

Ninth – Twelfth Grade

Overview

Student Characteristics

High school students grow significantly as writers, readers, and researchers as they progress from ninth grade to twelfth grade. They continue to develop physically, emotionally, and intellectually as well as strive to express their individuality and achieve greater independence. Mastery of English language arts skills at the high school level, along with skills and knowledge gained from other content areas, enables students to transition successfully from high school to postsecondary education or to the working world.

Instructional Environment

The goal for instruction is for all students to learn. Therefore, the instructional environment is one in which all students have equal opportunities for achieving their learning potential. In designing instruction, careful consideration is given to addressing the individual learning needs of students. This requires teachers to use a variety of instructional strategies such as projects, demonstrations, and cooperative small groups in addition to traditional techniques. Both formal and informal assessments are also provided to address learning styles and to give students ongoing results regarding progress. The English language arts classroom supports student learning by providing ample materials for learning—including the use of technology—to facilitate student acquisition of knowledge and skills.

Scope of Content

The Grades 9-12 English language arts content is carefully aligned with the Grades 9-12 content of the 2004 *Alabama Course of Study: Social Studies* and with the national standards document, *Standards for the English Language Arts*, published by the National Council of Teachers of English and the International Reading Association. By aligning social studies content with English language arts content, students are able to see the interrelationship between the history of the United States and the world and the literature that grew from that history.

While the five strands across the grade levels remain constant, the level of critical thinking displayed, as well as the complexity of content, increases in rigor at each successive grade level. In the reading and literature strands students examine authors' styles, vocabulary, literary components, and persuasive strategies. The writing and language strand culminates in the application of skills mastered at a significantly complex and sophisticated level. Standards in the research and inquiry strand become more demanding. Although not all research results in a formal paper, ninth grade students support a thesis on a nonliterary topic, tenth graders support a thesis on a literary or nonliterary topic, eleventh graders support a thesis on a literary topic, and seniors research a teacher-approved topic of interest. The oral and visual communication strand prepares learners to function effectively in both employment and postsecondary educational settings. In practice, these strands are integrated, thereby enabling students to see the relevance of what they are learning.

Literature

Classroom instruction and independent reading across the senior high grades provide rich multicultural experiences in literature from around the world as students read primarily world literature in Grade 9, primarily pre-twentieth century American literature in Grade 10, American literature of the twentieth and twenty-first century in Grade 11, and British literature in Grade 12. This sequence of study helps students see relationships between their literary studies and their study of world and American history. Typically, a Shakespearean drama is included in classroom instruction in Grades 9, 10, and 12. Usually those plays are *Romeo and Juliet*, *Julius Caesar*, and *Macbeth* respectively, although this is a local school system choice. An American drama is usually selected for eleventh grade.

Ninth Grade

Ninth graders are gaining greater social independence while continuing to need guidance in developing their personal and academic potential as they achieve higher levels of ability in reading, speaking, and writing. These students are moving from purely personal reactions to literature to critical responses. This period marks an increase in student control of all aspects of language.

The ideal classroom environment for ninth graders is one that shows sensitivity toward their social and academic needs. Instructional delivery may include collaborative learning, teacher-led instruction, and independent study. A variety of learning activities are employed to address different learning styles and to actively engage all students in learning.

By increasing the level of expectations in language use, ninth graders strengthen their foundation in all English language arts strands. They become more strategic in their approach to reading increasingly complex selections. While the focus in reading is on world literature, students learn to synthesize information from texts as they extend skills to content-area texts. Similarly, students expand their control of the writing process. In addition, students manage the research process to support a thesis on a topic of personal interest and increase their media literacy by becoming more strategic consumers of oral and visual information.

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Identify genre, tone, and plot in short stories, drama, and poetry and identify organizational structure in essays and other nonfiction text to comprehend ninth-grade recreational reading materials.
Examples: plot—exposition, conflict, rising action, climax, falling action, denouement
 - Reading predominantly world literature
2. Compare the use of language and literary elements and devices, including rhythm, rhyme scheme, tone, and plot, in various selections, cultures, and genres.
Examples: language—Standard English usage versus dialect, length and complexity of sentences, diction
literary elements and devices—flashback, personification
 - Interpreting symbolism and other figurative language
 - Recognizing foreshadowing to anticipate events
 - Making inferences about characters and their motives
 - Determining effectiveness of diction
 - Recognizing use of analogy

9th

3. Read with comprehension a variety of ninth-grade informational and functional reading materials, including recognizing tone and propaganda.
Examples: functional materials—telephone books, labels on medicine containers, consumer product information, directions, newspapers, messages, recipes
 - Organizing steps of a process and other sequences
 - Identifying organizational structure
Example: matching structure to a graphic organizer
 - Recognizing fallacies in logic
 - Following complex written directions

Literature

4. Identify literary components that contribute to authors' styles.
Examples: length and complexity of sentences, diction, Standard English usage versus dialect
5. Identify persuasive strategies, including propaganda, in world literature selections.
6. Determine word meaning in world literature selections using word analysis and context clues.
 - Identifying the etymology of words

Writing and Language

7. Write in narrative, expository, and persuasive modes using figurative language and imagery, including simile and metaphor, when effective and appropriate.
Examples: essay, letter of complaint
 - Using an abbreviated writing process to write an essay in timed and untimed situations
 - Using verbals to increase sentence complexity
 - Using a variety of patterns to organize information in multi-paragraph writings
Examples: chronological order, cause and effect, order of importance
 - Developing an effective voice suitable for audience and purpose
 - Using a variety of sentence patterns
Example: determining use of structural variety by diagramming selected sentences
 - Using active and passive voice when appropriate
8. Critique paragraphs for logical progression of sentences.
9. Identify factors that influence the development of language.
Examples: geographic location, wars and revolutions, technology, mass media
10. Determine correct use of commas with appositives and direct quotations, colons to introduce lists, semicolons with a series of elements separated by commas, and punctuation for a divided quotation.

11. Identify correct use of parallel words; incorrect verb tense shifts within sentences; correct number and tense in verb forms, including regular and irregular verbs; and correct forms of compound nouns, including singular, plural, and possessive forms.
 - Identifying correct parallelism in phrases and clauses
 - Identifying incorrect verb tense shifts within paragraphs
 - Recognizing subject-verb agreement with indefinite pronouns
 - Using parallel structure with verbals
12. Apply the correct use of subject-verb agreement with collective nouns when verb forms depend on the rest of the sentence; with compound subjects, including those joined by *or* with the second element as singular or plural; and with the subjunctive mood.

Research and Inquiry

13. Demonstrate paraphrasing, quoting, and summarizing of primary and secondary sources and various methods of note taking.
Examples: note taking—abbreviations, symbols, paraphrasing
14. Use the research process to locate, select, retrieve, evaluate, and organize information to support a thesis on a nonliterary topic.
Examples: career paper, I-Search
 - Following a style format to standardize the presentation of information
Examples: Modern Language Association (MLA), American Psychological Association (APA), Turabian
 - Managing information by using available technology
 - Using paraphrasing and documentation of sources to avoid plagiarism

Oral and Visual Communication

15. Identify persuasive strategies in oral and visual presentations.
Examples: transference, bandwagon, snob appeal, expert testimony
 - Identifying types of propaganda
16. Evaluate a speech for use of presentation skills, including use of visual aids.
Examples: eye contact, projection, tone, inflection, tempo
 - Applying oral presentation skills in formal and informal situations
Examples: debates, classroom discussions, dramatic activities
17. Use supporting details to present a position and to respond to an argument.

Tenth Grade

Tenth graders continue to develop their unique personalities as they establish personal values and identities. They assume more complex responsibilities such as working and are developing and practicing leadership and interpersonal communication skills in the school and community.

Classrooms that are rich in a variety of activities encourage the intellectual growth these students need and seek. Activities that include making dramatic presentations, writing creatively, and working cooperatively encourage vocabulary development, critical thinking, use of research skills, and appropriate use of language. In addition, students write essays with increased attention to mode, purpose, and audience. Similarly, they become more adept at responsibly reporting the ideas of others in both oral and written form.

Literature at this level focuses on pre-twentieth century American literature. This parallels their study of early American history, thus enabling students to gain a better understanding of the relationships between the literature read and the history of the United States and the world before the twentieth century.

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Apply both literal and inferential comprehension strategies, including drawing conclusions and making inferences about characters, motives, intentions, and attitudes in short stories, drama, poetry, novels, and essays and other nonfiction texts.
 - Identifying major historical developments in language and literature in America from the beginnings to 1900
Examples: simplicity of early American literature, religious nature and themes in much early American literature, relationships to historical events and to British literature
 - Using context clues to determine meaning
 - Identifying sequences to enhance understanding
 - Summarizing passages to share main ideas or events
 - Drawing other kinds of conclusions from recreational reading texts
2. Identify and interpret literary elements and devices, including analogy, personification, and implied purpose.
 - Identifying and interpreting figurative language and imagery, including symbolism and metaphors
 - Interpreting tone from author's word choice

3. Read with literal and inferential comprehension a variety of informational and functional reading materials, including making inferences about effects when passage provides cause; inferring cause when passage provides effect; making inferences, decisions, and predictions from tables, charts, and other text features; and identifying the outcome or product of a set of directions.

Examples: textual materials—driver’s manuals, reference materials, newspapers,
career information, high interest magazine articles, subject-area texts
functional materials—menus, schedules, directions, maps, want ads

- Following complex or embedded directions
 - Distinguishing author’s opinion from factual statements
 - Determining main idea and supporting details in informational and functional reading materials
 - Summarizing passages of informational and functional reading materials
 - Determining sequence of events
4. Recognize fallacious or illogical thought in essays, editorials, and other informational texts.
 - Evaluating strength of argument in informational texts
 - Recognizing propaganda in informational texts

Literature

5. Compare literary components of various pre-twentieth century American authors’ styles.
 - Identifying examples of differences in language usage among several authors

Examples: Anne Bradstreet, Jonathan Edwards, Phillis Wheatley,
Edgar Allan Poe, Henry David Thoreau
6. Determine word meaning in pre-twentieth century American literature using word structure and context clues.

Examples: prefixes, suffixes, root words

Writing and Language

7. Write in persuasive, expository, and narrative modes using an abbreviated writing process in timed and untimed situations.
 - Critiquing content, literary elements, and word choice, including addressing clear, precise, and vivid language

Examples: self editing, peer editing
 - Using a variety of sentence patterns

Example: determining use of a variety of sentence patterns by diagramming, parsing, or labeling patterns of selected sentences
 - Evaluating opinions, including personal opinions, for supporting details and bias
 - Using active and passive voice when appropriate
8. Write in a variety of genres for various audiences and occasions, both formal and informal, using an attention-getting opening and an effective conclusion.
 - Developing an effective voice suitable for audience and purpose
9. Apply principles of Standard English by adjusting vocabulary and style for the occasion.

10th

10. Justify a thesis statement with supporting details from American literature prior to the twentieth century.
11. Demonstrate correct use of commas with parenthetical expressions and after introductory adverbial clauses and correct use of semicolons before conjunctive adverbs and in compound sentences with no conjunction.
12. Demonstrate correct use of singular and plural collective nouns and words with alternate accepted forms; pronoun-antecedent agreement in number and gender; and nominative, objective, and possessive pronoun cases.
13. Apply the correct use of subject-verb agreement with singular and plural subjects, including subjects compound in form and singular in meaning and subjects plural in form and singular in meaning; intervening prepositional and appositive phrases; and correlative conjunctions.
14. Edit for incorrect shifts in verb tense in paragraphs, use of verbals, use of dangling participles and misplaced modifiers, and parallelism in phrases.

Research and Inquiry

15. Use the research process to document and organize information to support a thesis on a literary or nonliterary topic.
Examples: paper on a teacher-approved topic of interest, career paper
 - Managing information by locating, selecting, retrieving, and evaluating primary and secondary sources while using available technology responsibly
 - Differentiating among plagiarized, paraphrased, and appropriately cited selections
16. Explain the purpose and benefits of using predicting, summarizing, underlining, outlining, note taking, and reviewing as part of personal study skills.
 - Explaining when skimming and scanning are appropriate in studying materials

Oral and Visual Communication

17. Critique oral and visual presentations for fallacies in logic.
Examples: circular reasoning, false analogy

Eleventh Grade

Eleventh graders are beginning to make important life decisions. While these students are growing in confidence, they require guidance to prepare for the challenges of future life choices.

As in earlier grades, consideration of individual learning styles is important, and diverse learning experiences assist students in raising their level of written and spoken communication. As students read primarily twentieth and twenty-first century American literature, they write responses to literary selections and participate in group discussions at ever-increasing levels of sophistication.

Furthermore, students continue to develop confidence in their language skills as they make speeches, practice interview skills, edit the work of peers, and conduct research. They become more proficient readers as they focus on American literature and gain a deeper understanding of America's diversity, heritage, and place in the modern world.

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Analyze authors' use of literary elements, including characterization, theme, tone, setting, mood, plot, and literary point of view, in American short stories, drama, poetry, or essays and other nonfiction literature, predominantly from 1900 to the present.
 - Identifying major historical developments of language and literature in America from 1900 to the present
Examples: relationships to place and time, changes in American lexicon as a result of the industrial revolution, chronology, genre, style
 - Evaluating author technique
2. Analyze use of figurative language and literary devices, including hyperbole, simile, metaphor, personification, and other imagery, to enhance specific literary passages.
 - Explaining use of allusions
 - Analyzing use of analogies for meaning
 - Interpreting irony
 - Analyzing poetry for rhythm and rhyme schemes

11th

3. Read with comprehension a variety of informational and functional reading materials, including recognizing organizational patterns, evaluating strengths and weaknesses of argument, and identifying directions implied or embedded in a passage.

Examples: informational materials—employee manuals, technical manuals, safety and trouble-shooting information, subject-area texts
functional materials—posted weather warnings, lease and credit agreements, memoranda, federal laws, medical instructions and information, nutrition pamphlets

- Recognizing fallacies in logic
- Drawing conclusions to determine author intent
- Applying advanced knowledge of context clues and structural analysis to determine word meaning
- Evaluating quality of writing

Literature

4. Analyze twentieth and twenty-first century American literary selections for plot structure, cultural significance, and use of propaganda.

Examples: narratives, editorials

5. Evaluate twentieth and twenty-first century American authors' use of language, including length and complexity of sentences, diction, and Standard English versus dialect.

6. Determine word meaning in twentieth and twenty-first century American literature using word structure and context clues.

Examples: prefixes, suffixes, root words

7. Compare writing styles of two or more American authors or public figures.

Examples: Martin Luther King, Jr., Zora Neale Hurston, Ernest Hemingway

Writing and Language

8. Write the text for an oral presentation with attention to word choice, organizational patterns, transitional devices, and tone.

- Using a variety of sentence patterns
- Developing an effective voice suitable for audience and purpose

9. Analyze writing for parallelism in literary selections and student writing.

10. Edit writings, including student papers, for correct parallel form in clauses in a series and with correlative conjunctions and for correct use of subject-verb agreement with subjects with intervening phrases, collective nouns as subjects, indefinite pronouns as subjects when the verb form depends on the rest of the sentence, and subjects in sentences with correlative conjunctions or in inverted order.
 - Editing writings for mechanics, usage, grammar, and style
 - Demonstrating appropriate use of ellipses, parentheses, hyphens and suspended hyphens, hyphenation of number-and-noun modifiers, slashes, and use of commas with subordinate clauses and nominative absolutes
11. Differentiate between the use of active and passive voice.

Research and Inquiry

12. Use the research process to manage, document, organize, and present information to support a thesis on a literary topic.
 - Examples: documented essay, research paper
 - Using paraphrasing and documentation of sources to avoid plagiarism

Oral and Visual Communication

13. Compare the use of oral presentation skills of self and others.
14. Identify propaganda in nonprint media.

Twelfth Grade

Twelfth graders are at pivotal points in their lives. They are nearing the independence of adulthood and making many important decisions concerning their lives after high school. Academically, these students are deepening their appreciation of literature, becoming selective viewers of nonprint media, and are realizing the valuable role good written and oral communication skills play in their lives. While most students at this level have mastered a majority of English language arts concepts, they continue to require guidance in further developing their skills.

Students at this grade level are expected to conduct research and present findings in a scholarly fashion. Their overall grasp of the tenets of grammar and the writing process approaches the level necessary for adulthood, and students are developmentally ready to explore British literature. Students are responsible for collaborative and independent work in all facets of their language arts studies. The twelfth-grade content standards are the culminating point of a curriculum designed to prepare students to function as self-directed, lifelong learners and effective communicators in their future roles in society.

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Compare organizational structure, figurative language, and literary devices, including use of paradox, among predominantly British short stories, drama, poetry, essays, and other nonfiction literature.

Examples: *A Christmas Carol*; *Robin Hood*; *Gulliver's Travels*; *Robinson Crusoe*; *Aesop's Fables*; A. Conan Doyle's short stories; William Shakespeare's plays; Robert Burns', William Blake's, and John Keats' poems

- Explaining use of allusions
- Interpreting irony
- Analyzing poetry for rhyme schemes
- Identifying use of parody
- Analyzing major historical developments in language and literature in the British Isles
Examples: relationships to place and time, including specific influences of various cultures and languages, wars and victors in those wars, and world literary trends

2. Read with comprehension a variety of informational and functional reading materials, including comparing bias and persuasive techniques in passages.
Examples: bias and persuasive techniques—transference, bandwagon, snob appeal, expert testimony
 - Recognizing faulty logic or organization
 - Analyzing charts and tables for conclusions

Literature

3. Analyze British literature for style, audience appeal, cultural significance, and plot structure.
Examples: style—length and complexity of sentences, diction, Standard English versus dialect
 - Distinguishing between parallel and circular plots
4. Identify literary elements in British literary selections from various genres.
5. Determine word meaning in British literature using word structure and context clues.
Examples: prefixes, suffixes, root words
6. Compare writing styles of two or more British authors.
Examples: Geoffrey Chaucer, William Shakespeare, Oscar Wilde

Writing and Language

7. Write for a variety of purposes, including critical essays on literary topics, college application essays, résumé cover letters, and résumés.
 - Editing drafts for appropriate style
 - Developing an effective voice suitable for audience and purpose
8. Demonstrate appropriate use of ellipses, parentheses, hyphens and suspended hyphens, hyphenation of number-and-noun modifiers, slashes, and use of commas with subordinate clauses and nominative absolutes.
9. Revise drafts to increase sentence complexity.
Examples: expanding word choice by using phrases, including verbals; combining short sentences to form complex and compound sentences

Research and Inquiry

10. Use the research process to manage, document, organize, and present information to support a thesis on a teacher-approved topic of student interest.
Examples: literary topic, career study, historical research
 - Editing drafts to avoid plagiarism

Oral and Visual Communication

11. Critique visual communication for effectiveness.
Examples: films, advertisements
 - Using available technology for various communication purposes, including multimedia presentations
12. Evaluate oral presentation skills of self and others for effectiveness.
Examples: lectures, speeches, debates
13. Analyze nonprint media for use of propaganda.
Examples: films, television advertisements, speeches

Student Checklists

The checklists printed in this appendix are intended for use by teachers and students in Grades 1-12. Two types of checklists are included.

- ❑ Student Checklists for Composing and Revising
- ❑ Student Checklists for Editing

Student Checklists for Composing and Revising are provided for Grades 1-2, 3-5, and 6-12. These address writing concepts such as content, purpose, audience, organization, and clarity. Student Checklists for Editing for Grades 2-12 reflect the editing phase of the writing process and mastery of grammar, usage, and mechanics in each specific grade. Students may use these checklists for self- or peer-evaluation of their writings. These sample checklists may be used in their entirety, or specific items may be selected for use with different compositions. The checklist from the previous grade is commonly used in the first few weeks of school, and concepts are added from the new list as the teacher provides direct instruction in each new concept.

FIRST – SECOND GRADE**Checklist for Composing and Revising****1. PURPOSE–ALL MODES**

- ☐ Has the writer addressed the topic?
- ☐ Has the writer used the assigned mode?

2. CONTENT–BY MODE**Descriptive Mode**

- ☐ Does the writer clearly describe someone or something?
- ☐ Has the writer used sensory words?

Narrative Mode

- ☐ Does the writing clearly narrate a sequence of events?
- ☐ Does the writer tell explicitly what happened?
- ☐ Does the writing address who, what, when, and why?

Expository Mode

- ☐ Does the writing outline steps in a process?
- ☐ Does the writer present facts about a topic?
- ☐ Has the writer used appropriate sequencing of steps?
- ☐ Does the writing include a main idea, supporting details, and a conclusion?

3. ORGANIZATION AND CLARITY–ALL MODES**Does the writer...**

- ☐ Use a graphic organizer to outline content?
- ☐ Generate a rough draft, including a topic sentence?
- ☐ Reread to make revisions?
- ☐ Edit for spelling, punctuation, capitalization, and sentence variety?

THIRD – FIFTH GRADE

Student Checklist for Composing and Revising

1. PURPOSE–ALL MODES

- ☐ Has the writer addressed the topic?
- ☐ Has the writer used the assigned mode?

2. CONTENT–BY MODE**Descriptive Mode**

- ☐ Does the writer clearly describe someone or something?
- ☐ Has the writer used vivid sensory details?
- ☐ Are other relevant details used?

Narrative Mode

- ☐ Does the writing clearly narrate a sequence of events?
- ☐ Does the writer tell explicitly what happened?
- ☐ Does the writing provide a definite time frame?

Expository Mode

- ☐ Does the writing present reasons, explanations, or steps in a process?
- ☐ Has the writer used logical order?
- ☐ Has the writer use appropriate sequencing of steps or ideas?
- ☐ Does the writing include a main idea, supporting details, and a conclusion?

Persuasive Mode (Fifth grade only)

- ☐ Does the writer present reasons and examples that influence action or thought?
- ☐ Is an opinion clearly stated with supporting details?

3. AUDIENCE–ALL MODES

- ☐ Does the writer's word choice reflect a sense of the intended audience?
- ☐ Does the writer's tone address the audience appropriately?

4. ORGANIZATION AND CLARITY–ALL MODES**Does the writer...**

- ☐ Display a definite plan with a variety of strategies?
- ☐ Use one controlling idea without wandering from the idea (avoiding extraneous sentences)?
- ☐ Show a strong sense of logical progression and overall completeness?
- ☐ Introduce a topic, develop it thoroughly and enthusiastically, and bring it to a conclusion?
- ☐ Change paragraphs when topics change?
- ☐ Present ideas so they flow smoothly from one to the next using good transition?
- ☐ Display a strong sense of author control?
- ☐ Use varied sentence formations and structures with appropriate subordination?
- ☐ Display creativity in presenting information?
- ☐ Display proficiency in grammar, usage, and mechanics?

SIXTH – TWELFTH GRADE**Student Checklist for Composing and Revising****1. PURPOSE–ALL MODES**

- ☐ Has the writer addressed the topic?
- ☐ Is the piece presented appropriately in the chosen mode?

2. CONTENT–BY MODE**Descriptive Mode**

- ☐ Does the writer clearly describe someone or something?
- ☐ Has the writer used vivid sensory details?
- ☐ Are other relevant details used?

Narrative Mode

- ☐ Does the writing clearly narrate a sequence of events?
- ☐ Does the writer tell explicitly what happened?
- ☐ Does the writing provide a definite time frame?

Expository Mode

- ☐ Does the writing present reasons, explanations, or steps in a process?
- ☐ Has the writer used logical order?
- ☐ Has the writer used appropriate sequencing of steps or ideas?
- ☐ Does the writing include a main idea, supporting details, and a conclusion?

Persuasive Mode

- ☐ Does the writer present reasons and examples that influence action or thought?
- ☐ Is an opinion clearly stated with supporting details?

3. AUDIENCE–ALL MODES

- ☐ Does the writer's word choice reflect a sense of the intended audience?
- ☐ Does the writer's tone address the audience appropriately?

4. ORGANIZATION AND CLARITY–ALL MODES**Does the writer...**

- ☐ Display a definite plan with a variety of strategies?
- ☐ Use one controlling idea without wandering from the idea (avoiding extraneous sentences)?
- ☐ Show a strong sense of logical progression and overall completeness using good transition?
- ☐ Introduce a topic, develop it thoroughly and enthusiastically, and bring it to a conclusion?
- ☐ Change paragraphs when topics change?
- ☐ Present ideas so they flow smoothly from one to the next using good transition?
- ☐ Display a strong sense of author control?
- ☐ Use varied sentence formations and structures with appropriate subordination?
- ☐ Display creativity in presenting information?
- ☐ Display proficiency in grammar, usage, and mechanics?

SECOND-GRADE STUDENT CHECKLIST FOR EDITING RESOURCE*

Capitalization

- ☐ First word in sentence
- ☐ Pronoun I
- ☐ Proper nouns
 - ☐ Days of week
 - ☐ Holidays
 - ☐ Titles of people and books
 - ☐ Names of months

Punctuation

- ☐ Commas to separate items in a series
- ☐ Comma between city and state and between day of month and year
- ☐ Periods with abbreviations
- ☐ End punctuation
- ☐ Apostrophes with contractions and to show possession

Grammar, Usage, and Spelling

- ☐ Appropriate verb tense
- ☐ Complete sentences
- ☐ Spelling (including plural nouns)

*Some teachers choose to introduce students to the use of a checklist in second grade. This list is too long for a second-grader to use as a checklist. Using a checklist in one of the categories or using one concept from each category is recommended.

THIRD-GRADE STUDENT CHECKLIST FOR EDITING RESOURCE*

Capitalization

- ☐ First word in sentence
- ☐ Proper nouns
 - ☐ Days of week and names of months
 - ☐ Holidays
 - ☐ Titles of people and books

Punctuation

- ☐ Commas to separate items in a series
- ☐ Commas in a physical address
- ☐ Commas with dates
- ☐ Commas before conjunctions in compound sentences
- ☐ Periods with abbreviations
- ☐ Periods at end of declarative sentences
- ☐ Question marks at end of interrogative sentences
- ☐ Exclamation marks at end of exclamatory sentences
- ☐ Apostrophes with contractions and to show possession

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement
- ☐ Appropriate verb tense
- ☐ Adjective form
- ☐ Complete sentences
- ☐ Spelling

*Using a list this long is not recommended with third-graders. Using one category at a time or one or two concepts from each category on a single checklist is recommended.

FOURTH-GRADE STUDENT CHECKLIST FOR EDITING

Capitalization

- ☐ First word in sentence
- ☐ First word in quotation
- ☐ Proper nouns
- ☐ Titles of people and books
- ☐ Proper adjectives

Punctuation

- ☐ Commas to separate items in a series and with direct quotations
- ☐ Commas with dates
- ☐ Commas before conjunctions in compound sentences
- ☐ Periods with abbreviations
- ☐ Periods at end of declarative sentences
- ☐ Question marks at end of interrogative sentences
- ☐ Exclamation marks at end of exclamatory sentences
- ☐ Apostrophes with contractions and to show possession
- ☐ Quotation marks with dialogue or direct quotations
- ☐ Underlining or italics for book titles

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement with simple subject
- ☐ Appropriate verb tense
- ☐ Adjective and adverb forms
- ☐ Pronoun form
- ☐ Complete sentences without run-ons or fragments
- ☐ Spelling, especially of commonly confused words such as *two* and *too*
- ☐ Special usage problems such as double negatives

FIFTH-GRADE STUDENT CHECKLIST FOR EDITING

Capitalization

- ☐ First word in sentence
- ☐ First word in quotation
- ☐ Proper nouns and adjectives
- ☐ Titles of people, books, and works of art

Punctuation

- ☐ Commas to separate items in a series, after direct address, with direct quotations, and after introductory words
- ☐ Commas with dates
- ☐ Commas before conjunctions in compound sentences
- ☐ Periods with abbreviations
- ☐ Periods at end of declarative and imperative sentences
- ☐ Question marks at end of interrogative sentences
- ☐ Exclamation marks at end of exclamatory sentences
- ☐ Apostrophes with contractions and to show possession
- ☐ Quotation marks with dialogue or direct quotations
- ☐ Quotation marks for short stories and poem titles
- ☐ Underlining or italics for book titles
- ☐ Colons to introduce a list

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement with simple and compound subject
- ☐ Appropriate verb tense
- ☐ Adjective and adverb forms
- ☐ Pronoun form
- ☐ Complete sentences without run-ons or fragments
- ☐ Spelling, especially of commonly confused words such as *two*, *too*, and *to*
- ☐ Special usage problems such as double negatives

SIXTH-GRADE STUDENT CHECKLIST FOR EDITING**Capitalization**

- ☐ Divided quotations and first words in quotations
- ☐ Proper nouns and adjectives
- ☐ Titles of people, books, and works of art
- ☐ Regions of the country versus map directions
- ☐ Words showing family relationships
- ☐ Courses versus school subjects
- ☐ Holidays versus seasons of the year

Punctuation

- ☐ Commas to separate items in a series
- ☐ Commas with conjunctions to join two independent clauses
- ☐ Commas to set off nonessential appositives
- ☐ End punctuation
- ☐ Apostrophes with contractions and to show possession
- ☐ Quotation marks with dialogue or direct quotations
- ☐ Quotation marks, underlining, or italics for titles
- ☐ Colons to introduce lists
- ☐ Semicolons joining two independent clauses

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement with intervening phrases and with inverted sentence order
- ☐ Consistent verb tense
- ☐ Adjective and adverb forms
- ☐ Appropriate nominative, objective, and possessive pronoun case
- ☐ Complete sentences without run-ons or fragments
- ☐ Spelling
- ☐ Special usage problems such as double negatives, homonym confusion, and redundancy

SEVENTH-GRADE STUDENT CHECKLIST FOR EDITING

Capitalization

- ☐ Divided quotations and first word in quotations
- ☐ Proper nouns and adjectives
- ☐ Titles of people, books, and works of art, including paintings and films
- ☐ Regions of the country versus map directions
- ☐ Words showing family relationships
- ☐ Courses versus school subjects
- ☐ Holidays versus seasons of the year

Punctuation

- ☐ Commas to separate items in a series
- ☐ Commas to set off appositives, with nonessential clauses and introductory phrases and clauses, and before coordinate conjunctions in compound sentences
- ☐ Apostrophes to show possession
- ☐ Quotation marks with direct quotations
- ☐ Quotation marks, underlining, or italics for titles
- ☐ Colons to introduce lists
- ☐ Semicolons between independent clauses with no conjunction

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement with intervening phrases and with inverted word order
- ☐ Appropriate verb tense with no awkward shifts
- ☐ Adjective and adverb forms
- ☐ Appropriate nominative, objective, and possessive pronoun case
- ☐ Pronoun-antecedent agreement
- ☐ Complete sentences without run-ons or fragments
- ☐ Spelling and commonly confused words
- ☐ Special usage problems such as double negatives and redundancy

EIGHTH-GRADE STUDENT CHECKLIST FOR EDITING

Capitalization

- ☐ Divided quotations and first word in quotations
- ☐ Proper nouns and adjectives
- ☐ Titles of people, books, paintings, films, and ships
- ☐ Regions of the country versus map directions
- ☐ Words showing family relationships
- ☐ Holidays versus seasons of the year

Punctuation

- ☐ Commas to separate items in a series
- ☐ Commas to set off nonessential appositives
- ☐ Commas with introductory elements
- ☐ Commas before coordinate conjunctions to join two independent clauses
- ☐ Apostrophes to show possession
- ☐ Quotation marks with direct quotations, including divided quotations
- ☐ Quotation marks, underlining, or italics for titles
- ☐ Semicolons between independent clauses with no conjunction

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement (compound subjects, intervening phrases, inverted sentence order)
- ☐ Consistent verb tense
- ☐ Active versus passive voice
- ☐ Adjective and adverb forms
- ☐ Appropriate nominative, objective, and possessive pronoun case
- ☐ Pronoun-antecedent agreement
- ☐ Complete sentences without run-ons or fragments
- ☐ Special usage problems, such as word choice involving redundancy and commonly confused words, such as *hair* and *hare*, and other spelling
- ☐ Variety and precision in word choice

NINTH-GRADE STUDENT CHECKLIST FOR EDITING

Punctuation

- ☐ Commas to separate items in a series
- ☐ Commas with appositives
- ☐ Commas with introductory elements and introductory adverb clauses
- ☐ Commas before conjunctions in compound sentences, after direct address, in salutations of friendly letters, and to set off nonrestrictive phrases and clauses
- ☐ Commas with direct quotations
- ☐ Apostrophes to show possession
- ☐ Quotation marks for certain titles, direct quotations, and divided quotations
- ☐ Colon to introduce a list
- ☐ Semicolons between independent clauses with no conjunction
- ☐ Semicolons with a series of elements separated by commas
- ☐ Underlining or italics for book titles

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement
- ☐ Correct number and tense in verb forms, including regular and irregular
- ☐ Appropriate verb tense with no awkward shifts
- ☐ Active voice (primarily)
- ☐ Correct forms of compound nouns, including singular, plural, and possessive forms
- ☐ Pronoun case
- ☐ Pronoun-antecedent agreement
- ☐ Complete sentences without run-ons, fragments, or comma splices
- ☐ Special usage problems such as word choice involving commonly confused words and double negatives
- ☐ Spelling, including commonly confused words
- ☐ Parallel structure in words

TENTH-GRADE STUDENT CHECKLIST FOR EDITING

Punctuation

- ☐ Commas to separate items in a series
- ☐ Commas to set off nonrestrictive clauses, appositives, and other phrases including parenthetical expressions
- ☐ Commas after direct address and after introductory adverb clauses
- ☐ Commas before conjunctions in compound sentences
- ☐ Commas in salutations of friendly letters
- ☐ Periods with abbreviations
- ☐ Apostrophes to show possession
- ☐ Quotation marks with titles of poems, short stories, and chapters and with direct quotations
- ☐ Quotation marks with end punctuation
- ☐ Colon to introduce a list
- ☐ Semicolons before conjunctive adverbs, in a series of elements separated by commas, and in compound sentences with no conjunction
- ☐ Underlining or italics for titles of books, films, plays, magazines, and newspapers

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement
- ☐ Appropriate verb tense with no awkward shifts
- ☐ Active voice (primarily)
- ☐ Pronoun case, number, and gender
- ☐ Pronoun-antecedent agreement
- ☐ Complete sentences without run-ons, fragments, or comma splices
- ☐ Special usage problems such as dangling participles, misplaced modifiers, and subject-verb agreement with indefinite pronoun, collective nouns, and intervening prepositional and appositive phrases
- ☐ Spelling, including commonly confused words
- ☐ Parallel structure within lists and phrases
- ☐ Appropriate word choice to achieve vivid description and clarity
- ☐ Appropriate subordination and placement of modifiers
- ☐ Structural variety and sentence complexity (verbal phrases, noun clauses)

ELEVENTH-GRADE STUDENT CHECKLIST FOR EDITING**Punctuation**

- ☐ Commas to separate items in a series
- ☐ Commas to set off nonrestrictive clauses, appositives, and other phrases, including parenthetical expressions
- ☐ Commas after direct address
- ☐ Commas before conjunctions in compound sentences
- ☐ Apostrophes
- ☐ Quotation marks with titles of poems, short stories, and chapters and with direct quotations
- ☐ Quotation marks with end punctuation (after periods, before or after question marks)
- ☐ Colon to introduce a list
- ☐ Semicolons with conjunctive adverbs, to separate elements in a series that contain commas, and in compound sentences with no conjunction
- ☐ Underlining or italics for book, film, and ship titles

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement
- ☐ Appropriate verb tense with no awkward shifts
- ☐ Active voice (primarily)
- ☐ Pronoun case, number, and gender
- ☐ Pronoun-antecedent agreement
- ☐ Complete sentences without run-ons, fragments, or comma splices
- ☐ Special usage problems such as words versus numerals; double negatives; and subject-verb agreement with noun clause as subject, with intervening phrases, and with subjunctive mood
- ☐ Spelling, including commonly confused words
- ☐ Parallelism of all types
- ☐ Word choice (variety, vivid description, accuracy, lack of redundancy)
- ☐ Clarity (no ambiguous, stilted, or artificial language)
- ☐ Appropriate subordination
- ☐ Placement of modifiers
- ☐ Structural variety and sentence complexity (verbal phrases, noun clauses)

TWELFTH-GRADE STUDENT CHECKLIST FOR EDITING

Punctuation

- ☐ Commas to separate items in a series
- ☐ Commas to set off nonrestrictive clauses, appositives, and other phrases including parenthetical expressions
- ☐ Commas after direct address
- ☐ Commas with nominative absolutes and subordinate clauses
- ☐ Apostrophes
- ☐ Quotation marks
- ☐ Colons and semicolons
- ☐ Underlining or italics
- ☐ Hyphens and suspended hyphens, dashes, parentheses, brackets, slashes, and ellipses

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement
- ☐ Appropriate verb tense with no awkward shifts
- ☐ Avoidance of split infinitives
- ☐ Active voice (primarily)
- ☐ Pronoun case, number, and gender
- ☐ Pronoun-antecedent agreement
- ☐ Special usage problems such as suspended hyphens, words versus numerals, double negatives, number and noun modifier, compound noun modifiers (adjective-noun and noun-noun), subject-verb agreement with intervening phrases and clauses, and agreement in subjunctive mood
- ☐ Spelling, including commonly confused words
- ☐ Parallelism of all types
- ☐ Word choice (variety, vivid or colorful description, precision and accuracy)
- ☐ Clarity (no ambiguous, stilted, or artificial language)
- ☐ Avoidance of wordiness and redundancy
- ☐ Appropriate subordination and placement of modifiers
- ☐ Structural variety and sentence complexity (verbal phrases, noun clauses)
- ☐ Introductory adverb clauses

Developing a Local Reading List

Teachers in some schools and systems desire lists of authors or titles for common reading assignments or for recommended independent reading. Such lists are best developed locally and are most helpful when updated frequently. One procedure for developing a reading list is described here. Following the procedure are lists of authors and titles that may be used in such a process. These books are considered by this Committee to be appropriate in artistic quality, reading level, and content for many Alabama students at the grade levels suggested. These lists are not intended to substitute for a locally developed reading list. Differences among students, schools, and communities cause the Committee to refrain from presenting a required or recommended list to be used by every school and system. The Committee recommends that each school system follow a pattern similar to the one given here to establish its reading list.

1. Collect lists that may be adapted or used as resources including the one on the following pages, Caldecott and Newbery Award Winners, lists of the American Library Association and the National Council of Teachers of English, and lists intended to reflect a consensus of canonical work (e.g., Harold Bloom, *The Western Canon* and E. D. Hirsch and John Holden, *Books to Build On: A Grade-by-Grade Resource Guide for Parents and Teachers*).
2. Collect suggested lists developed by interested teachers, parents, or other community members.
3. Share and review all lists in a meeting in which teachers and media specialists from all schools are represented.
4. Establish a rationale/criteria for determining which books will be eliminated or placed on the local list by grade spans (e.g., more than one teacher has read the book; more than one teacher objects to the book; appropriate literary quality, interest level, and readability level).
5. Decide which books will be taught each year to the entire class or used for small-group reading.
6. Present the list and applicable requirements for central office or board approval.
7. Review the list and requirements periodically. Present any changes for appropriate approval.

Local Reading List Development

The following lists provide examples of the variety of genres, titles, and authors that may be included on a local reading list. Included are classics, historical novels, contemporary and other twentieth-century fiction, nonfiction, drama, and collections of poetry. The lists for Grades 6-8 and 9-12 do not include many of the most frequently taught selections since they are usually available in anthologies. These selections include Shakespearean plays; passages from the Bible taught as literature; and poems by such poets as Frost, Dickinson, and Sandburg. While selections from the list may be chosen for classroom instruction, these titles are primarily for independent reading or supplemental classroom instruction and are not intended to replace traditional selections studied by an entire class.

Examples of Authors and Titles, Grades K-2

ABC Books

Crane, Carol	<i>Y is for Yellowhammer: An Alabama Alphabet</i>
Ehlert, Lois	<i>Eating the Alphabet</i>
Elting, Mary	<i>Q is for Duck</i>
Heiman, Sarah	<i>Egypt ABCs</i>
Lionni, Leo	<i>The Alphabet Tree</i>
Martin, Bill	<i>Chicka Chicka Boom Boom</i>
Pallotta, Jerry	<i>The Airplane Alphabet Book</i>
Pallotta, Jerry	<i>The Frog Alphabet Book</i>

Adventure Stories

Cole, Joanna	<i>The Magic School Bus series</i>
DePaola, Tomie	<i>Fin M'Coul: The Giant of Knockmany Hill</i>
Lobel, Arnold	<i>Frog and Toad series</i>
Osborne, Mary Pope	<i>Magic Tree House series</i>
Sendak, Maurice	<i>Where the Wild Things Are</i>
Van Allsburg, Chris	<i>The Polar Express</i>
Wiesner, David	<i>Tuesday</i>

Chapter Books

Adler, David	<i>Cam Jensen</i>
Kline, Suzy	<i>Horrible Harry</i>
Park, Barbara	<i>Junie B. Jones</i>
Rylant, Cynthia	<i>Henry and Mudge</i>
Sharmut, Marjorie Weinman	<i>Nate the Great</i>

APPENDIX B

Fables, Fairy Tales, Folktales, Tall Tales

Aesop.....	<i>Aesop's Fables</i>
Anderson, Hans Christian.....	collection
Anderson, Hans Christian.....	<i>The Ugly Duckling</i>
Blair, Eric	<i>Annie Oakely, Sharp Shooter</i>
Brett, Jan	<i>The Mitten</i>
Brimmer, Larry Dane	<i>Calamity Jane</i>
Brimmer, Larry Dane	<i>Casey Jones</i>
Galdone, Paul	<i>The Gingerbread Boy</i>
Jones, Christianne.....	<i>Chicken Little</i>
Kellogg, Steven	<i>Paul Bunyan, a Tall Tale</i>
Kellogg, Steven	<i>Johnny Appleseed</i>
Kipling, Rudyard.....	<i>How the Leopard Got His Spots</i>
Lester, Julius.....	<i>John Henry</i>
Lowell, Susan	<i>The Three Little Javelinas</i>
Pallotta, Jerry.....	<i>Dory Story</i>
San Souci, Robert.....	various versions of <i>Cinderella</i>
Schlosser, S.E.....	<i>Pecos Bill and Blue-Foot Sue</i>
Scieszka, Jon	<i>The True Story of the Three Little Pigs</i>
Tolhurst, Marilyn	<i>Somebody and the Three Blairs</i>
White, Mark	<i>The Tortoise and the Hare</i>

Fiction – Realistic

Bunting, Eve.....	<i>Smoky Night</i>
Gibbons, Faye.....	<i>Mountain Wedding</i>
Keats, Ezra Jack	<i>The Snowy Day</i>
Laminack, Lester	<i>Saturdays and Teacakes</i>
Polacco, Patricia	<i>Thank You, Mr. Falker</i>
Rylant, Cynthia.....	<i>When I Was Young in the Mountains</i>
Stewart, Sarah.....	<i>The Gardener</i>
Viorst, Judith	<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>
Yolen, Jane	<i>Owl Moon</i>

Nonfiction – Informational

Gibbons, Gail	animal books, holiday books
Heller, Ruth	<i>A Cache of Jewels</i>
Jordan, Roslyn.....	<i>Salt in His Shoes</i>
Krull, Kathleen	<i>Wilma Unlimited</i>
Simon, Seymour	animal books, space books
St. George, Judith	<i>So You Want to Be President</i>
Tunnell, Michael O.	<i>Mailing May</i>

Nursery Rhymes

Cousins, Lucy	<i>The Lucy Cousins Book of Nursery Rhymes</i>
.....	<i>Mother Goose Nursery Rhymes</i>

Picture Books

Allard, Harry	<i>Miss Nelson series</i>
Bemelmans, Ludwig.....	<i>Madeline</i>
.....	<i>Bible stories</i>
Bridwell, Norman.....	<i>Clifford books</i>
Brown, Marc.....	<i>Arthur stories</i>
Brown, Margaret Wise	<i>The Runaway Bunny</i>
Carle, Eric	<i>The Very Hungry Caterpillar</i>
Cowley, Joy.....	<i>Mrs. Wishy-Washy</i>
Easterman, P.D.	<i>Go, Dog, Go!</i>
Fox, Mem	<i>Koala Lou</i>
Henkes, Kevin	<i>Lilly's Purple Plastic Purse</i>
Hoff, Syd	<i>Danny and the Dinosaur</i>
Hoffman, Mary.....	<i>Amazing Grace</i>
London, Jonathan	<i>Froggy Plays Soccer</i>
Mayer, Mercer.....	<i>Just Grandpa and Me</i>
McCloskey, Robert.....	<i>Make Way for Ducklings</i>
Munsch, Robert.....	<i>Love You Forever</i>
Numeroff, Laura.....	<i>If You Give a Mouse a Cookie</i>
Palatini, Margie	<i>Piggie Pie</i>
Parker, Laurie.....	<i>All Over Alabama</i>
Penn, Audrey.....	<i>The Kissing Hand</i>
Pfister, Marcus	<i>The Rainbow Fish</i>
Shannon, David	<i>No, David!</i>
Van Allsburg, Chris.....	<i>The Polar Express</i>
Waber, Bernard	<i>Ira Sleeps Over</i>
Wick, Walter	<i>I Spy</i>

Poetry

Cole, Joanna	<i>Anna Banana: 101 Jump Rope Rhymes</i>
Geisel, Theodor Seuss (Dr. Seuss)	<i>The Cat in the Hat</i>
Ghigna, Charles.....	<i>Tickle Day</i>
Prelutsky, Jack.....	<i>It's Raining Pigs and Noodles</i>
Silverstein, Shel.....	<i>Where the Sidewalk Ends</i>

Examples of Authors and Titles, Grades 3-5

Autobiographies

Bulla, Clyde Robert.....*A Grain of Wheat: A Writer Begins*
 Keller, Helen*The Story of My Life*

Biographies

Adler, David A.picture book biographies
 Fritz, Jean*And Then What Happened, Paul Revere?*
 Hamilton, Virginia*Anthony Burns: The Defeat and Triumph of a Fugitive Slave*
 McGovern, Ann.....*Runaway Slave: The Story of Harriet Tubman*
 McGovern, Ann.....*The Secret Soldier: The Story of Deborah Sampson*
 McKissack, Patricia and
 Fredrick McKissack, Jr.*Frederick Douglass: Leader Against Slavery*

Chapter Books

Cleary, Beverly.....*Ralph S. Mouse*
 Cleary, Beverly.....*Ramona and Her Father*
 Cleary, Beverly.....*The Mouse and the Motorcycle*
 Curtis, Christopher Paul*Bud, Not Buddy*
 Dalglish, Alice.....*The Courage of Sarah Noble*
 DiCamillo Kate*Because of Winn Dixie*
 Dorris, Michael.....*Morning Girl*
 Fleischman, Sid.....*The Whipping Boy*
 Gardiner, John.....*Stone Fox*
 George, Jean Craighead.....*My Side of the Mountain*
 Howe, Deborah and James Howe.....*Bunnicula*
 Lowry, Lois*Number the Stars*
 McCloskey, Robert.....*Homer Price*
 Pinkwater, Daniel.....*Fat Men from Space*
 Rawls, Wilson*Where the Red Fern Grows*
 Rockwell, Thomas.....*How to Eat Fried Worms, and Other Plays*
 Ruckman, Ivy*Night of the Twisters*
 Rylant, Cynthia.....*Appalachia: The Voices of Sleeping Birds*
 Sobol, Donald.....*Encyclopedia Brown series*
 Spinelli, Jerry*Maniac Magee*
 Taylor, Theodore.....*The Cay*
 Warner, Gertrude.....*The Boxcar Children series*
any Newberry Award winner or honor book
bilingual books

Fables, Folktales, Tall Tales

Brett, Jan	<i>Town Mouse, Country Mouse</i>
Goodall, Jane	<i>The Eagle and the Wren</i>
Kellogg, Steven	<i>Paul Bunyan, a Tall Tale</i>
Lubel, Arnold	<i>Fables</i>
Marshall, James	<i>The Three Little Pigs</i>
McKissack, Patricia	<i>A Million Fish—More or Less</i>
Stevens, Janet	<i>The Tortoise and the Hare</i>

Fantasy, Science Fiction

Anderson, Hans Christian	<i>The Ugly Duckling</i>
Bond, Michael	<i>A Bear Called Paddington</i>
Cole, Joanna	<i>The Magic School Bus</i> series
Dahl, Roald	<i>James and the Giant Peach</i>
French, Fiona	<i>Snow White in New York</i>
Goble, Paul	<i>Buffalo Woman</i>
Grahame, Kenneth	<i>The Wind in the Willows</i>
Lewis, C.S.	<i>The Lion, the Witch, and the Wardrobe</i>
Louie, Ai-Ling	<i>Yeh-Shen: A Cinderella Story from China</i>
Luenn, Nancy	<i>The Dragon Kite</i>
Nolen, Jerdine	<i>Plantzilla</i>
Steptoe, John	<i>Mufaro's Beautiful Daughters</i>
Van Allsburg, Chris	<i>The Polar Express</i>
White, E.B.	<i>Charlotte's Web</i>

Fiction – Historical

Brink, Carol Ryrie	<i>Caddie Woodlawn</i>
Burnett, Frances Hodgson	<i>The Secret Garden</i>
Devoto, Pat Cunningham	<i>My Last Days as Roy Rogers</i>
Forbes, Esther	<i>Johnny Tremain</i>
Freedman, Russell	<i>Children of the Wild West</i>
MacLachlan, Patricia G.	<i>Sarah, Plain and Tall</i>
O'Dell, Scott	<i>Island of the Blue Dolphins</i>
Polacco, Patricia	<i>Pink and Say</i>
Turner, Ann	<i>Nettie's Trip South</i>
Waters, Kate	<i>Sarah Morton's Day: A Day in the Life of a Pilgrim Girl</i>
Wilder, Laura Ingalls	<i>Little House</i> series
Wisler, G. Clifton	<i>Mr. Lincoln's Drummer</i>

Legends, Myths

D'Aulaire, Ingri	<i>Ingri and Edgar Parin D'Aulaire's Book of Greek Myths</i>
DePaola, Tomie	<i>The Legend of the Blue Bonnet</i>
DePaola, Tomie	<i>The Legend of the Indian Paintbrush</i>
Irbinskas, Heather	<i>How Jack Rabbit Got His Very Long Ears</i>
Lee, Jeanne M.	<i>Legend of the Milky Way</i>
Low, Alice	<i>The Macmillan Book of Greek Gods and Heroes</i>
Mayo, Gretchen	<i>Meet Tricky Coyote!</i>

APPENDIX B

Nonfiction

Cole, Joanna	<i>The Magic School Bus</i> books
Gibbons, Gail	animal books, holiday books
Simon, Seymour	animal books

Picture Books

Allard, Harry	<i>Miss Nelson Is Missing!</i>
Base, Graeme	<i>Animalia</i>
Bridwell, Norman	<i>Clifford, The Big Red Dog</i>
Brown, Marc	<i>Arthur's Valentine</i>
Crane, Carol	<i>Y is for Yellowhammer: An Alabama Alphabet</i>
Geisel, Theodor Seuss (Dr. Seuss)	<i>Oh, the Places You'll Go!</i>
Mayhew, James	<i>Katie and the Mona Lisa</i>
McGill, Alice	<i>Molly Bannaky</i>
Parish, Peggy	<i>Play Ball, Amelia Bedelia</i>
Polacco, Patricia	<i>Rechenka's Eggs</i>
Rylant, Cynthia	<i>Henry and Mudge: The First Book of Their Adventures</i>
Shannon, David	<i>A Bad Case of Stripes</i>
Taylor, Mildred	<i>The Gold Cadillac</i>
Teague, Mark	<i>Dear Mrs. LaRue</i>
Warner, Gertrude	<i>Boxcar Children</i> series

Poetry

Ahlberg, Allan	<i>Heard It in the Playground</i>
Bryan, Ashley	<i>The Dancing Granny</i>
Creech, Sharon	<i>Love That Dog</i>
Greenfield, Eloise	<i>Honey, I Love, and Other Love Poems</i>
Heard, Georgia	<i>For the Good of the Earth and Sun</i>
Hopkins, Lee Bennett	<i>School Supplies</i>
Janeczko, Paul B.	<i>Strings: A Gathering of Family Poems</i>
Prelutsky, Jack	<i>The New Kid on the Block</i>
Silverstein, Shel	<i>Where the Sidewalk Ends</i>
Viorst, Judith	<i>If I Were in Charge of the World and Other Worries</i>

Examples of Authors and Titles, Grades 6-8

Fantasy, Mystery, Science Fiction

Anthony, Piers	<i>Apprentice Adept</i> series
Balliett, Blue	<i>Chasing Vermeer</i>
Card, Orson Scott	<i>Ender's Game</i>
Crichton, Michael	<i>Sphere</i>
Crichton, Michael	<i>The Andromeda Strain</i>
Feinstein, John	<i>Last Shot</i>
Funke, Cornelia	<i>Dragon Rider</i>
Konigsburg, E. L.	<i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i>
Meyer, Kai	<i>Pirate Curse</i>
Nix, Garth	<i>Keys to the Kingdom</i> series
Paolini, Christopher	<i>Eragon</i>
Patterson, James	<i>Maximum Ride</i> series

Raskin, Ellen	<i>The Westing Game</i>
Stroud, Jonathan	<i>Bartimus trilogy</i>
Tolkien, J. R. R.	<i>The Hobbit</i>

Drama

Goodrich, Frances and Albert Hackett	<i>The Diary of Anne Frank</i>
Gibson, William	<i>The Miracle Worker</i>

Fiction – Novels

Armstrong, William H.	<i>Souder</i>
Babbitt, Natalie	<i>Tuck Everlasting</i>
Bruchac, Joseph	<i>Code Talker: A Novel About the Navajo Marines of World War Two</i>
Curtis, Christopher Paul	<i>The Watsons Go to Birmingham</i>
D'Aulaire, Ingri	<i>Ingri and Edgar Parin D'Aulaire's Book of Greek Myths</i>
DiCamillo, Kate	<i>The Tiger Rising</i>
Dickens, Charles	<i>A Christmas Carol</i>
Draper, Sharon	<i>Romiette and Julio</i>
Draper, Sharon	<i>Tears of a Tiger</i>
Hesse, Karen	<i>Out of the Dust</i>
Hiaasen, Carl	<i>Hoot</i>
Jiang, Ji-Li	<i>Red Scarf Girl</i>
Key, Watt	<i>Alabama Moon</i>
London, Jack	<i>The Call of the Wild</i>
Paterson, Katherine	<i>Jacob Have I Loved</i>
Ryan, Pam Muñoz	<i>Esperanza Rising</i>
Sachar, Louis	<i>Small Steps</i>
Sparks, Nicholas	<i>A Walk to Remember</i>
Steinbeck, John	<i>The Pearl</i>
Voigt, Cynthia	<i>Homecoming</i>
Voigt, Cynthia	<i>Izzy, Willy, Nilly</i>
Westerfeld, Scott	<i>Uglies</i>

Fiction – Short Stories

Asimov, Issac	"Immortal Bard"
Crail, Dale	"People of the Third Planet"
De Maupassant, Guy	"The Necklace"
Eiseman, Virginia	"The Lion Roared"
Hoch, Edward D.	"Zoo"
Irving, Washington	"The Legend of Sleepy Hollow"
Jackson, Shirley	"Charles"
Jackson, Shirley	"The Lottery"
Jacobs, W.W.	"The Monkey's Paw"
Polacco, Patricia	"The Keeping Quilt"
Pratt, Dorothy S.	"A Trick of the Trade"
Raim, Martin	"The Cage"
Ritchie, Jack	"The Big Day"
Ross, Leonard Q.	"Cemetery Path"
Russell, Eric Frank	"Appointment at Noon"
Saki	"The Open Window"
Savage, John	"The Gateway"
Yolen, Jane	<i>Favorite Folktales From Around the World</i>
Zacks, Robert	"Underwater Test"

APPENDIX B

Nonfiction

Ahmedi, Farah.....	<i>The Story of My Life: An Afghan Girl on the Other Side of the Sky</i>
Engle, Margarita.....	<i>The Poet Slave of Cuba: A Biography of Juan Francisco Manzano</i>
Freedman, Russell.....	<i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i>
Giblin, James Cross.....	<i>Good Brother, Bad Brother: The Story of Edwin Booth and John Wilkes Booth</i>
Greal, Lucy.....	<i>Autobiography of a Face</i>
Haney, Eric L.	<i>Inside Delta Force: The Story of America's Elite Counterterrorist Unit</i>
Oppenheim, Joanne.....	<i>Dear Miss Breed: True Stories of the Japanese American Incarceration During World War II and the Librarian Who Made a Difference</i>
Robertson, Jr., James I.	<i>Robert E. Lee: Virginian Soldier, American Citizen</i>
Thimmes, Catherine.....	<i>Team Moon: How 400,000 People Landed Apollo 11 on the Moon</i>
Walker, Paul Robert.....	<i>Remember Little Bighorn: Indians, Soldiers, and Scouts Tell Their Stories</i>

Poetry

Frost, Robert.....	"The Road Not Taken"
Ghigna, Charles.....	<i>A Fury of Motion</i>
Hughes, Langston.....	"Dreams"
Nelson, Marilyn.....	<i>Carver, a Life in Poems</i>
Nye, Naomi Shihab.....	<i>This Same Sky</i>
Poe, Edgar Allen.....	selections

Examples of Authors and Titles, Grades 9-12

Drama

Hansberry, Lorraine.....	<i>A Raisin in the Sun</i>
Miller, Arthur.....	<i>The Crucible</i>
Williams, Tennessee.....	<i>A Streetcar Named Desire</i>

Fiction – Novels

Achebe, Chinua.....	<i>Things Fall Apart</i>
Albom, Mitch.....	<i>Tuesdays with Morrie</i>
Alcott, Louisa May.....	<i>Little Women</i>
Austen, Jane.....	<i>Pride and Prejudice</i>
Baldwin, James.....	<i>Go Tell It on the Mountain</i>
Beatty, Patricia.....	<i>Lupita Mañana</i>
Birdsall, Jeanne.....	<i>The Penderwicks</i>
Brontë, Charlotte.....	<i>Jane Eyre</i>
Brown, Dee Alexander.....	<i>Bury My Heart at Wounded Knee</i>
Buck, Pearl.....	<i>The Good Earth</i>
Burns, Olive Anne.....	<i>Cold Sassy Tree</i>
Cather, Willa.....	<i>My Antonia</i>
Christie, Agatha.....	<i>Murder on the Orient Express</i>

Conrad, Joseph	<i>Lord Jim</i>
Conroy, Pat	<i>The Water is Wide</i>
Crane, Stephen	<i>The Red Badge of Courage</i>
Defoe, Daniel	<i>Robinson Crusoe</i>
Dillard, Annie	<i>Pilgrim at Tinker Creek</i>
Dostoevsky, Fyodor	<i>Crime and Punishment</i>
Doyle, Sir Arthur Conan	<i>The Hound of the Baskervilles</i>
Draper, Sharon	<i>Copper Sun</i>
Ellison, Ralph	<i>Invisible Man</i>
Faulkner, William	<i>As I Lay Dying</i>
Fitzgerald, F. Scott	<i>The Great Gatsby</i>
Flagg, Fannie	<i>Standing in the Rainbow</i>
Gaimon, Neil	<i>Anansi Boys</i>
Gaines, Ernest	<i>A Gathering of Old Men</i>
George, Anne	<i>This One and Magic Life</i>
Golding, William	<i>Lord of the Flies</i>
Hawthorne, Nathaniel	<i>The Scarlet Letter</i>
Hemingway, Ernest	<i>The Old Man and the Sea</i>
Houston, Jeanne Wakatsuki and James D. Houston	<i>Farewell to Manzanar</i>
Hughes, Langston	<i>The Best of Simple</i>
Hugo, Victor	<i>Les Misérables</i>
Hurston, Zora Neale	<i>Their Eyes Were Watching God</i>
James, Henry	<i>The Turn of the Screw</i>
Kerouac, Jack	<i>On the Road</i>
Kincaid, Jamaica	<i>Annie John</i>
Kingsolver, Barbara	<i>The Bean Trees</i>
Kingsolver, Barbara	<i>The Poisonwood Bible</i>
Lee, Harper	<i>To Kill a Mockingbird</i>
Márquez, Gabriel García	<i>One Hundred Years of Solitude</i>
Martinez, A. Lee	<i>Gil's All Fright Diner</i>
Melville, Herman	<i>Billy Budd</i>
Meyer, Stephenie	<i>Twilight</i>
Morrison, Toni	<i>Song of Solomon</i>
Nelson, Marilyn	<i>A Wreath for Emmett Till</i>
Nye, Robert	<i>Beowulf: A New Telling</i>
Orwell, George	<i>Animal Farm</i>
Perry, Anne	<i>The Cater Street Hangman</i>
Potok, Chaim	<i>The Chosen</i>
Proulx, Annie	<i>The Shipping News</i>
Shelley, Mary	<i>Frankenstein</i>
Sinclair, Upton	<i>The Jungle</i>
Spiegelman, Art	<i>Maus</i>
Stowe, Harriet Beecher	<i>Uncle Tom's Cabin</i>
Walter, Jess	<i>The Zero</i>
Whitcomb, Laura	<i>A Certain Slant of Light</i>
Wolff, Virginia Euwer	<i>Make Lemonade</i>

Fiction – Short Stories

Capote, Truman	“A Christmas Memory”
Capote, Truman	“A Thanksgiving Visitor”
Gordimer, Nadine	<i>Collected Stories</i>
Hurston, Zora Neale	<i>The Complete Stories</i>

Nonfiction

Branch, Taylor.....	<i>At Canaan's Edge: America in the King Years</i>
Carson, Rachel	<i>Silent Spring</i>
Emerson, Ralph Waldo.....	<i>Essays</i>
Wiesel, Elie	<i>Night</i>

Poetry

Angelou, Maya	<i>The Complete Collected Poems of Maya Angelou</i>
Baraka, Imamu Amiri.....	<i>Blues People</i>
Clifton, Lucille	<i>The Book of Light</i>
Dove, Rita	<i>The Darker Face of the Earth</i>
Homer.....	<i>The Iliad</i>

Alabama High School Graduation Requirements

(Alabama Administrative Code 290-3-1-02(8)(a) (b) and (c))

1. COURSE REQUIREMENTS

The Alabama courses of study shall be followed in determining minimum required content in each discipline. Students seeking the Alabama High School Diploma with Advanced Academic Endorsement shall complete advanced level work in the core curriculum. Students seeking the Alternate Adult High School Diploma shall complete the prescribed credits for the Alabama High School Diploma and pass the test of General Education Development (GED).

COURSE REQUIREMENTS	Alabama High School Diploma Credits	Alabama High School Diploma with Advanced Academic Endorsement Credits	Alternate Adult High School Diploma Credits
ENGLISH LANGUAGE ARTS	4	4	4
Four credits to include the equivalent of:			
English 9	1	1	1
English 10	1	1	1
English 11	1	1	1
English 12	1	1	1
MATHEMATICS	4	4	4
Four credits to include the equivalent of:			
Algebra I	1	1	1
Geometry	1	1	1
Algebra II with Trigonometry	1	1	1
Mathematics Elective(s)	2	1	2
SCIENCE	4	4	4
Four credits to include the equivalent of:			
Biology	1	1	1
A physical science	1	1	1
Science Electives	2	2	2
SOCIAL STUDIES*	4	4	4
Four credits to include the equivalent of:			
Grade 9 Social Studies	1	1	1
Grade 10 Social Studies	1	1	1
Grade 11 Social Studies	1	1	1
Grade 12 Social Studies	1	1	1
PHYSICAL EDUCATION	1	1	1
HEALTH EDUCATION	0.5	0.5	0.5
ARTS EDUCATION	0.5	0.5	0.5
COMPUTER APPLICATIONS**	0.5	0.5	0.5
FOREIGN LANGUAGE***		2	
ELECTIVES	5.5	3.5	5.5
Local boards shall offer foreign languages, fine arts, physical education, wellness education, career/technical education, and driver education as electives.			
TOTAL CREDITS	24	24	24

* All four required credits in Social Studies shall comply with the current *Alabama Course of Study*.

** May be waived if competencies outlined in the computer applications course are demonstrated to qualified staff in the local school system. The designated one-half credit shall then be added to the electives credits, making a total of six electives credits for the Alabama High School Diploma and the Alternate Adult High School Diploma or four electives credits for the Alabama High School Diploma with Advanced Academic Endorsement.

*** Students earning the diploma with the advanced academic endorsement shall successfully complete two credits in the same foreign language.

2. ASSESSMENT REQUIREMENTS

Pass the required statewide assessment for graduation.

Alabama High School Graduation Requirements (continued)

(Alabama Administrative Code 290-3-1-.02(8)(g)1.)

Course and assessment requirements specified below must be satisfied in order to earn the Alabama Occupational Diploma.

1. COURSE REQUIREMENTS

Effective for students with disabilities as defined by the *Individuals with Disabilities Education Act*, students must earn the course credits outlined in Alabama Administrative Code r. 290-3-1-.02(8)(g)1.

COURSE REQUIREMENTS	Alabama Occupational Diploma Credits
ENGLISH LANGUAGE ARTS	4
*Four credits to include the equivalent of: English I English II English III English IV	1 1 1 1
MATHEMATICS	4
*Four credits to include the equivalent of: Math I Math II Math III Math IV	1 1 1 1
SCIENCE	4
*Four credits to include the equivalent of: Science I Science II Science III Science IV	1 1 1 1
SOCIAL STUDIES	4
*Four credits to include the equivalent of: Social Studies I Social Studies II Social Studies III Social Studies IV	1 1 1 1
CAREER/TECHNICAL EDUCATION	2
COORDINATED STUDIES	1
COOPERATIVE CAREER/TECHNICAL EDUCATION	1
HEALTH EDUCATION	0.5
PHYSICAL EDUCATION	1
ARTS EDUCATION	0.5
ELECTIVES	2
Existing laws require LEAs to offer arts education, physical education, wellness education, career/technical education, and driver education as electives.	
TOTAL CREDITS	24

* All AOD credits shall comply with the current curriculum guides designated for AOD implementation. Local Education Agencies may add additional credits or requirements.

2. ASSESSMENT REQUIREMENTS

Take the required statewide assessment for graduation at least once (during the spring of the eleventh-grade year).

Guidelines and Suggestions for Local Time Requirements and Homework

Total Instructional Time

The total instructional time of each school day in all schools and at all grade levels shall be not less than 6 hours or 360 minutes, exclusive of lunch periods, recess, or time used for changing classes (*Code of Alabama*, 1975, §16-1-1).

Suggested Time Allotments for Grades 1 - 6

The allocations below are based on considerations of a balanced educational program for Grades 1-6. Local school systems are encouraged to develop a general plan for scheduling that supports interdisciplinary instruction. Remedial and/or enrichment activities should be a part of the time schedule for the specific subject area.

<u>Subject Area</u>	<u>Grades 1-3</u>	<u>Grades 4-6</u>
Language Arts	150 minutes daily	120 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science	30 minutes daily	45 minutes daily
Social Studies	30 minutes daily	45 minutes daily
Physical Education	30 minutes daily*	30 minutes daily*
Health	60 minutes weekly	60 minutes weekly
Technology Education (Computer Applications)	60 minutes weekly	60 minutes weekly
Character Education	10 minutes daily**	10 minutes daily**
Arts Education		
Dance	<i>Daily instruction with certified arts specialists in each of the arts disciplines is the most desirable schedule. However, schools unable to provide daily arts instruction in each discipline are encouraged to schedule in Grades 1 through 3 two 30- to 45-minute arts instruction sessions per week and in Grades 4 through 6 a minimum of 60 minutes of instruction per week. Interdisciplinary instruction within the regular classroom setting is encouraged as an alternative approach for scheduling time for arts instruction when certified arts specialists are not available.</i>	
Music		
Theatre		
Visual Arts		

*Established by the State Department of Education in accordance with *Code of Alabama*, 1975, §16-40-1

**Established by the State Department of Education in accordance with *Code of Alabama*, 1975, §16-6B-2(h)

Kindergarten

In accordance with *Alabama Administrative Code* r. 290-5-1-.01(5) Minimum Standards for Organizing Kindergarten Programs in Alabama Schools, the daily time schedule of the kindergartens shall be the same as the schedule of the elementary schools in the systems of which they are a part since kindergartens in Alabama operate as full-day programs. There are no established time guidelines for individual subject areas for the kindergarten classroom. The emphasis is on large blocks of time that allow children the opportunity to explore all areas of the curriculum in an unhurried manner.

It is suggested that the full-day kindergarten program be organized utilizing large blocks of time for large group, small groups, center time, lunch, outdoor activities, snacks, transitions, routines, and afternoon review. Individual exploration, small-group interest activities, interaction with peers and teachers, manipulation of concrete materials, and involvement in many other real-world experiences are needed to provide a balance in the kindergarten classroom.

Grades 7-12

A minimum of 140 clock hours of instruction is required for one unit of credit and a minimum of 70 clock hours of instruction is required for one-half unit of credit.

In those schools where Grades 7 and 8 are housed with other elementary grades, the school may choose the time requirements listed for Grades 4-6 or those listed for Grades 7-12.

Character Education

For all grades, not less than 10 minutes instruction per day shall focus upon the students' development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect of the environment, patience, creativity, sportsmanship, loyalty, and perseverance.

Homework

Homework is an important component of every student's instructional program. Students, teachers, and parents should have a clear understanding of the objectives to be accomplished through homework and the role it plays in meeting curriculum requirements. Homework reflects practices that have been taught in the classroom and provides reinforcement and/or remediation for students. It should be student-managed, and the amount should be age-appropriate, encouraging learning through problem solving and practice.

At every grade level, homework should be meaning-centered and mirror classroom activities and experiences. Independent and collaborative projects that foster creativity, problem-solving abilities, and student responsibility are appropriate. Parental support and supervision reinforce the quality of practice or product as well as skill development.

Each local board of education shall establish a policy on homework consistent with the State Board of Education resolution adopted February 23, 1984. (Action Item #F-2)

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- Closing Achievement Gaps Through Differentiated Instruction*. Montgomery, Alabama: Alabama Department of Education, September 2006.
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GLOSSARY

Approximate spellings. Young children’s best efforts at correct or conventional spelling based on such aspects as sound and visual pattern.

Clustering. A brainstorming process used in prewriting that generates ideas about a stimulus word until a visual pattern suggests an organizational pattern. See *webbing or mapping*.

Cognitive process. Process by which readers, writers, and viewers actively construct meaning as they engage with printed or performed text by organizing, selecting, and connecting information; making inferences; and interpreting.

Constructing meaning. Engaging one’s thinking or cognitive processes with written text, film or videos, speech, drama, or other presentations so that the expressions of another become meaningful to the reader, listener, or viewer. When an individual brings a unique set of experiences, vocabulary, understandings, connotations, and attitudes (prior knowledge) to the interpretation of an expression, that individual constructs a personal meaning that probably includes the basic intended “message” but also includes a somewhat unique sense of what is significant in the expression.

Context clues. Those clues to meaning provided by the context of an unfamiliar word. Generally clues to meaning provided by surrounding words; however, specific clues include (1) a familiar synonym within the sentence or in the previous or succeeding sentence; (2) a familiar antonym in the sentence or nearby; and (3) an actual explanation or definition provided in an appositive, clause, or sentence that follows.

Conventions of writing. Usually spelling, punctuation, indentation, and placement or arrangement of parts of a letter such as inside address and closing; sometimes used in a broader sense to include grammar and usage.

Critical reading. Questioning assumptions, exploring perspectives, and critiquing as one reads.

Critical thinking. The thought processes characteristic of criticism, creativity, and logic in reading or in contemplating the content of various disciplines.

Decodable books or text. Books written specifically for students to practice sound-symbol relationships rather than to enjoy the story, character, or ideas.

Denouement. The solution or unraveling of the plot of a novel or play. Common usage equates it with the conclusion of any narrative sequence of events.

Environmental text. Written materials encountered in everyday activities.

Etymology. The origin and development of a word or linguistic form, shown by determining its basic elements, earliest known use, and changes in form or meaning and tracing its movement from one language to another. (Also, the branch of linguistics that deals with etymologies.)

Expository text. Writing that provides information by exposing details, explaining, or elucidating. Expository text is normally associated with subject-area textbooks (textual writing) or essays.

Fallacies in logic. Errors in logical thought committed both unintentionally and intentionally.

Functional reading materials. Practical written materials such as directions for assembly. Often a response to the reading is required, or a needed action depends upon comprehending the functional text.

Genre. The specific category of written works in which any selection would fall based on characteristics. Traditional categories are poetry, novels, short stories, drama, and prose. Current usage sometimes includes other overlapping classifications such as science fiction, nonfiction, biography, and fables.

Grammar. The means by which the different components of language are regularly put together in groups of sounds and written symbols so that ideas, feelings, and images can be communicated. The study of, or collection of, facts about the regular structure of sentences in a particular language. Sometimes grammar is used to include what is more commonly considered usage (word form, word choice, and pronunciation).

Graphophonemic. Pertaining to the complex relationships between the letters, letter shapes, and spelling patterns (graphic representation) and the sounds of a language (phonological representation).

High-frequency words. Those words frequently occurring in any writing, regardless of author or topic, including *the, an, and, of, when, and before*. Thus, most of them are included among the sight words taught in the beginning grades over and above phonetic analysis, structural analysis, language experience, or other components of reading instruction.

Hook. An attention-getting opener at the beginning of a piece of writing.

Informational reading materials. Text generally read to gain information, including textual materials such as subject-area textbooks and encyclopedias. Many sections of newspapers and magazines are informational reading materials.

Literary works or text. Written materials of the traditional genres, such as novels and poems, as well as nonfiction texts, such as essays, and recreational reading materials such as trade books.

I-Search. An informal research paper that is based on autobiographical information.

Mechanics. Capitalization and punctuation.

Media. The various physical means through which information is communicated, including newspapers, film, books, and television. Also the means by which aesthetic forms are created such as oil paintings, sculptures, and silkscreens.

Mode. A category based on characteristics of purpose and organization. Four common writing modes are narrative, which tells a story chronologically; descriptive, which expresses the nature or image of something or someone with several optional patterns; expository, which explains a position on an issue, explains a process, or reveals the facts about a topic; and persuasive, which attempts to influence the reader to agree with the position taken. Persuasive writing is usually a specialized type of expository writing. A composition in any mode may have qualities primarily associated with any other(s) and is classified by its primary purpose and characteristics.

Modeling. Setting an example, such as the teacher writing when students are asked to write. Explaining by showing or expressing detailed mental processes, such as the teacher or a student describing in detail the mental operations or steps involved when a main idea is determined.

Nominative absolute. A part of a sentence that is unconnected grammatically to the rest of the sentence and consists of a noun and a participial phrase. This structure is not frequently used but is considered to be correct. (Example: "The bait being back in the tent, we weren't able to fish.")

Parse. To show the functions of sentence parts and their relationship to each other. Subjects are underlined once, verbs twice; prepositional phrases are enclosed in parentheses, clauses in brackets; lines with arrows are drawn to show what adjectives and adverbs modify. Other major parts are marked with initials above the word or clause (DO, IO, PN, PA).

Phonemes. The smallest segments of sounds in the English language such as the *s* sound in *swim* or the *i* sound in *bite*.

Phonemic awareness. Familiarity with the separate sounds in a language.

Phonics. A method of reading instruction or a part of reading instruction that teaches students to associate the sounds of speech with the letters, letter combinations, and patterns of letters in print.

Predictable books. Children's books in which a sequence of events or pronunciation of a word can be predicted by patterns of rhyme, rhythm, or repetition.

Real-world experiences or activities. Those experiences that will actually be required in the world beyond the school so student work is meaningful and does not seem pointless or artificial. Examples would be writing letters to the editor or thank-you notes that are actually mailed as opposed to a contrived situation in which an audience is imagined, but the teacher is the only one who reads the message.

Recreational reading materials. Text having the nature of writings commonly read for pleasure or pastime such as short stories, novels, poetry, or certain types of magazines.

Recursive. Circular; requiring or inviting the returning to a previous step.

Response journals or literary response journals. Types of learning logs. These may be of two kinds. The response journal most frequently refers to a journal developed through periodic activities designed to get ideas about various topics on paper. The literary response journal is for recording ideas and feelings while reading or immediately afterwards. These may be free responses; or the teacher may provide specific questions, topics, or issues.

Rubric. A set of descriptions of quality or several degrees of achievement by which something is judged. In evaluating compositions, a rubric might describe what papers with a score of 1, 2, 3, and 4 are like; in a classroom presentation, a rubric might describe the qualities of superior, adequate, poor, and unsatisfactory presentations.

Semantic. Having to do with meaning.

Structural analysis. Study of the aspects of a word that relate to its parts such as prefixes, root words, and syllables.

Syntactic cues. Clues to word meaning gained from the arrangement or order of words.

Syntax. The grammatical structure of a sentence. Placement and order of sentence parts.

Tone. The author's attitude about the topic or about the audience.

Thesis. An introductory statement that summarizes the content of an essay or term paper by stating the conclusion or main idea to be developed. (Example: A complete college education includes much more than academics alone.)

Trade books. Books published for distribution to the general public through booksellers as distinguished from textbooks or limited editions. Contemporary novels, as distinguished from classics, that are popular among students.

Traditional school grammar. Grammar influenced more by Latin-based rules than by rules developed from usage; more prescriptive than descriptive. Traditional school grammar does not reflect modern linguistics, transformational grammar, or other grammars that are more descriptive of educated usage than prescriptive.

Usage. Manner in which the language of a speech community is actually used by its members. The conventions of word choice and word form rather than the conventions of agreement or sentence structure, which are usually considered to be grammar. Some use either term to include the other. In this document, a distinction is made between the two terms.

Voice or writer's voice. The unique flavor or style given to writing that comes from the author's word choice, sentence structures, and dialogue. It reveals the author or the author's convictions and personality to the reader.

Webbing or mapping. Making a graphic depiction of the content and organization of a paragraph, essay, or speech; for example, a circle in the center might contain the main topic, while smaller circles around and connected to the center identify the subtopics. Mapping or webbing may be done as planning for writing or as analysis of an existing composition. (This mapping of the structure of primary topics may continue as long as details of any topic are given in the writing; thus, it may resemble a web in a complex composition.) See clustering.

Word bank or word wall. A list or collection of words made by an individual or a group. These lists may be of two kinds. The most common is a list of words made as a prewriting experience in which all words related to the topic that come to mind are listed and then categorized. The other list consists of words the individual has checked in a dictionary because they were unfamiliar. It functions as a short personalized dictionary.

Writing process. Procedure or stages to be followed in the creation of a paper that involves several steps: 1) prewriting, 2) drafting, 3) revising, 4) editing, and 5) publishing. The steps are exclusive of one another, one flowing into the other. The steps are also recursive.

