Freshman Comp I

Prerequisites:

* Students should be able to determine a specific purpose and audience before they begin a writing assignment.
* Students should be able to compose a strong, specific, and sophisticated thesis statement that does not merely announce what the paper will be about.
* Students should be able to provide adequate and relevant evidence to support or illustrate their thesis statements.
* Students should be able to organize their evidence into coherent and unified paragraphs.
* Students should be able to differentiate between good and bad online sources and integrate these online sources into their papers without plagiarizing.

Products:

* Students will read, respond to, and analyze a number of expository essays and articles in a group or class discussion format.
* Students will compose a 2-4 page expository paper that focuses specifically on the concepts of illustration and/or definition.
* Students will compose a  2-4 page expository paper that focuses specifically on the concepts of compare/contrast and/or cause and effect.

Non-negotiables:

* MLA format (Purdue OWL website)
* Write using standard writing conventions to include, complete sentences, grammar, and grade appropriate spelling.
* Know your audience.  No “text speak”.  No slang.
* Show evidence of higher-level thinking beyond basic recall of information.
* Work must be student originated.  It’s not stolen, borrowed, or copied word for word.

Final Outcomes:

* Students will be able to identify and analyze all aspects of the rhetorical situation they are in  before they start reading or writing.  These aspects include: writer, purpose, audience, topic, context, and culture.
* Students will be able to understand and work independently through multiple steps in the writing process including prewriting, organizing, drafting, revising, and proofreading.
* Students will be able to identify, interpret, and analyze different forms of expository prose including but not limited to illustration, definition, compare/contrast, and cause and effect.
* Students will be able to write an effective expository composition demonstrating clear, correct, and coherent prose with appropriate organizational concepts, such as an introduction with thesis, a body section that includes supporting evidence, and a conclusion.
* Students will able to display computer literacy in computer-based research and composing, revising, and editing.

English IV

Prerequisites:

* Students will be able to select the rhetorical situation for purpose and audience in writing.
* Students will be able to create a graphic organizer appropriate to the purpose as a prewriting tool.
* Students will be able to clarify writing by applying revising and editing techniques.
* Students will be able to write a clear, original thesis.
* Students will be able to write a clear, logical, outline with extended reasoning for an argumentative and analytical essay.
* Students will be able to find relevant and substantial evidence with well-chosen details to make strong inferences when writing an argumentative or analytical essay.
* Students will be competent with the research process, writing a research paper, and correctly utilizing multiple sources to support their claims.
* Students will be able to make the connections of American literature to the historical context of its time as well as its importance to modern society, and to understand the value of those connections.

Products:

* Students will compose a 3-4 page argumentative research paper using a minimum of 5 sources.
* Students will compose a 1-2 page essay analyzing a selected short story, novel, or epic poem.
* Students will compose a 1-2 page essay analyzing a selected dramatic work.
* Students will compose at least 1 work of creative writing (poetry, short story, one act play, etc.)
* Students will compose a college application essay according to the requirements of the Texas Common Application (Apply Texas).

Non-negotiables:

* MLA format (Purdue OWL website)
* Write using standard writing conventions to include, complete sentences, grammar, and grade appropriate spelling.
* Know your audience.  No “text speak”.  No slang.
* Show evidence of higher-level thinking beyond basic recall of information.
* Work must be student originated.  It’s not stolen, borrowed, or copied word for word.

Final outcomes:

* Students should be able to determine a specific purpose and audience before they begin  a writing assignment.
* Students should be able to compose a strong, specific, and sophisticated thesis statement that does not merely announce what the paper will be about.
* Students should be able to provide adequate and relevant evidence to support or illustrate their thesis statements.
* Students should be able to organize their evidence into coherent and unified paragraphs.
* Students should be able to differentiate between good and bad online sources and integrate these online sources into their papers without plagiarizing.

English III

Prerequisites:

* Students will be able to select the appropriate voice for purpose and audience in writing.
* Students will be able to select a graphic organizer appropriate to the purpose as a prewriting tool.
* Students will be able to improve writing by applying revising and editing techniques.
* Students will be able to write a student generated/original controlling idea/thesis.
* Students will be able to write a student generated outline for a persuasive and analysis essay.
* Students will be able to find relevant evidence and use well-chosen details to make valid inferences when writing a persuasive or analysis essay.

Products:

* Students will compose multiple short answer essay responses after reading and analyzing several short story selections.
* Students will compose a multi paragraph persuasive research paper utilizing 3-5 sources.
* Students will compose an additional act based upon a complete dramatic selection.

Non-negotiables:

* MLA format (Purdue OWL website)
* Write using standard writing conventions to include, complete sentences, grammar, and grade appropriate spelling.
* Know your audience.  No “text speak”.  No slang.
* Show evidence of higher-level thinking beyond basic recall of information.
* Work must be student originated.  It’s not stolen, borrowed, or copied word for word.

Final outcomes:

* Students will be able to select the rhetorical situation for purpose and audience in writing.
* Students will be able to create a graphic organizer appropriate to the purpose as a prewriting tool.
* Students will be able to clarify writing by applying revising and editing techniques.
* Students will be able to write a clear, original thesis.
* Students will be able to write a clear, logical, outline with extended reasoning for an argumentative and analytical essay.
* Students will be able to find relevant and substantial evidence with well-chosen details to make strong inferences when writing an argumentative or analytical essay.
* Students will be competent with the research process, writing a research paper, and correctly utilizing multiple sources to support their claims.
* Students will be able to make the connections of American literature to the historical context of its time as well as its importance to modern society, and to understand the value of those connections.

English II

Prerequisites:

* Students will be able to define, recall, and minimally apply purpose, audience, voice, syntax, diction, and tone in writing.
* Students will be able to fill out and complete a graphic organizer as a prewriting tool.
* Students will be able to improve writing by applying basic revising and editing techniques.
* Students will be able to write a basic, formulaic controlling idea/thesis.
* Students will be able to write a basic, structural outline for an expository essay.
* Students will be able to find relevant information and make valid inferences when writing an expository essay.

Products:

* Students will compose multiple short answer essay responses after reading and analyzing several short story selections.
* Students will compose a multi-paragraph persuasive paper utilizing 2-3 supplied sources.
* Students will compose multiple persuasive essays which follow the STAAR format.
* Students will compose multiple EOC expository essays follow the STAAR format.

Non-negotiables:

* MLA format (Purdue OWL website)
* Write using standard writing conventions to include, complete sentences, grammar, and grade appropriate spelling.
* Know your audience.  No “text speak”.  No slang.
* Show evidence of higher-level thinking beyond basic recall of information.
* Work must be student originated.  It’s not stolen, borrowed, or copied word for word.

Final outcomes:

* Students will be able to select the appropriate voice for purpose and audience in writing.
* Students will be able to select a graphic organizer appropriate to the purpose as a prewriting tool.
* Students will be able to improve writing by applying revising and editing techniques.
* Students will be able to write a student-generated/original controlling idea/thesis.
* Students will be able to write a student-generated outline for a persuasive and expository essay.
* Students will be able to find relevant evidence and use well-chosen details to make valid inferences when writing a persuasive or expository essay.
* Students will be able to appropriately apply the persuasive techniques of ethos, logos, pathos, and counter-argument.

English I

Prerequisites:

* Use vivid, expressive language
* Write skillfully crafted expository essays with a sustained focus, substantial development, and an organizing structure that clearly shows the relationships among ideas
* Choose purposeful, varied, and well-controlled sentences when writing or revising texts

Products:

* Write expository essays that establish a clear controlling idea, use appropriate organizational strategies and language to create a coherent piece of expository writing, sufficiently develop ideas with specific details and examples, and demonstrate an adequate command of grade-appropriate written conventions
* Use a variety of correct sentence structures
* Revise drafts to improve the effectiveness of sentences, strengthen the development of ideas by adding or deleting information, improve the progression of ideas, and ensure that word choice is appropriate and point of view is consistent
* Edit drafts to correct errors in grammar, sentence structure, capitalization, punctuation, and spelling

Products:

* Students will compose multiple short answer essay responses after reading and analyzing several short story selections.
* Students will compose research-based paragraphs utilizing 2-3 supplied sources.
* Students will compose multiple EOC literary essays which follow the STAAR format.
* Students will compose multiple EOC expository essays follow the STAAR format.

Non-negotiables:

* MLA format (Purdue OWL website)
* Write using standard writing conventions to include, complete sentences, grammar, and grade appropriate spelling.
* Know your audience.  No “text speak”.  No slang.
* Show evidence of higher-level thinking beyond basic recall of information.
* Work must be student originated.  It’s not stolen, borrowed, or copied word for word.

Final outcomes:

* Students will be able to define, recall, and minimally apply purpose, audience, voice, syntax, diction, and tone in writing.
* Students will be able to fill out and complete a graphic organizer as a prewriting tool.
* Students will be able to improve writing by applying basic revising and editing techniques.
* Students will be able to write a basic, formulaic controlling idea/thesis.
* Students will be able to write a basic, structural outline for an expository essay.
* Students will be able to find relevant information and make valid inferences when writing an expository essay.

Eighth Grade

Prerequisites:

* Write insightful personal narratives that skillfully convey the experience, revealing its significance and reinforcing its meaning through the deliberate progression of thought and vivid, expressive language
* Write skillfully crafted expository essays with a sustained focus, substantial development, and an organizing structure that clearly shows the relationships among ideas
* Choose purposeful, varied, and well-controlled sentences when writing or revising texts
* Students can identify simple, compound and complex sentences

Non-negotiables:

* MLA format (Purdue OWL website)
* Write using standard writing conventions to include, complete sentences, grammar, and grade appropriate spelling.
* Know your audience.  No “text speak”.  No slang.
* Show evidence of higher-level thinking beyond basic recall of information.
* Work must be student originated.  It’s not stolen, borrowed, or copied word for word.

Final outcomes:

* Write expository essays that establish a clear controlling idea, use appropriate organizational strategies and language to create a coherent piece of expository writing, sufficiently develop ideas with specific details and examples, and demonstrate an adequate command of grade-appropriate written conventions
* Use a variety of correct sentence structures
* Revise drafts to improve the effectiveness of sentences, strengthen the development of ideas by adding or deleting information, improve the progression of ideas, and ensure that word choice is appropriate and point of view is consistent
* Edit drafts to correct errors in grammar, sentence structure, capitalization, punctuation, and spelling

Seventh Grade

Prerequisites:

* Student can compose a well-written Narrative
* Student is familiar with the types of expository writing
* Student is able to determine the author’s purpose, age appropriate audience, style, tone.
* Student is very familiar with the writing process such as generating ideas, organizing, and creating a draft

Products:

* Students will compose a personal narrative
* Students can create an expository piece to explain thought and opinions
* Students create a critically written response to a piece of text
* Students can write to share information
* Student can compose a written response to questions.

Non-negotiables:

* MLA format (Purdue OWL website)
* Write using standard writing conventions to include, complete sentences, grammar, and grade appropriate spelling.
* Know your audience.  No “text speak”.  No slang.
* Show evidence of higher-level thinking beyond basic recall of information.
* Work must be student originated.  It’s not stolen, borrowed, or copied word for word.

Final outcomes:

* Write insightful personal narratives that skillfully convey the experience, revealing its significance and reinforcing its meaning through the deliberate progression of thought and vivid, expressive language
* Write skillfully crafted expository essays with a sustained focus, substantial development, and an organizing structure that clearly shows the relationships among ideas
* Choose purposeful, varied, and well-controlled sentences when writing or revising texts
* Students can identify simple, compound and complex sentences

Sixth Grade

Prerequisites:

* Students understand and use the various elements of the writing process.
* Students write imaginative stories with a clearly defined focus, plot, and point of view
* Students write persuasive essays for appropriate audiences

Products:

* Students will write a personal narrative with a clearly defined focus and communicates the importance of or reasons for actions and/or consequences
* Students will compose process papers with effective introductions and conclusions, which guide the reader’s understanding.
* Student will compose short responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
* Students write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives

Non-negotiables:

* MLA format (Purdue OWL website)
* Write using standard writing conventions to include, complete sentences, grammar, and grade appropriate spelling.
* Know your audience.  No “text speak”.  No slang.
* Show evidence of higher-level thinking beyond basic recall of information.
* Work must be student originated.  It’s not stolen, borrowed, or copied word for word.

Final Outcomes:

* Student can compose a well written Narrative
* Student is familiar with the types of expository writing
* Student is able to determine the author's purpose, age appropriate audience, style, tone.
* Student create a critically written response to a piece of text
* Student is very familiar with the writing process such as generating ideas, organizing, and creating a draft
* Students can identify incomplete, run-on, simple and compound sentences