA-11-02-06 - Read and Respond to Own/Others' Writings (Objective)**

#### S - Supporting

The students will use various strategies for reading and responding to their own and peers' writings. This may include:

- Questioning
- Feedback strategies
- Action plans
- What if
- Other

### **LA-11-02-07 - Pre-write (Objective)**

#### S - Supporting

The students will use at least two pre-writing strategies. These may include:

- Jot lists
- Free writing
- Rambling
- Clustering
- Webbing
- Mapping
- Discussion
- Brainstorming
- T-charts
- TEA charts
- 3-column
- 4-column
- other

### **LA-11-02-08 - Revise (Objective)**

#### S - Supporting

The students will use at least two appropriate revision strategies with their writing. These may include:



- Reduce to one sentence
- Flip-flop
- Conferencing (peer and teacher)
- Proofreading strategies
- Appropriate use of resource materials and persons
- Mapping
- Read aloud
- Peer editing
- Feedback strategies
- Take a break
- Other

### **LA-11-02-09 - Correct Grammar and Usage (Objective)**

#### **T - Teach**

The students will demonstrate correct grammar and usage in their writing.

- |                                   |                                     |
|-----------------------------------|-------------------------------------|
| •Capitalization                   | •Subject/predicate                  |
| •Commas                           | •Prepositional phrases              |
| •Pronouns                         | •Homonyms                           |
| •Noun-Verb agreement              | •Identification of misspelled words |
| •Punctuation with conjunctions    | •Colons                             |
| •Possessives                      | •Semicolons                         |
| •Double negatives                 | •Noun clauses                       |
| •Clause/phrase distinction        | •Relative clauses                   |
| •Subordinate (dependent) clauses  | •Participial phrases                |
| •Independent (coordinate) clauses | •Compound sentences                 |

#### **Backward Mapping: SENTENCE STRUCTURE**

Students will demonstrate a knowledge of correct and effective sentence structure by composing and evaluating writing.

- Write a variety of sentences in text
- Combine sentences in a variety of ways
- Demonstrate competency in the use of sentence fluency
- Demonstrate mastery of sentence-combining skills through editing

#### **Backward Mapping: COMMAS**

Students will demonstrate mastery in the correct and effective use of commas in the following through individual writing, proofreading practice, and in the seven-trait conventions rubric:

- |                   |                                    |
|-------------------|------------------------------------|
| •Series           | •Dates and addresses               |
| •Dialogue         | •Two independent clauses           |
| •Direct address   | •Clarity and emphasis              |
| •Interjections    | •Introductory phrases, clauses     |
| •Numbers          | •Enclose information               |
| •Interruptions    | •Enclose titles or initials        |
| •Appositives      | •Letter writing: greeting, closing |
| •Adjectives       | •Nonrestrictive phrases, clauses   |
| •Clauses, phrases | •Parenthetical/contrasted elements |

### Backward Mapping: CAPITALIZATION

Students will demonstrate a knowledge of correct and effective capitalization skills appropriate to grade level. The following rules on capitalization should be practiced and emphasized at all secondary levels. Skills are progressive and logically sequenced through the grades to ensure mastery of a variety of capitalization competencies.

- Sentences in parentheses
- Sentences following colons
- Organizations
- Titles of courses
- Work-cited entries
- Acronyms
- Geographical names
- Languages, races, nationalities, religions
- Days of the week, months, holidays, and holy days
- Periods, events in history; special events
- Political parties
- Official documents
- Trade names
- Official titles, state nicknames

### Backward Mapping: USAGE

Students will demonstrate mastery in using the right word (homonyms/near misses/commonly confused/misused words) through contextual meaning. Proficiency will be determined by teacher observation in the classroom.

- |  |                                   |
|--|-----------------------------------|
| •accept (to agree or take what is offered) | •compliment (praise)              |
| •except (leaving out or excluding)         | •council (legislative body)       |
| •assistance (help)                         | •counsel (advise)                 |
| •assistants (those who help)               | •crews (groups of workers)        |
| •attendance (presence)                     | •cruise (sail)                    |
| •attendants (escorts)                      | •dual (two)                       |
| •ball (round object)                       | •duel (formal combat)             |
| •bawl (cry)                                | •fare (cost of transportation)    |
| •been (past participle of be)              | •fair (honest; bazaar)            |
| •bin (box)                                 | •feat (accomplishment)            |
| •bread (food)                              | •feet (plural of foot)            |
| •bred (cultivated)                         | •fewer (number of separate units) |
| •but (except)                              | •less (bulk quantity)             |
| •butt (end)                                | •flea (insect)                    |
| •cheap (inexpensive)                       | •flee (run away)                  |
| •cheep (bird call)                         | •flew (did fly)                   |
| •chute (slide)                             | •flu (influenza)                  |
| •shoot (discharge gun)                     | •grate (grind)                    |
| •coarse (rough)                            | •great (large)                    |
| •course (path; school subject)             | •idle (lazy)                      |
| •complement (complete set)                 | •idol (god)                       |
|  | •instance (example)               |

- instants (short periods of time)
- loan (something borrowed)
- lone (single)
- lose (to misplace or fail to win)
- loose (free or untied)
- manner (style)
- manor (estate)
- mantle (cloak)
- mantel (over fireplace)
- medal (award)
- metal (an element like iron)
- might (may; strength)
- mite (insect)
- miner (coal digger)
- minor (juvenile)
- missed (failed to attain)
- mist (fog)
- naval (nautical)
- navel (depression in stomach)
- pain (discomfort)
- pane (window glass)
- patience (composure)
- patients (sick persons)
- peal (ring)
- peel (pare)
- pedal (ride a bike)
- petal (colored part of a flower)
- peddle (sell)
- profit (benefit)
- prophet (seer)
- quiet (opposite of noisy)
- quit (to stop)
- quite (completely or entirely)
- reign (royal authority)
- rein (harness)
- rap (hit)
- wrap (cover)
- read (peruse)
- reed (plant)
- ring (circular band)
- wring (squeeze)
- role (character)
- roll (turn over; bread)
- rung (step on a ladder;  
past of ring)
- wrung (squeezed)
- shear (cut)
- sheer (transparent)
- shone (beamed)
- shown (exhibited)
- side (flank)
- sighed (audible breath)
- slay (kill)
- sleigh (sled)
- soar (fly)
- sore (painful)
- sole (only)
- soul (spirit)
- stake (post)
- steak (meat)
- stationary (fixed)
- stationery (paper)
- suite (connected rooms)
- sweet (sugary)
- their (ownership)
- there (place)
- they're (they are)
- to (preposition)
- too (also)
- two (number)
- thrown (tossed)
- throne (king's seat)
- toe (digit on foot)
- tow (pull)
- vein (blood vessel)
- vain (conceited)
- very (absolutely)
- vary (change)
- waist (middle)
- waste (trash)
- whine (complaining sound)
- wine (drink)
- who (subject in a sentence)
- whom (object of a preposition  
or as a direct object)

**LA-11-02-10 - Poem (Objective)**

S - Supporting

The students will write poems using at least three literary devices.

### **LA-11-03 SPEAKING (Content Standard)**

State Standard and Benchmark Correlation:

- LA-11-01-01 Apply Comprehension Strategies in Reading
- LA-11-01-03 Demonstrate Understanding of Informational Texts
- LA-11-02-01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA-11-02-02 Use Appropriate Strategies to Write Various Pieces
- LA-11-03-01 Speak for Variety of Purposes
- LA-11-03-03 Use Strategies to Organize Formal Presentations
- LA-11-03-04 Use Strategies to Organize Persuasive Presentations
- LA-11-03-06 Use Effective Delivery Skills
- LA-11-03-07 Use Visual Aids or Technology in Presentations
- LA-11-03-08 Use Strategies to Contribute to Group Discussions
- LA-11-03-09 Listen and Respond to Listener Feedback

The students will demonstrate public speaking skills by presenting formal and informal speeches.

#### **LA-11-03-01 - Participate in Group Discussion (Objective)**

S - Supporting

The students will actively participate in small- and large-group class discussions during the first semester.

#### **LA-11-03-02 - Participate in Group Discussion (Objective)**

S - Supporting

The students will actively participate in small- and large-group class discussions during the second semester.

#### **LA-11-03-03 - Formal Presentation (1st Semester) (Objective)**

S - Supporting

Students will give a formal presentation during the first semester which might:

- interpret
- demonstrate
- inform
- assume role of character/author
- persuade
- other

#### **LA-11-03-04 - Formal Presentation (2nd Semester) (Objective)**

S - Supporting

Students will give a formal presentation during second semester which might include:

- interpret
- demonstrate
- inform
- assume role of character/author
- persuade
- other

### **LA-11-04 LISTENING (Content Standard)**

State Standard and Benchmark Correlation:

- LA-11-01-01 Apply Comprehension Strategies in Reading
- LA-11-01-03 Demonstrate Understanding of Informational Texts
- LA-11-02-01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA-11-02-02 Use Appropriate Strategies to Write Various Pieces
- LA-11-03-02 Use Others'/Own Works for Effective Speaking
- LA-11-03-03 Use Strategies to Organize Formal Presentations

LA-11-03-06 Use Effective Delivery Skills

LA-11-03-08 Use Strategies to Contribute to Group Discussions

LA-11-03-09 Listen and Respond to Listener Feedback

The students will listen for a variety of purposes appropriate to grade level.

**LA-11-04-01 - Listening (1st Semester) (Objective)**

S - Supporting

The students will demonstrate active listening techniques to gather information, to analyze or compare, to judge or evaluate information, or to relax and enjoy. Students will respond verbally or in writing to an oral presentation given by the teacher, students, or an outside presenter during the first semester.

**LA-11-04-02 - Listening (2nd Semester) (Objective)**

S - Supporting

The students will demonstrate active listening techniques to gather information, to analyze or compare, to judge or evaluate information, or to relax and enjoy. Students will respond verbally or in writing to an oral presentation given by the teacher, students, or outside source during second semester.

**LA-11-05 THINKING (Content Standard)**

State Standard and Benchmark Correlation:

LA-11-02-01 Apply Writing Skills to Plan/Draft/Revise/Publish

LA-11-02-02 Use Appropriate Strategies to Write Various Pieces

The students will apply critical thinking strategies.

**LA-11-05-01 - Cognitive Demand (Objective)**

S - Supporting

The students will apply all areas of Cognitive Demand (recall, basic application, strategic thinking, extended thinking) in all categories: reading, writing, speaking, listening, and thinking.

**LA-11-05-02 - Explain and Apply Metacognition (2nd Semester) (Objective)**

S - Supporting

The students will analyze their own thinking by giving specific written examples. This may be included in their technology presentations.

**LA-11-05-03 - Express Self Clearly (Objective)**

S - Supporting

The students will express themselves clearly when participating in class discussions.

**LA-11-05-04 - Set and Meet Goals (Objective)**

S - Supporting

The students will set, act on, and accomplish their goals through a variety of means (writing process, outlining, planning, mind map) when writing the research-based nonfiction paper.

# Technology Project

## Suggested 11<sup>th</sup> Grade LA Technology Project

**Subject:** Research-based Nonfiction Writing

### CCSD Language Arts Objectives:

LA-11/H2-01-07 Expository Writing (2<sup>nd</sup> semester)  
LA-11/H2-04-04 Speaking: Formal Presentation (2<sup>nd</sup> semester)  
LA-11/H2-06-01 Use of Technology (2<sup>nd</sup> semester)  
LA-11/H2-03-02 Listening: Active Listening (2<sup>nd</sup> semester)

### State Standard and Benchmark Correlation:

LA-11-01-01 Apply comprehension strategies in reading  
LA-11-01-02 Demonstrate understanding of literary texts  
LA-11-01-03 Demonstrate understanding of informational texts  
LA-11-02-01 Apply writing skills to plan/draft/revise/publish  
LA-11-02-02 Use appropriate strategies to write various pieces  
LA-11-03-01 Speak for a variety of purposes  
LA-11-03-03 Use strategies to organize formal presentations  
LA-11-03-06 Use effective delivery skills  
LA-11-03-07 Use visual aids or technology in presentations  
LA-11-03-09 Listen and respond to listener feedback

### Researching Information:

Use research skills in both the library and on-line  
Use appropriate vocabulary for searching  
Use a variety of sources and points of view  
Evaluate source credibility

### Managing information:

Build appropriate works cited page  
Organize materials from diverse sources and types of sources  
Use a graphic organizer to diversify and expand organization of material

### Presenting/Communicating Information:

Present learning through multi-media channels  
Share information and thoughtful analysis via presentation  
Save/share information and assignment  
Actively listen to presentations, respond appropriately, and archive the information

### Integrating Technology to Meet Performance Standards:

Meet rubric guidelines for appropriate/identified DSPA's, as well as state and district guidelines

### Evaluation:

Technology rubric

## 11<sup>th</sup> Grade Vocabulary Terms

Terms juniors should know prior to their junior year.  
Suggested use: Beginning of year pre-test

<b>Alliteration</b>		Repetition of consonant sound at beginning of word
<b>Allusion</b>	PAWS	Reference to well-known person, place, event, lit work, work of art
<b>Analogy</b>	PAWS	Comparison of 2 things; hot:cold: : fire:ice
Antagonist		Person or thing in conflict with main character (protagonist); AKA foil
Archetype	PAWS	Universal symbol, carrying similar meanings, includes characters, situations, symbols
Author's bias	PAWS	Author's pro or con stance re: subject
<b>Characterization</b>	PAWS	Character's personality through action, dialogue, thought
Chronological order		Listing by time, often earliest to latest
Climax	PAWS	Point at which you know how the story will end
Connotation		An implied meaning of a word; opposite of denotation
Credibility		Believable
Dash		Indicates abrupt change of thought
Diction		Word choice: formal, informal; plain, ornate; common
Elaboration		Explanation or extension of an idea, concept, information; provides deeper understanding
Exaggerated claim	PAWS	Usually advertising; if one buys this, this will happen
Excerpt		Piece of the whole
Explicit information	PAWS	Full and clearly stated; readily observed
Expressive writing		Eloquent, meaningful
External conflict		Struggle with something outside of character: man, society, nature, super-natural
<b>Figurative language</b>	PAWS	Not meant to be taken literally, ie metaphors, similes, personification, imagery symbols
<b>Flashback</b>	PAWS	Interrupts chronological order to relate event from earlier time
<b>Foreshadowing</b>	PAWS	Clues of events yet to happen
Humor		Implied discrepancy between what is said and what is meant
<b>Hyperbole</b>	PAWS	Deliberate exaggeration; I'm so hungry I could eat a horse
Imagery		Literary reference to 5 senses: sight, sound, touch, smell, taste
Implicit information	PAWS	Not readily observed; suggested
Internal conflict		Struggle with self; man vs man
<b>Irony</b>	PAWS	Contrast of what stated and what meant; what expected and what happens
Dramatic irony		When an audience perceives something that a character in the literature does not know
Situational irony		A discrepancy between the expected result and actual result
Verbal irony		When an author says one thing and means something else
Limited point of view		Narrator relates inner thoughts & feelings of only one character
Main idea	PAWS	Message author wants to convey
<b>Metaphor</b>	PAWS	Comparison of two unlike things using "is" ie Love is a rose
Modern Language Association		MLA; documentation for research format
<b>Mood</b>	PAWS	Atmosphere = feeling created by a work
Mythology		Stories a particular culture believes to be true, use of gods & super-natural events
Narrative	PAWS	Story; fiction, nonfiction, poetry, drama



# 11<sup>th</sup> Grade Vocabulary Terms

Terms juniors should know prior to their junior year.

Suggested use: Beginning of year pre-test

Narrator		Speaker who tells story; character (main or minor)
Naturalism		People are hapless victims based on heredity, social condition, and environment
Omniscient point of view		All-knowing
onomatopoeia		Words imitate sound
overview		General idea
oxymoron		Putting two contradictory words together ie jumbo shrimp, good grief
Paradox		Reveals a kind of truth which at first seems contradictory
<b>Personification</b>	PAWS	Nonhuman subjects given human characteristics
<b>Plot structure</b>	PAWS	Cause/effect, comparison/contrast, problem/solution, chronological
<b>Point of view</b>	PAWS	Perspective from which a story is told: 1 <sup>st</sup> , 3 <sup>rd</sup>
Primary source	PAWS	Original document; autobiography
Protagonist		Main character, leading character; proto- = first
readability		Accessibility of piece of writing
Realism		Literature focusing on ordinary people in ordinary situations: real life
Regionalism		Writers present the speech, customs, beliefs, and history of a specific region of the country
Repetition	PAWS	Same thing over and over
Romanticism		Literary movement focusing on imagination, emotion, nature, individuality, fancy and
Secondary source	PAWS	Describes an event, person, place; biography = secondary
Semicolon		; connects 2 independent clauses
Setting		Time and place of story
<b>Simile</b>	PAWS	Direct comparison using <i>like</i> or <i>as</i> ; He eats like a pig
Stereotype	PAWS	One regarded as embodying a set image or type
<b>Symbolism</b>	PAWS	Anything standing for something else
<b>Theme</b>	PAWS	Central message
Thesis	PAWS	Main point of paper; equivalent of TS
<b>Tone</b>	PAWS	Writer's attitude toward subject, characters, audience
Voice	PAWS	Use of verbs; active & passive
Word processing		Using word processor program to type paper on computer
<b>Standardized Test Words:</b>		
	Analyze	Break apart; study the pieces
	Compare	Tell all the ways they're alike
	Contrast	Tell all the ways they're different
	Describe	Paint a picture with words; tell all about
	Evaluate	Judge, tell in your own words
	Explain	Tell how, put it in your own words
	Formulate	Put together, create
	Infer	Make a good guess; read between the lines
	Predict	Make a guess; tell what will happen next
	Summarize	Sum it up; give me the short version
	Support	Give the facts, back up with details
	Trace	Outline, list in steps

**R  
U  
B  
R  
I  
C  
S**

**11<sup>th</sup>**

**Grade**

**LANGUAGE ARTS**

**Persuasive Essay Scoring Guide LA-11-02-03**  
**(Tool 10-17a Step Up to Writing Secondary Level**  
**2008 Sopris West Educational Services)**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Score</b>
	<b>Little or no attempt at a plan</b>	<b>Attempts a plan; plan sketchy</b>	<b>Clear plan</b>	<b>Thorough plan with useful details</b>	
<b>Organization</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Position statement is absent or unclear</li> <li><input type="checkbox"/> Supporting statements are unclear or not related</li> <li><input type="checkbox"/> Disorganized; no transitions; transitions not used correctly</li> <li><input type="checkbox"/> No examples and/or explanations to support the position</li> <li><input type="checkbox"/> No conclusion; conclusion not connected to the topic; no persuasive</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts a position statement</li> <li><input type="checkbox"/> Minimal support; weak support; not developed</li> <li><input type="checkbox"/> Somewhat organized with simple transitions</li> <li><input type="checkbox"/> Few/weak examples and explanations; some not related to the position</li> <li><input type="checkbox"/> Weak conclusion; mostly repeats the position statement; somewhat persuasive</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Position statement clearly fits the prompt, task, or topic</li> <li><input type="checkbox"/> Good reasons, details, and facts strongly support position</li> <li><input type="checkbox"/> Transitions fit the essay's purpose and help with the organization</li> <li><input type="checkbox"/> Good examples; clear explanations support the position</li> <li><input type="checkbox"/> Solid conclusion restates/connects with the position statement; fairly persuasive</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong position statement fits the prompt, task, or topic in an interesting way</li> <li><input type="checkbox"/> Strong reasons, details, and facts are presented with confidence</li> <li><input type="checkbox"/> Excellent organization; good use of transitions to introduce reasons or facts</li> <li><input type="checkbox"/> Many exceptional examples; lots of useful elaboration</li> <li><input type="checkbox"/> Strong conclusion reinforces the position statement; very persuasive</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No clear connection to the position statement and purpose of the essay</li> <li><input type="checkbox"/> Examples inaccurate, confusing, or unrelated to the position</li> <li>No enough information or information unclear</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information sometimes repeated or wanders from the purpose of the essay</li> <li><input type="checkbox"/> Examples and explanations are incomplete and not very clear</li> <li><input type="checkbox"/> Some accurate information but position is not developed; not always persuasive</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All information relates to the position statement and purpose of the essay</li> <li><input type="checkbox"/> Examples and explanations help reader clearly understand the position</li> <li><input type="checkbox"/> Information presented in a logical, interesting manner; mostly persuasive</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Very interesting examples, evidence, and explanations fit the purpose of the essay</li> <li><input type="checkbox"/> Quality and quantity of information fully explain the position statement</li> <li><input type="checkbox"/> Information is very convincing and easy to understand; very persuasive</li> </ul>	
<b>Style</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Many fragments and/or run-on sentences; several short, choppy sentences</li> <li><input type="checkbox"/> Repeated words or phrases; some words used incorrectly</li> <li><input type="checkbox"/> No clear purpose</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Mostly simple sentences or sentences that begin the same way</li> <li><input type="checkbox"/> Basic words and descriptions</li> <li><input type="checkbox"/> Style of essay fits the purpose but needs development; voice and tone not clear</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Different sentence structures; varied in the way sentences begin</li> <li><input type="checkbox"/> Familiar ordinary words fit the topic; descriptive words used effectively</li> <li><input type="checkbox"/> Style fits the purpose for the essay; shows persuasive voice and tone</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A variety of effective simple, compound, and complex sentences</li> <li><input type="checkbox"/> Rich words and content vocabulary or figurative language creates mental pictures and keeps the interest of the reader</li> <li><input type="checkbox"/> Style fits the purpose of the essay; strong persuasive voice and tone</li> </ul>	
<b>Grammar, Mechanics, &amp; Punctuation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Many errors in capitalization, usage, punctuation, and spelling that interfere with reading; no look or sense of a persuasive essay</li> <li><input type="checkbox"/> Shows lack of language skills</li> <li><input type="checkbox"/> Not readable</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some errors in capitalization, usage, punctuation, and spelling that slow down the reader; attempts to create the look of a persuasive essay</li> <li><input type="checkbox"/> Some problems with language</li> <li><input type="checkbox"/> Not neat; still readable</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Few errors in capitalization, usage, punctuation, and spelling, but they do not interfere with reading or understanding; accurate persuasive essay format</li> <li><input type="checkbox"/> Correct use of language</li> <li><input type="checkbox"/> Neat, readable</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Minimal, if any, errors in capitalization, usage, punctuation, and spelling; obvious control of the persuasive essay format</li> <li><input type="checkbox"/> Skilled use of language</li> <li><input type="checkbox"/> Exceptionally neat; obvious effort to engage the reader</li> </ul>	
				Total Score (16 points possible)	

**PAWS Writing Scoring Guide – Grade 11 Targets**  
(could be used for LA-11-02-01, LA-11-02-03, LA-H2-02-01, and LA-H2-02-03)

**PAWS Writing Scoring Guide – Grade 11 Targets with Presentation**

Traits	4	3	2	1
<b>Purpose/Voice</b> 1. Focused on an intended purpose and audience 2. Appropriate tone or voice 3. Appropriate format for intended purpose	<ul style="list-style-type: none"> <li>• Uses voice and format effectively throughout</li> <li>• Uses effective language for stated or implied audience</li> <li>• Uses intended format for purpose effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate voice</li> <li>• Uses appropriate language for stated or implied audience</li> <li>• Uses intended format for purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate voice inconsistently</li> <li>• Attempts to use appropriate language for stated or implied audience</li> <li>• Attempts to use intended format for purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Provides no evidence of voice</li> <li>• Audience is not addressed</li> <li>• Intended format not used</li> </ul>
<i>Expressive: Personal Narrative</i>	<ul style="list-style-type: none"> <li>• Conveys an effective unifying personal or universal theme in response to topic</li> <li>• Explains and/or justifies the relationship between personal/universal theme and topic</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a unifying personal or universal theme in response to topic</li> <li>• Explains the relationship between personal/universal theme and topic</li> </ul>	<ul style="list-style-type: none"> <li>• Relates a unifying personal or universal theme in response to topic</li> <li>• Identifies the relationship between personal/universal theme and topic</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses the topic with no development of unifying personal or universal theme</li> </ul>
<i>Expository: Persuasive Essay</i>	<ul style="list-style-type: none"> <li>• Makes an effective persuasive argument using evidence or examples to support a definite position</li> </ul>	<ul style="list-style-type: none"> <li>• Makes a persuasive argument using evidence or examples to support a definite position</li> </ul>	<ul style="list-style-type: none"> <li>• Takes a position on the topic with limited support</li> <li>• Expresses an opinion rather than argument</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses topic without statement of opinion or an argument</li> </ul>
<b>Organization</b> 1. Logically organized 2. Coherent	<ul style="list-style-type: none"> <li>• Uses strong introduction, body, and conclusion that reflects the introduction</li> <li>• Arranges paragraphs effectively</li> <li>• Uses effective transitions within and among paragraphs</li> <li>• Demonstrates effective, overall logic and coherence</li> </ul>	<ul style="list-style-type: none"> <li>• Uses introduction, body, and conclusion logically</li> <li>• Uses effective paragraphs</li> <li>• Uses appropriate transitions within and among paragraphs</li> <li>• Demonstrates overall logic and coherence</li> </ul>	<ul style="list-style-type: none"> <li>• Uses beginning, middle, and conclusion with limited success</li> <li>• Uses paragraphs and topic sentences</li> <li>• Uses appropriate transitions among paragraphs</li> <li>• Provides some evidence of logic and coherence</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts beginning, middle, or ending with little success</li> <li>• Attempts paragraphs and topic sentences</li> <li>• Provides few or inappropriate transitions among paragraphs</li> </ul>
<b>Idea Development</b> 1. Well-developed ideas 2. Relevant supporting details	<ul style="list-style-type: none"> <li>• States, develops and extends a unified and focused main idea, thesis or theme throughout</li> <li>• Uses sufficient, effective supporting details and concepts</li> </ul>	<ul style="list-style-type: none"> <li>• States and develops a clear and focused main idea, thesis or theme</li> <li>• Uses sufficient, relevant supporting details or examples</li> </ul>	<ul style="list-style-type: none"> <li>• States a clear, focused main idea, thesis or theme</li> <li>• Uses relevant details or examples</li> </ul>	<ul style="list-style-type: none"> <li>• Provides no clear main idea related to topic</li> <li>• Uses some irrelevant details or examples</li> </ul>
<b>Sentences</b> 1. Correct sentence structure 2. Varied sentences	<ul style="list-style-type: none"> <li>• Uses parallel, compound, and complex sentences effectively and fluently</li> <li>• Uses words and phrases to develop effective transitions and maintain a consistent point of view</li> </ul>	<ul style="list-style-type: none"> <li>• Uses parallel, compound, and complex sentences effectively</li> <li>• Uses words and phrases to develop effective transitions and maintain a consistent point of view</li> </ul>	<ul style="list-style-type: none"> <li>• Uses compound and complex sentences with limited effectiveness</li> <li>• Uses words and phrases to develop effective transitions and maintain a consistent point of view</li> </ul>	<ul style="list-style-type: none"> <li>• Uses run-on or fragmented sentences</li> <li>• Uses limited or the same transitional words and phrases</li> </ul>

<p><b>Word Choice</b> 1. Appropriate and effective word choice</p>	<ul style="list-style-type: none"> <li>• Uses effective language appropriate to the audience and purpose throughout</li> <li>• Uses descriptive language with sophistication</li> </ul>	<ul style="list-style-type: none"> <li>• Uses effective language appropriate to the audience and purpose</li> <li>• Uses descriptive language</li> </ul>	<ul style="list-style-type: none"> <li>• Uses general language to address purpose</li> <li>• Attempts descriptive language</li> </ul>	<ul style="list-style-type: none"> <li>• Uses general language</li> </ul>
<p><b>Conventions</b> 1. Correct usage</p>	<ul style="list-style-type: none"> <li>• Uses grade appropriate spelling</li> <li>• Uses grade appropriate capitalization, punctuation, and grammar with sophistication <ul style="list-style-type: none"> <li>○ commonly confused terms appropriately</li> <li>○ conditional tense</li> <li>○ capitalizes names of regions</li> <li>○ ellipses and semicolons</li> <li>○ noun pronoun agreement</li> <li>○ uses parallel structure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Uses grade appropriate spelling</li> <li>• Uses grade appropriate capitalization, punctuation, and grammar <ul style="list-style-type: none"> <li>○ commonly confused terms appropriately</li> <li>○ conditional tense</li> <li>○ capitalizes names of regions</li> <li>○ ellipses and semicolons</li> <li>○ noun pronoun agreement</li> <li>○ parallel structure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Spells common words correctly, but other grade appropriate words incorrectly</li> <li>• Uses grade appropriate capitalization, punctuation, and grammar inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>• Misspells common words</li> <li>• Uses limited capitalization, punctuation, and grammar</li> </ul>
<p><b>Presentation</b></p>	<ul style="list-style-type: none"> <li>• Form and presentation enhance readability:</li> <li>• Standard, easily readable font and size (Times New Roman, 12 pt)</li> <li>• 1” margins</li> <li>• double spaced</li> <li>• paragraphs indented ½”</li> <li>• title same font and size as body</li> <li>• student last name in header on right ½” from top</li> </ul>	<ul style="list-style-type: none"> <li>• Effective form and presentation:</li> <li>• Legible and neat</li> <li>• Final draft quality with room for improvement</li> <li>• Consistent use of font and size</li> <li>• Block form</li> <li>• Double spaced</li> <li>• Appropriate, non-standard font and/or size</li> <li>• Quadruple spaced between paragraphs</li> <li>• Margins more/less than 1”</li> <li>• Justified margins</li> </ul>	<ul style="list-style-type: none"> <li>• Understandable form and presentation</li> <li>• Legible but careless</li> <li>• Working draft in progress</li> <li>• Experimentation with fonts and sizes</li> <li>• Inconsistent use of paragraphing and/or margins</li> <li>• Font other than standard (bold, cursive, italicized, etc.) experimentation with font and/or size</li> <li>• Single spaced</li> <li>• Block form (no indentation of paragraphs)</li> <li>• No header</li> </ul>	<ul style="list-style-type: none"> <li>• Garbled form and presentation</li> <li>• Illegible and messy</li> <li>• Rough draft</li> <li>• Wild with multiple fonts and sizes</li> <li>• Disregard for form or margins</li> <li>• Handwritten</li> </ul>

Grade 11 – (Alternate rubric for LA-11-02-01, LA-11-02-03, LA-H2-02-01, and LA-H2-02-03)

**7 – TRAIT ANALYTICAL SCORING GUIDE**

<b>TRAITS</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Ideas and Content</b>	<p>Clear, focused and interesting:</p> <ul style="list-style-type: none"> <li>* holds reader’s attention by showing not telling</li> <li>* intriguing or highly interesting examples, evidence, and explanations bring the prompt to life</li> <li>* fully develops prompt</li> <li>* fresh, original ideas</li> <li>* writes from knowledge and/or experience</li> </ul>	<p>Adequate and appropriate detail:</p> <ul style="list-style-type: none"> <li>* tells more than shows</li> <li>* all information relates to the topic/thesis statement</li> <li>* examples and explanations help reader understand the topic/thesis</li> <li>* clearly addresses the prompt</li> <li>* knowledge and/or experience evident</li> </ul>	<p>Basic or general development:</p> <ul style="list-style-type: none"> <li>* information repeated or wanders from the topic/thesis</li> <li>* lacks focus</li> <li>* few examples and/or very little explanation</li> <li>* accurate, but prompt not developed</li> <li>* reasonably clear but more information needed</li> <li>* lacks specifics</li> </ul>	<p>Lacks purpose or central idea:</p> <ul style="list-style-type: none"> <li>* not enough information or information unclear</li> <li>* examples inaccurate, confusing, or omitted</li> <li>* off prompt or no clear connection to prompt</li> <li>* length inadequate</li> <li>* difficulty determining what’s important</li> <li>* repetitious, disconnect, random thoughts</li> </ul>
<b>Organization</b>	<p>Enhances and showcases central idea and theme:</p> <ul style="list-style-type: none"> <li>* relevant title</li> <li>* strong topic sentence/thesis statement addresses the prompt/topic in a compelling and highly interesting way</li> <li>* fully developed introduction</li> <li>* reasons, details, facts strongly support topic</li> <li>* varied or subtle transitions sound natural, enhance the flow of the paper</li> <li>* effective examples, evidence, elaboration used</li> <li>* strong conclusion revisits topic/thesis in an interesting way</li> </ul>	<p>Strong structure which does not confuse the reader:</p> <ul style="list-style-type: none"> <li>* title present and appropriate</li> <li>* topic sentence/thesis statement addresses prompt or topic and includes key words from the prompt</li> <li>* recognizable introduction</li> <li>* reasons, details, facts are clear</li> <li>* transitions used fit the paragraph’s purpose</li> <li>* good examples and/or explanations</li> <li>* solid conclusion restates topic/thesis</li> </ul>	<p>Some evidence of logical organization:</p> <ul style="list-style-type: none"> <li>* title uninspired</li> <li>* attempts a topic sentence or thesis statement</li> <li>* attempts introduction</li> <li>* reasons, details, facts don’t support topic, are confusing</li> <li>* use of ordinary transitions or transitions not used effectively</li> <li>* few/weak examples and/or explanations</li> <li>* weak conclusion mostly repeats the topic/thesis statement</li> </ul>	<p>Lacks clear sense of direction:</p> <ul style="list-style-type: none"> <li>* title not present or inappropriate</li> <li>* topic sentence/thesis statement is absent or unclear</li> <li>* no recognizable introduction</li> <li>* reasons, details, facts are unclear or not related</li> <li>* no transitions or transitions not used correctly</li> <li>* no examples and/or explanations</li> <li>* no/inappropriate conclusion</li> </ul>
<b>Voice</b>	<p>Individual, compelling, and engaging with consistent use of 1<sup>st</sup> or 3<sup>rd</sup> person:</p> <ul style="list-style-type: none"> <li>* sense the person behind the words</li> <li>* risk taking evident</li> <li>* tone and flavor of piece fit prompt, purpose, and audience</li> <li>* reflects strong commitment</li> <li>* piece screams to be shared</li> </ul>	<p>Sincere but not fully engaged with use of 1<sup>st</sup> or use of 3<sup>rd</sup> person:</p> <ul style="list-style-type: none"> <li>* pleasant, personable but not compelling</li> <li>* occasionally surprises and/or delights</li> <li>* weighs ideas carefully</li> <li>* aware of audience</li> <li>* point of view emerges strongly in some places</li> </ul>	<p>Sporadically engaged with inconsistent use of person:</p> <ul style="list-style-type: none"> <li>* lacks enthusiasm</li> <li>* few surprises</li> <li>* contains vague generalities</li> <li>* does not engage audience</li> <li>* point of view sometimes emerges</li> </ul>	<p>Uninvolved or distanced with no regard for correct use of person or uses 2<sup>nd</sup> person:</p> <ul style="list-style-type: none"> <li>* monotone</li> <li>* humdrum and risk free</li> <li>* not concerned with audience</li> <li>* lifeless or mechanical</li> <li>* overly technical or jargonistic</li> <li>* no point of view – zip, zero, zilch, nada</li> </ul>
<b>Word Choice</b>	<p>Effectively conveys intended message:</p> <ul style="list-style-type: none"> <li>* precise and interesting words</li> <li>* creates pictures which linger in the mind</li> <li>* natural language</li> <li>* lively verbs</li> <li>* precise nouns and modifiers</li> <li>* the right word or phrase in the right spot</li> </ul>	<p>Adequately conveys intended message:</p> <ul style="list-style-type: none"> <li>* adequate and correct words</li> <li>* sometimes captures imagination</li> <li>* attempts at colorful language</li> <li>* verbs, nouns, and modifiers often refined</li> <li>* words and phrases sparkle at times</li> </ul>	<p>Generally conveys intended message:</p> <ul style="list-style-type: none"> <li>* lacks flair and originality</li> <li>* communicates but rarely captures imagination</li> <li>* thesaurus overload</li> <li>* verbs, nouns, and modifiers occasionally refined</li> <li>* functional words and phrases</li> </ul>	<p>Searching to convey message:</p> <ul style="list-style-type: none"> <li>* vague, limited languages</li> <li>* words rarely capture imagination</li> <li>* incorrect use of words</li> <li>* jargon, clichés, and redundancies</li> <li>* words just do not fit</li> </ul>

**7 – Trait Analytical Scoring Guide – Page 2**

<p><b>Sentence Fluency</b></p>	<p>Easy flow, rhythm and cadence                  * enhances meaning                  * varied length                  * variety of sentence structure (simple, compound, complex)                  * diverse sentence beginnings                  * creative and appropriate conjunctions                  * invited expressive oral reading</p>	<p>More pleasant or businesslike than musical:                  * clear in a routine fashion                  * generally correct construction                  * variety in sentence beginnings                  * conjunctions show how sentences interrelate                  * most of text invites oral reading</p>	<p>More mechanical than fluid:                  * phrasing not natural                  * sentence constructed correctly but do not hang together                  * little variety in sentence beginnings                  * conjunctions used ineffectively                  * parts of text invite oral reading</p>	<p>Awkward and rambling:                  * incomplete and rambling                  * no sentence sense                  * monotonous sentence beginnings                  * endless or complete lack of conjunctions                  * does not invite oral reading</p>
<p><b>Conventions</b></p>	<p>Clear control of conventions with minor editing:                  * spelling generally correct even on difficult words                  * punctuation accurate and creative to guide the reader                  * thorough and consistent capitalization                  * correct grammar and usage contribute to style and clarity                  * sound paragraphing reinforces organization                  * may manipulate conventions for stylistic effect                  * ready to publish</p>	<p>Reasonable control of conventions with minor editing:                  * reasonable correct spelling; difficult words remain problematic                  * end punctuation usually correct                  * internal punctuation sometimes missing or wrong (commas, apostrophes, semi-colons, dashes, colons, parentheses)                  * most capitalization correct                  * grammar and usage problems do not distort meaning or interfere with reading                  * paragraphing attempted but may run together or being in wrong places                  * requires polishing for publication</p>	<p>Some control of conventions with significant editing:                  * occasionally correct spelling or phonetic on simple words but common words remain problematic                  * end punctuation sometimes correct                  * internal punctuation (commas, apostrophes, semicolons) often missing/wrong                  * some words capitalized correctly; control over capitalization skills spotty                  * grammar or usage serious enough to distort meaning and slow the reader                  * paragraphing seldom attempted                  * paragraphing, when done, runs together or begins in wrong places                  * no ready for publication</p>	<p>Little or no control of conventions with extensive editing:                  * frequent spelling errors even in common words                  * missing or incorrect punctuation                  * random capitalization and only on easiest rules                  * frequent and noticeable grammar and usage problems affect meaning and interferes with reading                  * missing or inconsistent paragraphing in relation to text                  * not ready for publication</p>
<p><b>Presentation</b></p>	<p>Form and presentation enhance readability:                  * standard, easily readable font and size (e.g., Times New Roman, 12 pt.)                  * 1” margins                  * double spaced                  * paragraphs indented ½”                  * title same font and size as body                  * student # in header on right (½” from top)</p>	<p>Effective form and presentation:                  * legible and neat                  * final draft quality with room for improvement                  * consistent use of font and size                  * block form                  * double spaced                  * appropriate, non-standard font and/or size                  * quadruple space between paragraphs                  * margins less/more than 1”                  * justified margins</p>	<p>Understandable form and presentation:                  * legible but careless                  * working draft in progress                  * experimentation with fonts and sizes                  * inconsistent use of paragraphing and/or margins                  * font other than standard (bold, cursive, italicized, etc.)                  * experimentation with font and/or size                  * single spaced                  * block form (no indentation of paragraphs)                  * no header</p>	<p>Garbled form and presentation:                  * illegible and messy                  * rough draft                  * wild with multiple fonts and sizes                  * disregard for form or margins                  * handwritten</p>

Name \_\_\_\_\_  
Date \_\_\_\_\_

Topic \_\_\_\_\_

**Group Research Presentation – Individual Assessment**

	<b>Exceptional</b>	<b>Admirable</b>	<b>Acceptable</b>	<b>Amateur</b>	<b>Unsatisfactory</b>
<b>Content</b>	(20) Thoroughly covers the assigned topic by using high quality information. Works cited page included.	(17) Covers the assigned topic with only an occasional lapse; uses quality information. Works cited page included.	(15) Adequately covers the assigned topic and uses good information. Works cited page included.	(8) Barely covers the assigned topic and uses insufficient information. Works cited page not included.	(0) Inadequately covers the assigned topic; too short; not enough information. Works cited page not included.
<b>Presentation</b>	(5) Conveys information in an interesting and original way. ----- (5) Effectively uses notes.	(4) Conveys information in an interesting way. ----- (4) Appropriately uses notes.	(3) Conveys information in an appropriate manner. ----- (3) Over-relies on notes.	(1) Conveys information primarily by reading. ----- (1) Presentation was read or obviously memorized.	(0) Too brief to evaluate. ----- (0) Too brief to evaluate or read from the screen.
<b>Organization</b>	(10) Audience can easily use the graphic organizer to follow the development of the presentation.	(8) Audience can use the graphic organizer to follow the development of the presentation.	(6) Audience occasionally needs help to use the graphic organizer to follow the presentation.	(3) Audience frequently needs helps to use the graphic organizer to follow the presentation.	(0) No graphic organizer, or organizer minimally covers the material.
<b>Visuals</b>	(10) Slides and oral presentation highly correlate. Slides contain only the highlights of the spoken ideas.	(8) Slides and oral presentation correlate. Slides contain only the highlights of the spoken ideas.	(6) Slides and oral presentation usually correlate. Slides contain only the highlights of the spoken ideas.	(3) Little correlation between oral presentation and screens. Or screens contain too much information.	(0) Very little correlation between screens and oral presentation. Or oral presentation and screens are almost identical.
<b>Investment &amp; Involvement</b>	(10) Enthusiasm and investment in the presentation consistently engage the audience.	(8) Enthusiasm and investment in the presentation engage the audience.	(6) Enthusiasm and investment usually engage the audience.	(3) Enthusiasm and investment in the presentation are evident but unsustainable.	(0) Enthusiasm lacking for the presentation; does not engage the audience.

**Oral Presentation Criteria (40)**

Adequate volume and projection	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1
Maintains eye contact	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1
Has appropriate posture	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1
Uses purposeful gestures	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1
Lacks speech crutches	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1
All words pronounced correctly	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1
Uses appropriate speaking pace	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1
Observe time limits	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1



## Works Cited Page Rubric

Teacher Name \_\_\_\_\_

Student Name \_\_\_\_\_

Category	Advanced	Proficient	Basic	Novice
<b>Title of Page</b>	Works Cited title is centered at the top of the page.	Works Cited title is not centered or another title is used.	The page has no title.	Citations are put on the last page of the report.
<b>Alphabetical Order of Citations</b>	All sources are in alphabetical order by the first word of the source (excluding articles).	Most sources are in correct alphabetical order by the first word of the source (excluding articles).	Some sources are in correct alphabetical order by the first word of the source (excluding articles).	There does not appear to be an attempt to put sources in correct alphabetical order by the first word of the source (excluding articles).
<b>Indentation of Lines</b>	All of the sources begin at the left margin with following line indented five spaces.	Most of the sources begin at the left margin with following line indented five spaces.	Source indentation is reversed, with the first line indented and following lines at the left margin.	There is no indenting of any lines of the sources.
<b>Completeness of Citations</b>	All sources have all the required elements.	Most sources have all required elements.	Some sources have all the required elements.	None of the sources have all the required elements.
<b>Order of Elements of the Citation</b>	All of the sources have the required elements in proper order.	Most of the sources have the required elements in the proper order.	Some of the sources have the required elements in the proper order.	None of the sources have the required elements in the proper order.
<b>Punctuation</b>	All of the sources contain the proper punctuation.	Most of the sources contain the proper punctuation.	Some of the sources contain the proper punctuation.	None of the sources contain the proper punctuation.

**Research Presentation Using PowerPoint Assessment and Feedback Form**

Date \_\_\_\_\_

Name \_\_\_\_\_

Topic \_\_\_\_\_

	<b>Exceptional</b>	<b>Admirable</b>	<b>Acceptable</b>	<b>Amateur</b>	<b>Unsatisfactory</b>
<b>Introduction</b>	(10) Creatively catches the audience's attention and leads into the presentation	(8) Makes a startling statement, asks a relevant question, or tells a relevant story	(6) Clearly states a purpose for the presentation	(3) "Our speech is on..."	(0) Lacks introduction
<b>Presentation Program</b>	(10) Program is visually consistent, and it enhances and organizes the information. Follows Rule of 6.	(8) Although the program may not be visually consistent, it still supports a unified message. Follows Rule of 6.	(6) Visual parts of the program neither distract nor enhance the message. Too many elements.	(3) The visual inconsistencies of the program distract the audience; Rule of 6 ignored.	(0) Program is severely limited and screens appear unrelated.
<b>* Content</b>	(10) All screens serve as a road map to the oral presentation	(8) Most screens serve as a road map to the oral presentation	(6) Screens are inconsistent-some have too much or too little information while others are just right	(3) Screens represent almost everything that is presented orally	(0) Screens contain too much information and are difficult to read
<b>* Graphics</b>	(10) All graphics are purposefully integrated and enhance the message of the presentation	(8) Most graphics are purposefully integrated and enhance the message of the presentation	(6) Some graphics are purposefully integrated and enhance the message of the presentation	(3) Graphics or clip art are occasionally related to the purpose of the presentation	(0) Graphics or clip art are limited, irrelevant, or not used
<b>* Text</b>	(5) Text is consistent and clearly visible to the entire audience	(4) Text is inconsistent yet clearly visible to the entire audience	(3) Text is visible only to part of the audience	(1) Text is visible but difficult to read	(0) Text is sparse and not useful to the presentation
<b>* Fade outs</b>	(5) Consistently and purposefully uses fade outs	(4) Usually uses fade outs	(3) Inconsistently uses fade outs	(1) Fade outs distract from the presentation	(0) Limited or no use of fade outs
<b>* Transitions between slides</b>	(5) Consistently and purposefully uses transitions	(4) Usually uses transitions	(3) Inconsistently uses transitions	(1) Transitions distract from the presentation	(0) Little or no use of transitions
<b>Organization</b>	(20) Clearly and logically ordered from beginning to end	(17) Logically developed from purpose	(15) Listener can easily follow the presentation	(8) Listener can follow the presentation	(0) Difficult to follow; no apparent organization
<b>Investment &amp; Involvement</b>	(5) Enthusiasm and investment in the presentation consistently engage the audience	(4) Enthusiasm and investment in the presentation engage the audience	(3) Enthusiasm and investment usually engage the audience	(1) Enthusiasm and investment in the presentation are evident but unsustainable	(0) Enthusiasm lacking for the presentation; does not engage the audience
<b>Conclusion</b>	(20) Purposefully and effectively concludes the presentation	(17) Appropriately concludes the presentation	(15) Summarizes the content as a means of concluding the presentation	(8) "Well, that's the end of our speech," or some other abrupt ending	(0) No closure

# 11<sup>th</sup> Grade SUTW Rubric

LA-11-02-02, LA-11-02-04

LA-H2-02-02, LA-H2-02-04

Components	4	3	2	1
<b>Topic Sentences</b>	The student will understand and correctly apply <i>Step Up to Writing</i> Strategies and will demonstrate mastery of four SUTW topic sentences. (To + Verb #6, List Statement #7, Active Verb #8, and Side by Side # 9)	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of four SUTW topic sentences. (To + Verb #6, List Statement #7, Active Verb #8, and Side by Side # 9)	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of four SUTW topic sentences. (To + Verb #6, List Statement #7, Active Verb #8, and Side by Side # 9)	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of the four SUTW topic sentences. (To + Verb #6, List Statement #7, Active Verb #8, and Side by Side # 9)
<b>T- charts</b>	The student will understand and correctly apply <i>Step Up to Writing</i> Strategies and will demonstrate mastery of T- chart, T- chart with transitions, T- chart with RDF, T- chart with explanation	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of T- chart, T- chart with transitions, T- chart with RDF, T- chart with explanation	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of T- chart, T- chart with transitions, T- chart with RDF, T- chart with explanation	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of T- chart, T- chart with transitions, T- chart with RDF, T- chart with explanation
<b>Accordion Paragraph</b>	The student will understand and correctly apply <i>Step Up to Writing</i> Strategies and will demonstrate mastery of accordion paragraph with topic sentence (patterns 6, 7, 8, 9), RDF, E's, and Conclusion	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of accordion paragraph with topic sentence (patterns 6, 7, 8, 9), RDF, E's, and Conclusion	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of accordion paragraph with topic sentence (patterns 6, 7, 8, 9), RDF, E's, and Conclusion	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of accordion paragraph with topic sentence (patterns 6, 7, 8, 9), RDF, E's, and Conclusion

<p><b>Accordion Essay</b></p>	<p>The student will understand and correctly apply <i>Step Up to Writing</i> Strategies and will demonstrate mastery of accordion paragraph to accordion essay (appropriate length, pick and enrich your E's, citing sources- works cited and in- text citations; internet sources, more sophisticated transitions, introductions and conclusions)</p>	<p>The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of accordion paragraph to accordion essay (appropriate length, pick and enrich your E's, citing sources- works cited and in- text citations; internet sources, more sophisticated transitions, introductions and conclusions)</p>	<p>The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of accordion paragraph to accordion essay (appropriate length, pick and enrich your E's, citing sources- works cited and in- text citations; internet sources, more sophisticated transitions, introductions and conclusions)</p>	<p>The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of accordion paragraph to accordion essay (appropriate length, pick and enrich your E's, citing sources- works cited and in- text citations; internet sources, more sophisticated transitions, introductions and conclusions)</p>
<p><b>Pick and enrich your E's</b></p>	<p>The student will understand and correctly apply <i>Step Up to Writing</i> Strategies and will demonstrate mastery of Pick and enrich your E's (using E's from sources- literature, research; use the "e" of explanation- citing sources)</p>	<p>The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of Pick and enrich your E's (using E's from sources- literature, research; use the "e" of explanation- citing sources)</p>	<p>The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of Pick and enrich your E's (using E's from sources- literature, research; use the "e" of explanation- citing sources)</p>	<p>The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of Pick and enrich your E's (using E's from sources- literature, research; use the "e" of explanation- citing sources)</p>

## Reading Designated Pages

Junior English and Comm. For Technology

LA-11-01-01 and LA-11-01-03

LA-CT-01-01 and LA-CT-01-02

### C - Critical--Assessment Reporting Required

The students will read the designated number of pages each semester in addition to the in-class and assigned readings. Students will demonstrate independent reading. Each student will produce a spreadsheet containing:

- Grade level of student
- Number of pages
- Date
- Lexile
- Title
- Author
- may include other information for individual teacher

These spreadsheets will be saved and maintained on the school server and accessed the next year for continued use in the students' English classes.

<b>Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b># of Pages</b>	Read 88-100% of designated pages	Read 78-87% of designated pages	Read 60-77% of designated pages	Read 59% or below of designated pages
<b>Spreadsheet Format</b>	Student includes all required information on spreadsheet.	Student includes most of the required information on the spreadsheet.	Student includes Some of the required information on the spreadsheet.	Student includes little required information on the spreadsheet.

<b>Grade</b>	<b>6 weeks</b>	<b>12 weeks</b>	<b>18 weeks</b>
A+	588-600	1176-1200	1764-1800
A	558-587	1116-1175	1674-1763
A-	540-557	1080-1115	1620-1673
B+	528-539	1056-1079	1584-1619
B	498-527	996-1055	1494-1583
B-	480-497	960-995	1440-1493
C+	468-473	936-959	1404-1439
C	438-467	876-935	1314-1403
C-	420-437	840-875	1260-1313
D+	408-419	816-839	1224-1259
D	378-407	756-815	1134-1223
D-	360-377	720-755	1080-1133
F	359 and fewer	719 and fewer	1061 and fewer

**Respond to Literary Works**  
**LA-11-01-02, LA-11-01-04**  
**LA-H2-01-02 LA-H2-01-04**

Objective: The students will respond to literary works listed on their spreadsheet. Students will demonstrate independent reading and connect a variety of reading materials to their world.

Novels will be from a list of classics provided to students. (Suggested Classics list follows Performance Assessment Guide.) Students may also read American biographies and autobiographies.

The students will respond to all works listed on their spreadsheet.

<b>Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Quality Feedback Via TEA Charts and/or Independent Reading Logs</b>	Student gives insightful responses to all reading selections.	Student gives acceptable responses to reading selections.	Student gives some acceptable responses to reading selections.	Student gives few quality responses to reading selections
<b>Responds to novels listed on the spreadsheet.</b>	Student responded to all novels listed on the spreadsheet.	Student responded to most novels listed on the spreadsheet.	Student responded to some novels listed on the spreadsheet.	Student responded to a few/no novels listed on the spreadsheet.
<b>Accelerated Junior English: American Classics</b>	Student read only American classics from the approved list, which was appropriate to student's reading level.			Student did not read American classics.
<b>Junior English</b>	Student read an approved American classic from the approved list, which was appropriate to the student's reading level.			Student did not read an American classic from the approved list.

### SSR Rubric

<b>4 – 6 points</b>	<b>3 – 8 points</b>	<b>2 – 6 points</b>	<b>1 – 4 points</b>
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
<ul style="list-style-type: none"> <li>* You read the whole time.</li> <li>* You were ready to read your novel/book.</li> <li>* You read way down deep; you were lost in the book.</li> <li>* You respect the readers around you.</li> <li>* You read quietly.</li> </ul>	<ul style="list-style-type: none"> <li>* You read most of the time.</li> <li>* You took a little while to get ready to read your novel/book.</li> <li>* You respect the readers around you.</li> <li>* You read quietly.</li> </ul>	<ul style="list-style-type: none"> <li>* You read some of the time.</li> <li>* You had to search for or be reminded to read your novel/book.</li> <li>* You interrupt the reading of others.</li> </ul>	<ul style="list-style-type: none"> <li>* You waste precious time not reading.</li> <li>* You were not ready to read your novel/book.</li> <li>* You do not respect the other readers around you; you were off track.</li> </ul>

**Students who choose not to read will receive 0 points.**

**NOTE:** This SSR rubric may be used if you want to grade students on their silent sustained reading.

**11<sup>th</sup> Grade – Use of Technology Rubric** (Supplemental rubric)

The student will present information by using available technology. Check all that apply.

- List A**
- word processed paper
  - web page
  - multi-media
  - scanned images
  - presentations (Powerpoint, Director, etc.)
  - spreadsheet
  - digital pictures

- List B**
- internet searches
  - audio
  - database
  - web page evaluation
  - self-produced
  - interviews
  - self-produced DVD
  - electronic library
  - electronic encyclopedia
  - electronic atlas
  - other

<b>Trait</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Use of technology</b>	6-7 List A	4-5 List A	2-3 List A	1 List A
	7-11 List B	5-6 List B	3-4 List B	1-2 List B



**Technology**  
**Useful Information to be Used With**  
**LA-11-06-01 and LA-H2-06-01**

**Creating An Effective PowerPoint Presentation**  
© Thomas Saylor, Ph.D., 2001-05. All rights reserved

Planning and creating a PowerPoint presentation needn't be difficult or stressful. Use these guidelines to improve the quality of your presentation.

**Content is the most important part of your presentation.**

1. The quality of the research. The topic should be thoroughly researched, with a number of different sources. Using visual images? Make sure they are appropriate to the point(s) you wish to make, and be certain that you know the specifics on each image (who? what? when? where? how?).
2. Organization and transition. There should be a logical flow from beginning to end, like in written work. Avoid jumping from one point to another, and be careful about adding information that is not directly related to the main theme. Strongly consider drawing up an outline before you begin assembling the actual slides.

**The following points contain information that can help strengthen the visual part of your presentation.**

1. The “joy of six” is a helpful rule of thumb. Use a maximum of six points per slide and six words per point.
2. Use text sparingly. Depending on the color and font size you select, text may be difficult to read. In addition, if your audience is concentrating on written text, they are most likely not giving you their complete attention.
3. Select colors with care. Experiment with color combinations, but make sure they work well on a screen – there is often a difference between how something looks on your computer screen and how it appears when projected onto a screen or wall. If possible, preview your presentation ahead of time.
4. Keep unity of design from slide to slide. Using one, or several, or the master slides provided in PowerPoint can help avoid problems of this nature.
5. Font size is important – use the “floor test” for readability. Print out a slide containing text, then place the page on the floor. Can you read the slide from a standing position? If yes, then your audience can likely read it from their seats. If no, then the font size needs to be increased. Previewing your presentation in the room you'll be using? Walk to the back of the room – if you can't easily read the slides, your audience won't be able to either.
6. Minimize or avoid animated texts, sounds, and fancy transitions. These can be effective in certain situations, but often distract your audience from the main points you are making.

7. Avoid switching between programs (such as calling up a Web page). This takes extra time and can make it difficult for your audience to remain focused on your presentation.
8. Do you want people to take notes during your presentation? Leave them sufficient time to do so.
9. Timing. Use three slides per minutes as a maximum.
10. Visual images can be great, but they need to be selected carefully and be appropriate to the point(s) you want to make. Watch size, too – images too small are not helpful. And if formatting visual images to fit a slide, be sure to keep the dimensions of the original!!

It's often helpful to keep these concepts in mind: FOCUS – PLAN – PRACTICE

**FOCUS** on the main point(s) you want to make.

**PLAN** the layout of your presentation. This means carefully considering each slide, as well as the presentation as a whole. Does everything fit together?

**PRACTICE** your entire presentation at least once before you present it to your audience. Most helpful is projecting your presentation onto a screen, in order to see exactly how your audience will view it. If possible, have someone watch and listen, then ask questions about anything that they find unclear – rather than face a difficult question from one person than in front of an audience!

\* Some language concepts used here adopted from David G. Brown, “Judicious PowerPoint,” in Syllabus 14, 8 (March 2001), 27.

The author: Thomas Saylor, Ph.D., is Associate Professor of History at Concordia University, St. Paul (Minnesota/USA).

**Created and maintained by: Thomas Saylor, Ph.D.**

**Last updated on: 24 November, 2005**

11th

PAWS

Reading

Rubrics

\*\*THE FOLLOWING RUBRICS ARE FROM THE WYOMING DEPARTMENT OF EDUCATION SITE (<http://www.k12.wy.us/SAA/Paws/reading.htm>)

## Grade 11

**Skill:** Functional Texts – Read to determine the relevance and importance of functional information.

**Context:** These texts include reading materials such as directions, schedules, maps, diagrams, internet websites, electronic databases, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, or to read carefully, considering and evaluating the usefulness of all details as in following directions.

### **Evaluative Criteria:**

#### **Accuracy**

The reader demonstrates an accurate understanding of the information.

#### **Relevance**

The reader explains how key aspects of the content are relevant to a reader's informational needs.

#### **Sufficiency**

The reader cites an adequate amount of information to support conclusions about the relevance and importance of the information read.

### **Rubrics:**

Score	Definition
4	The response provides a complete and accurate explanation of why specific content from the text is relevant to the task. Details from the text are accurate, logically explained and applied to the task, and sufficient to support the reader's position.
3	The response provides an explanation of why some specific content from the text is relevant to the task. Details from the text are accurate and generally relevant to the task, but are only minimally sufficient to support the reader's position.
2	The response provides a minimal explanation of why general content from the text is relevant to the task. Details from the text are somewhat accurate and relevant to the task, but are insufficient to support the reader's position.
1	The response reflects an attempt to address the task. However, the response provides few accurate details from the text. These details lack relevance to the task and are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

Score	Definition
2	Details from the text are accurate, logically related to the task, and sufficient to support the reader's position.
1	Details from the text are generally accurate and somewhat relevant to the task, but are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

## Grade 11

**Skill:** Functional Texts – Read to select and apply relevant information for a given task.

**Context:** These texts include reading materials such as directions, schedules, maps, diagrams, internet websites, electronic databases, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, or to read carefully, considering and evaluating the usefulness of all details as in following directions.

### **Evaluative Criteria:**

#### **Accuracy**

The reader selects information from the text and applies it accurately; details applied are the same as the text; details are correct according to the text.

#### **Relevance**

The reader selects information appropriate to the task and applies it logically and validly to complete the task. The reader has included all essential steps indicated in the text.

#### **Sufficiency**

The reader selects enough information and details from the text to complete the task adequately and appropriately.

### **Rubrics:**

Score	Definition
4	The response reflects an appropriate selection and application of relevant information to address the task. All essential details from the text are cited accurately, logically applied to the task, and sufficient to support the reader's position.
3	The response reflects generally appropriate selection and application of information from the text to address the task. Essential details from the text are generally accurate and logically related to the task, but are only minimally sufficient to support the reader's position.
2	The response reflects an attempt to use information from the text to address the task. Details from the text are somewhat accurate, but lack some relevance to the task and are insufficient to support the reader's position.
1	The response reflects an attempt to address the task. However, the response provides few accurate details from the text. These details lack relevance to the task and are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

Score	Definition
2	Essential details from the text are accurate, logically applied to the task, and sufficient to support the reader's position.
1	Details from the text are generally accurate and somewhat relevant to the task, but are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

## Grade 11

**Skill:** Expository Texts – Read to understand a text’s major points and supporting details.

**Context:** These texts include such things as textbooks, encyclopedias, documentaries, speeches, public documents, print news media, the internet, websites, electronic databases, microfiche, almanacs, news, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader’s understanding of some topic.

**Evaluative Criteria:**

**Accuracy**

The reader identifies the major points and distinguishes the major points from the supporting details.

**Relevance**

The reader demonstrates an understanding of the text’s main ideas and the relevance of the details to support each main idea.

**Sufficiency**

The reader provides an adequate amount of information to demonstrate that the reader has an understanding of the major points and key details supporting each.

**Rubrics:**

Score	Definition
4	The response reflects an accurate understanding of the relationships between main ideas and supporting details in the text. Main ideas and details from the text are relevant and logically connected to each other and to the task. Details are sufficient to support the reader’s position.
3	The response reflects an understanding of the relationships between main ideas and supporting details in the text. Main ideas and details from the text are relevant, but lack strong connection to each other and to the task. Details are minimally sufficient to support the reader’s position.
2	The response reflects some understanding of the relationships between main ideas and supporting details in of the text. Main ideas and details are mostly relevant, but are not well-connected to each other or to the task. Details are not sufficient to support the reader’s position.
1	The response reflects little understanding of the relationships between main ideas and supporting details in the text. Main ideas and details are generally not relevant and not well-connected to each other or to the task. The argument is insufficient to support a position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

Score	Definition
2	Main ideas and details from the text are accurate, logically connected to each other and to the task, and sufficient to support the reader’s position.
1	Main ideas and details from the text are somewhat accurate and connected to each other and to the task. Details are insufficient or inappropriate to support the reader’s position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.



## Grade 11

**Skill: Expository Texts – Read to understand the text’s organization and how that organization serves the writer’s purpose.**

**Context:** These texts include such things as textbooks, encyclopedias, documentaries, speeches, public documents, print news media, the internet, websites, electronic databases, microfiche, almanacs, news, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader’s understanding of some topic.

**Evaluative Criteria:**

**Accuracy**

The reader indicates an understanding of how the writer has organized the content using features such as sequence and cause/effect, chronology, or categorization.

**Relevance**

The reader explains how the organization of the text supports the writer’s major concepts and purposes.

**Sufficiency**

The reader cites an adequate number of details to support an understanding and reaction to the organization.

**Rubrics:**

Score	Definition
4	The response provides an accurate explanation of the organizational structure of the text and how it supports the author’s major concepts and purposes. Features such as sequence, cause/effect, chronology, and categorization are identified accurately and logically connected to the writer’s major concepts and purposes. Details are sufficient to support the reader’s position.
3	The response provides an explanation of the organizational structure of the text and how it supports the author’s major concepts and purposes. Descriptions of features such as sequence, cause/effect, chronology, and categorization are accurate, but lack strong connection to the writer’s major concepts and purposes and are minimally sufficient to support the reader’s position.
2	The response provides a minimal explanation of the organizational structure of the text and how it supports the author’s major concepts and purposes. Descriptions of features such as sequence, cause/effect, chronology, and categorization are somewhat accurate and relevant to the writer’s major concepts and purposes, but are not sufficient to support the reader’s position.
1	The response reflects an attempt to address the task. However, the response provides little accurate information about the structure of the text. Features such as sequence, cause/effect, chronology, and categorization inaccurate and lack relevance to the task. Details are insufficient to support the reader’s position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

Score	Definition
2	Information about the structure of the text is accurate, logically related to the task, and sufficient to support the reader’s position.
1	Information about the structure of the text is generally accurate and somewhat relevant to the task, but is insufficient to support the reader’s position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

## Grade 11

**Skill: Expository Texts – Read to understand how the information in the text fits into broader topics and issues.**

**Context:** These texts include such things as textbooks, encyclopedias, documentaries, speeches, public documents, print news media, the internet, websites, electronic databases, microfiche, almanacs, news, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.

### **Evaluative Criteria:**

#### **Accuracy**

The reader uses the main concepts of the text and relates them to commonly understood concepts about the world.

#### **Relevance**

The reader uses the information in a text to make connections to commonly understood concepts about the world.

#### **Sufficiency**

The reader applies an adequate number of details from the text to indicate an understanding of the commonly understood concepts about the world they inform.

### **Rubrics:**

Score	Definition
4	The response reflects an accurate understanding of connections between the main ideas and commonly understood concepts about the world. Main ideas are logically connected to commonly understood concepts about the world and to the task. Details are sufficient to support the reader's position.
3	The response reflects an understanding of connections between the main ideas and commonly understood concepts about the world. Main ideas are logical, but lack strong connection to commonly understood concepts about the world and to the task. Details are minimally sufficient to support the reader's position.
2	The response reflects some understanding of a connection between the main ideas and commonly understood concepts about the world. Main ideas and details are mostly accurate, but are not well-connected to commonly understood concepts about the world or to the task. Details are not sufficient to support the reader's position.
1	The response reflects little understanding of a connection between the main ideas and commonly understood concepts about the world. Main ideas and details are generally not accurate and not well-connected to commonly understood concepts about the world or to the task. The argument is insufficient to support a position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

Score	Definition
2	Main ideas from the text are accurately and logically connected to commonly understood concepts about the world and to the task, and sufficient to support the reader's position.
1	Main ideas and details from the text are somewhat accurate and connected to commonly understood concepts about the world and to the task. Details are insufficient or inappropriate to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.



## Grade 11

**Skill:** Narrative Texts – Read to recognize and understand an author's development of character, symbolism, and mood as basic story elements.

**Context:** These texts include stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

### **Evaluative Criteria:**

#### **Character Development**

##### **Accuracy**

The reader understands the development of characters using details from that story to accurately report what the characters do, say, and think; what other characters say about them, and what the writer says directly.

##### **Relevance**

The reader understands how the depiction of major and minor characters is important to a story's plot and theme, or simply what about the description of characters makes them worth remembering.

##### **Sufficiency**

The reader uses an adequate amount of details from the story to describe and discuss its characters and their roles.

#### **Symbolism**

##### **Accuracy**

The reader understands the author's use of symbolism in a story by using details the author used to establish the symbolism.

##### **Relevance**

The reader describes the importance of symbolism to a story's plot and theme.

##### **Sufficiency**

The reader recognizes a number of techniques and details the author has used to establish symbolism in a story.

#### **Mood**

##### **Accuracy**

The reader identifies the mood of a story by identifying details the author has used to establish the mood.

##### **Relevance**

The reader describes the importance of mood to the story's plot and theme.

##### **Sufficiency**

The reader recognizes a number of techniques and details the author has used to establish one or more moods throughout a story.

**Rubrics:**

Score	Definition
4	The response reflects an accurate understanding of the use of character development, or symbolism, or mood in the text. Descriptions of character development, or symbolism, or mood relate their importance to the plot and themes. The response provides sufficient detail to support the reader's position.
3	The response reflects a basic understanding of the use of character development, or symbolism, or mood in the text. Descriptions of characters, or symbols, or mood generally relate their importance to the plot and themes. The response provides minimally sufficient detail to support the reader's position.
2	The response reflects some understanding of the use of character development, or symbolism, or mood in the text. Descriptions of characters, or symbols, or mood are somewhat accurate, but lack connection to the plot and themes. The response provides insufficient detail to support the reader's position.
1	The response reflects little understanding of the use of character development, or symbolism, or mood in the text. Descriptions of characters, or symbols, or mood are inaccurate and lack connection to the plot and themes. The response provides insufficient detail to support a position.
0	The response provides no accurate information from the text and does not address the task.

Score	Definition
2	Analysis of the use of character development, or symbolism, or mood in the text is accurate, logically connected to the plot and themes, and relevant to the task. The response provides sufficient detail to support the reader's position.
1	Analysis of the use of character development, or symbolism, or mood in the text is somewhat accurate and reflects some connection to the plot and themes and to the task. However, the response provides insufficient detail to support the reader's position.
0	The response provides no accurate information from the text and does not address the task.

## Grade 11

**Skill:** Narrative Texts – Read to recognize and understand an author’s development of character, symbolism, and mood as basic story elements.

**Context:** These texts include stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

### **Evaluative Criteria:**

#### **Character Development**

##### **Accuracy**

The reader understands the development of characters using details from that story to accurately report what the characters do, say, and think; what other characters say about them, and what the writer says directly.

##### **Relevance**

The reader understands how the depiction of major and minor characters is important to a story’s plot and theme, or simply what about the description of characters makes them worth remembering.

##### **Sufficiency**

The reader uses an adequate amount of details from the story to describe and discuss its characters and their roles.

#### **Symbolism**

##### **Accuracy**

The reader understands the author’s use of symbolism in a story by using details the author used to establish the symbolism.

##### **Relevance**

The reader describes the importance of symbolism to a story’s plot and theme.

##### **Sufficiency**

The reader recognizes a number of techniques and details the author has used to establish symbolism in a story.

#### **Mood**

##### **Accuracy**

The reader identifies the mood of a story by identifying details the author has used to establish the mood.

##### **Relevance**

The reader describes the importance of mood to the story’s plot and theme.

##### **Sufficiency**

The reader recognizes a number of techniques and details the author has used to establish one or more moods throughout a story.

**Rubrics:**

Score	Definition
4	The response reflects an accurate understanding of the use of character development, or symbolism, or mood in the text. Descriptions of character development, or symbolism, or mood relate their importance to the plot and themes. The response provides sufficient detail to support the reader's position.
3	The response reflects a basic understanding of the use of character development, or symbolism, or mood in the text. Descriptions of characters, or symbols, or mood generally relate their importance to the plot and themes. The response provides minimally sufficient detail to support the reader's position.
2	The response reflects some understanding of the use of character development, or symbolism, or mood in the text. Descriptions of characters, or symbols, or mood are somewhat accurate, but lack connection to the plot and themes. The response provides insufficient detail to support the reader's position.
1	The response reflects little understanding of the use of character development, or symbolism, or mood in the text. Descriptions of characters, or symbols, or mood are inaccurate and lack connection to the plot and themes. The response provides insufficient detail to support a position.
0	The response provides no accurate information from the text and does not address the task.

Score	Definition
2	Analysis of the use of character development, or symbolism, or mood in the text is accurate, logically connected to the plot and themes, and relevant to the task. The response provides sufficient detail to support the reader's position.
1	Analysis of the use of character development, or symbolism, or mood in the text is somewhat accurate and reflects some connection to the plot and themes and to the task. However, the response provides insufficient detail to support the reader's position.
0	The response provides no accurate information from the text and does not address the task.

## Grade 11

**Skill:** Narrative Texts – Read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.

**Context:** These texts include stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

### Evaluative Criteria:

#### **Accuracy**

The reader correctly identifies high points in a story's plot in relation to its highest point, the climax.

#### **Relevance**

The reader notes how high points in a story's action builds to its climax and/or can identify the presentation of a problem and its solution or resolution as basic to the story's plot structure.

#### **Sufficiency**

The reader adequately describes all of the significant events in a story and the sequence in which those events occur.

### Rubrics:

Score	Definition
4	The response reflects an accurate understanding of the plot, its development to a climax, and its solution or resolution. Descriptions of high points and all significant story events are accurate and appropriately related to plot development and structure. The response provides sufficient detail to support the reader's position.
3	The response reflects a basic understanding of the plot, its development to a climax, and its solution or resolution. Descriptions of high points and significant story events are generally accurate and related to plot development and structure. The response provides minimally sufficient detail to support the reader's position.
2	The response reflects some understanding of the plot, its development to a climax, and its solution or resolution. Descriptions of high points and significant story events are somewhat accurate, but lack connection to plot development and structure. The response provides insufficient detail to support the reader's position.
1	The response reflects little understanding of the plot, its development, and its solution or resolution. Descriptions of high points and significant story events are inaccurate and lack connection to plot development and structure. The response provides insufficient detail to support a position.
0	The response provides no accurate information from the text and does not address the task.

Score	Definition
2	Interpretation of the plot, its development to a climax, and its solution or resolution is accurate and logically connected to high points and all significant story events and to the task. The response provides sufficient detail to support the reader's position.
1	Interpretation of the plot, its development to a climax, and its solution or resolution is somewhat accurate and reflects some connection to high points and significant story events and to the task. However, the response provides insufficient detail to support the reader's position.
0	The response provides no accurate information from the text and does not address the task.



## Grade 11

**Skill:** Narrative Texts – Read to understand the theme of a story and how the author develops it.

**Context:** These texts include stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

**Evaluative Criteria:**

**Accuracy**

The reader articulates a reasonable story theme.

**Relevance**

The reader explains how various elements of the story contribute to the development of its theme.

**Sufficiency**

The reader provides enough information to support his or her interpretation of the story's theme.

**Rubrics:**

Score	Definition
4	The response accurately reflects a theme in the text. It explains the relevance of how the elements of the story contribute to the development of the theme. The response provides sufficient detail to support the reader's interpretation.
3	The response reflects a basic understanding of a theme in the text. It explains how elements of the story contribute to the development of the theme. The response provides minimally sufficient detail to support the reader's interpretation.
2	The response reflects some understanding of a theme in the text. Descriptions of story elements are somewhat accurate, but lack connection to the development of the theme. The response provides insufficient detail to support the reader's interpretation.
1	The response reflects little understanding of a theme in the text. Descriptions of story elements are inaccurate and lack connection to the development of the theme. The response provides insufficient detail to support an interpretation.
0	The response provides no accurate information from the text and does not address the task.

Score	Definition
2	Interpretation of the themes in the text is accurately and logically connected to elements of the story and to the task. The response provides sufficient detail to support the reader's interpretation.
1	Interpretation of the themes in the text is somewhat accurate and reflects some connection to elements of the story and to the task. However, the response provides insufficient detail to support the reader's interpretation.
0	The response provides no accurate information from the text and does not address the task.

# American Classics

**American Classics – Junior English and Accelerated Junior English**  
**\*denotes Top Five Requested Authors**

Title *previously appeared on AP Test	Author	R Level	Interest Level	Lexile
Absalom, Absalom*	Faulkner, William	9.1	9+	
Adventures of Huckleberry Finn*	Twain, Mark	11	9+	990
Adventures of Tom Sawyer	Twain, Mark	9	7--12	950
Age of Innocence*	Wharton, Edith	8.8	9+	1170
Agnes of God*	Pielmeier, John			
All My Sons*	Miller, Arthur			
All the King's Men*	Warren, Robert Penn	6.8	9+	
All the Pretty Horses*	McCarthy, Cormac	9	9+	940
America is in the Heart*	Bulosan, Carlos			830
An American Tragedy	Dreiser, Theodore	9	9+	1240
Angel Fire	Franscell, Ron			
Angle of Repose	Stegner, Wallace	6.9	9+	1020
Animal Dreams	Kingsolver, Barbara	5.7	9+	790
Another Country*	Baldwin, James	7	9+	
April Morning	Fast, Howard	6.1	9+	1050
Armies of the Night*	Mailer, Norman		10	
As I Lay Dying	Faulkner, William	5.4	9+	870
Autobiography of an Ex-Colored Man*	Johnson, James Weldon	9	9+	1100
Autobiography of Miss Jane Pittman	Gaines, Ernest	4.6	7+	710
Awakening, The*	Chopin, Kate	8.5	9	960
Ballad of the Sad Café	McCullers, Carson	8	9+	
Bean Trees	Kingsolver, Barbara	5.6	9+	900
Bell Jar	Plath, Sylvia	7.2	9+	1140
Beloved*	Morrison, Toni	6	9+	870
Benito Cereno*	Melville, Herman			
Big Sky, The	Guthrie, A.B.	9	9+	960
Big Sleep, The	Chandler, Raymond	9	9+	660
Billy Bathgate	Doctorow, E.L.			
Billy Budd, Sailor*	Melville, Herman	10	9+	1450
Bingo Palace	Erdrich, Louise	9	9+	1060
Black Boy	Wright, Richard	7.4	9+	950
Black Like Me	Griffin, John Howard	7	9+	990
Black Water	Oates, Joyce Carol			
Bless Me, Ultima*	Anaya, Rudolfo	10	9+	840
Blood Meridian	McCarthy, Cormac			
Bluest Eye, The*	Morrison, Toni	5.2	9+	920
Bodega Dreams	Quinonez, Ernesto	9	9+	
Bone: A Novel*	Ng, Fae M.			
Book of Daniel, The	Doctorow, E.L.			
Book of Ruth, The	Hamilton, Ruth	5.9	9+	950
Boy's Life	McCammon, Robert	5.2	7+	780
Bridge of San Luis Rey	Wilder, Thornton	7.1	9+	1080
Call of the Wild	London, Jack	9	7--12	1120
Candida*	Shaw, George Bernard			
Cat on a Hot Tin Roof*	Williams, Tennessee	9	9+	
Catch-22*	Heller, Joseph	7.1	9+	1140



Catcher in the Rye*	Salinger, J.D.	4.7	9+	790
Centaur, The*	Updike, John			
Ceremony*	Silko, Leslie Marmon	9	9+	890
Chosen, The	Potok, Chaim	6.6	9+	970
Civil Disobedience	Thoreau, Henry David	8.7	9+	1200
Cold Mountain	Frazier, Charles	6.9	9+	1210
Color of Water, The	McBride, James	6.1	9+	1240
Color Purple, The*	Walker, Alice	4	9+	670
Coyote Waits	Hillerman, Tony	4.7	9+	720
Crooked Little Heart	Lamott, Anne	6.3	9+	1010
Crucible, The	Miller, Arthur	4.9	9+	1320
Daisy Miller	James, Henry	9	9+	850
Dandelion Wine	Bradbury, Ray	6	9+	880
Day of the Locust, The	West, Nathanael			
Dead in the Water	Stabenow, Dana			
Death Comes for the Archbishop*	Cather, Willa	7.9	9+	1150
Death in the Family, A*	Baldwin, James	6.9	9+	1020
Death of a Salesman	Miller, Arthur	6.2	9+	
Delta Wedding*	Welty, Eudora			
Desire Under the Elms*	O'Neill, Eugene			
Dharma Bums, The	Kerouac, Jack	9	9+	
Dinner at the Homesick Restaurant*	Tyler, Anne	9	9+	720
Dollmaker, The*	Arnow, Harriette	8	9+	1120
Down These Mean Streets	Thomas, Piri	8	9+	820
Dune	Herbert, Frank	5.7	9+	800
Earth Abides	Stewart, George	9	9+	960
East of Eden*	Steinbeck, John	8	9+	700
Ellen Foster	Gibbons, Kay	4.7	9+	870
Elsewhere	Zevin, Gabrielle	4.3	7--12	720
English Creek	Doig, Ivan			
Esperanza Rising	Ryan, Pam Munoz	5.3	5--9	750
Ethan Frome	Wharton, Edith	7.6	9+	1160
Even Cowgirls Get the Blues	Robbins, Tom			
Fahrenheit 451	Bradbury, Ray	5.2	9+	890
Farewell Summer	Bradbury, Ray			
Farewell to Arms*	Hemingway, Ernest	6	9+	730
Fences*	Wilson, August	9	9+	
Flowers for Algernon	Keyes, Daniel	5.8	9+	910
Follow the River	Thom, James Alex.			
Fools Crow	Welch, James	6	9+	870
For Whom the Bell Tolls	Hemingway, Ernest	5.8	9+	840
Fountainhead, The	Rand, Ayn	7	9+	780
Franny and Zooey	Salinger, J.D.	11	9+	990
Friendly Persuasion	West, Jessamyn	6.1	7+	970
From the Dust Returned	Bradbury, Ray	5.3	9+	890
Gathering of Old Men, A*	Gaines, Ernest	4.4	9+	650
Gesture Life*	Lee, Chang-Rae	9	9+	1270
Girl with Braided Hair, The	Coel, Margaret			
Glass Castle, The	Walls, Jeannette	5.9		1010

Glass Menagerie, The*	Williams, Tennessee	5.3	9+	
Go Tell it on the Mountain	Baldwin, James	6.5	9+	1030
Going after Cacciato	O'Brien, Tim	4.6	9+	620
Gone with the Wind	Mitchell, Margaret	7.1	9+	1100
Grapes of Wrath, The*	Steinbeck, John	4.9	9+	680
Great Gatsby, The*	Fitzgerald, F. Scott	7.3	9+	1070
Hairy Ape, The*	O'Neill, Eugene			
Handmaid's Tale, The	Atwood, Margaret	5.4	9+	750
Hawaii	Michener, James	8.2		
Heart is a Lonely Hunter, The	McCullers, Carson	6.3	9+	760
Hondo	L'Amour, Louis	5.1	9+	740
House Made of Dawn*	Momaday, N. Scott	6.2	9+	970
House of Mirth, The*	Wharton, Edith	9.7	9+	1230
House of Seven Gables, The*	Hawthorne, Nathaniel	11	9+	1320
House of Spirits	Allende, Isabel	8.4	9+	1280
House on Mango Street, The	Cisneros, Sandra	4.5	7+	870
How the Garcia Girls Lost Their Accents	Alvarez, Julia	6.2	9+	950
If I Die in a Combat Zone	O'Brien, Tim	5.8		
Illustrated Man, The	Bradbury, Ray	4.4	9+	680
In Country	Mason, Bobbi Ann	6.8	7+	730
In the Lake of the Woods*	O'Brien, Tim	5.2	9+	
Invisible Man, The*	Ellison, Ralph	7.2	7--12	950
J.B.	MacLeish, Archibald	11	9+	
Joe Turner's Come and Gone*	Wilson, August	8	9+	
Johnny Got His Gun	Trumbo, Dalton	5.9	9+	970
Joy Luck Club, The*	Tan, Amy	5.7	9+	930
Jungle, The*	Sinclair, Upton	8	9+	1170
Keeping Faith	Picoult, Jodi	5.6	9+	780
Kindred	Butler, Octavia	7	7+	580
Last of the Mohicans, The	Cooper, James	11	9+	1350
Last Town on Earth, The	Mullen, Thomas			
Last Tycoon, The	Fitzgerald, F. Scott	8	7+	940
Left Hand of Darkness, The	LeGuin, Ursula K.	7	9+	970
Lesson Before Dying, A	Gaines, Ernest	4.4	9+	750
Light in August*	Faulkner, William	6.7	9+	
Little Big Man	Berger, Thomas	9	9+	
Little Foxes, The*	Hellman, Lillian			
Lone Ranger and Tonto Fistfight in Heaven	Alexie, Sherman	5.4	9+	830
Lonesome Dove	McMurtry, Larry	5.8	9+	
Long Day's Journey Into Night*	O'Neill, Eugene	8	9+	
Look Homeward Angel	Wolfe, Thomas	9	9+	
Love Medicine*	Erdrich, Louise	9	9+	780
Loved One, The	Waugh, Evelyn	10	9+	
Lovely Bones, The: A Novel	Sebold, Alice	9	9+	890
M. Butterfly*	Wang, David Henry			
Madonnas of Leningrad, The	Dean, Debra			
Maggie, A Girl of the Streets	Crane, Stephen	7	7+	
Main Street*	Lewis, Sinclair	8.6	9+	1010
Maltese Falcon, The	Hammett, Dashiell	6	9+	760

Mama Day	Naylor, Gloria	9	9+	930
Man in the High Castle, The	Dick, Philip	9	9+	
March, The	Doctorow, E.L.			930
McTeague	Norris, Frank	7.8	9+	890
Member of the Wedding, The*	McCullers, Carson	6.3	9+	900
Memory of Running, The	McLarty, Ron	4.6	9+	
Milagro Beanfield War, The	Nichols, John	9	9+	
Miracle Worker, The	Gibson, William	5.2	7+	
Miss Lonelyhearts*	West, Nathanael	9	9+	
Moby Dick*	Melville, Herman	9.9	7+	1230
Monkey Bridge*	Cao, Lan			
Monkey Wrench Gang, The	Abbey, Edward	5.5	9+	860
Montana 1948	Watson, Larry	5.5	9+	940
My Antonia	Cather, Willa	6.9	9+	1010
My Name is Aram	Saroyan, William			820
My Names is Asher Lev*	Potok, Chaim	10	9+	
My Sister's Keeper	Picoult, Jodi	5.3	9+	840
Naked and the Dead, The	Mailer, Norman			
Namesake, The	Lahiri, Jhumpa	7.2	9+	1210
Native Son*	Wright, Richard	6.1	9+	700
Native Speaker*	Lee, Chang-Rae			
Natural, The	Malamud, Bernard	6.3	9+	1060
No-No Boy*	Okada, John			900
O Pioneers!*	Cather, Willa	6.7	9+	930
Of Mice and Men*	Steinbeck, John	4.5	9+	630
Oil	Sinclair, Upton			
Old Man and the Sea, The	Hemingway, Ernest	5.1	7+	940
On the Road	Kerouac, Jack	9	9+	930
One Flew Over the Cuckoo's Nest*	Kesey, Ken	6.2	9+	1110
Our Lady of the Forest	Guterson, David	5.9	9+	
Our Town*	Wilder, Thornton	3.9	7--12	
Out of the Dust	Hesse, Karen	5.3	5--9	
Outsiders, The	Hinton, S. E.	4.7	7--12	750
	Clark, Walter Van			
Ox Bow Incident, The	Tilburgh	5.4	9+	890
Pearl, The	Steinbeck, John	7.1	7+	1010
Piano Lesson, The*	Wilson, August	8	9+	
Pocho*	Villareal, Jose Antonio	9	9+	
Poisonwood Bible, The	Kingsolver, Barbara	6.6	9+	960
Portrait of a Lady	James, Henry	10	9+	1020
Postman Always Rings Twice, The	Cain, James			
Prayer for Owen Meany, A*	Irving, John	7.7	9+	1050
Ragtime*	Doctorow, E.L.	10	9+	930
Raisin in the Sun	Hansberry, Lorraine	4.9	7+	
Red Badge of Courage, The	Crane, Stephen	5.2	5--9	900
Redburn*	Melville, Herman			
Riders of the Purple Sage	Grey, Zane			1000
River Runs Through It, A	Maclean, Norman	6.1	9+	1100
Rock Springs	Ford Richard			

Salem Falls	Picoult, Jodi	9	9+	
Sandbox, The*	Albee, Edward			
Scarlet Letter, The*	Hawthorne, Nathaniel	11	7+	1340
Secret Life of Bees	Kidd, Sue Monk	9	9+	840
Self-Reliance	Emerson, Ralph Waldo	8.7	9+	1450
Sent for You Yesterday*	Wideman, John Edgar			
Separate Peace, A	Knowles, John	6.9	9+	1110
Shane	Schaefer, Jack	5.5	9+	870
Shipping News, The*	Proulx, Annie	4.8		730
Singing of the Dead, The	Stabenow, Dana			
Sister Carrie	Dreiser, Theodore	9	9+	980
Slaughter-House Five*	Vonnegut, Kurt	6	7--12	850
Snow Falling on Cedars	Guterson, David	7	9+	1080
Solace of Open Spaces	Ehrlich, Gretel			
Something Wicked This Way Comes	Bradbury, Ray	4.8	9+	820
Sometimes a Great Notion	Kesey, Ken	9	9+	1020
Song of Solomon*	Morrison, Toni	5	9+	870
Sound and the Fury, The*	Faulkner, William	4.4	9+	870
Speak	Anderson, Laurie Halse	4.5	7--12	690
Stones for Ibarra	Doerr, Harriet	7.1	9+	1010
Stones from the River	Hegi, Ursula	7	9+	1140
Streetcar Named Desire, A	Williams, Tennessee	5.7	9+	
Sula*	Morrison, Toni	9	9+	1050
Sun Also Rises, The*	Hemingway, Ernest	11	9+	610
Tell Me a Riddle	Olsen, Tillie	5.2	9+	730
The March	Doctorow, E.L.			
The Road	McCarthy, Cormac			
Their Eyes Were Watching God*	Hurston, Zora Neale	5.6	9+	1080
Things They Carried, The*	O'Brien, Tim	9	9+	880
Those Jordan Girls	Drury, Joan			
Time Traveler's Wife, The	Niffenegger, Audrey	4.7	9+	780
Tree Grows in Brooklyn, A	Smith, Betty	5.8	9+	810
Trifles*	Glaspell, Susan			
Turn of the Screw*	James, Henry	9	9+	1140
Twelve Angry Men: A Play in Three Acts	Rose, Reginald	9	9+	
Typical American *	Jen, Gish			
Uncle Tom's Cabin*	Stowe, Harriet Beecher	9.3	9+	1050
Underground Man, The	Macdonald, Riss	5.1	5--9	760
Up from Slavery	Washington, Booker T	8.2	7+	1320
Virginian, The	Wister, Owen	6.3	9+	830
Walden*	Thoreau, Henry David	8.7	9+	1360
Washington Square*	James, Henry	9	9+	1030
Watch on the Rhine*	Hellman, Lillian			
Water for Elephants	Gruen, Sara			
Way to Rainy Mountain	Momaday, N. Scott	8	7+	890
We Are All Welcome Here	Berg, Elizabeth			
White Fang	London, Jack	7	7--12	970
Who's Afraid of Virginia Woolf?*	Albee, Edward	9	9+	
Winesburg, Ohio	Anderson, Sherwood	8	9+	1050

Winter in the Blood*	Welch, James			
Wise Blood*	O'Connor, Flannery			
Woman Warrior*	Kingston, Maxine	9	9+	880
Yellow Raft in Blue Water	Dorris, Michael	8	9+	980
Zen & Art of Motorcycle Maintenance	Pirsig, Robert	10	9+	1040
Zoot Suit, The*	Valdez, Luis			1240