

ALTOONA AREA SCHOOL DISTRICT

SECONDARY ENGLISH DEPARTMENT
CURRICULUM CHECKLIST

2012-2013



ALTOONA AREA SCHOOL DISTRICT

SUPERIOR SERVICE • SUPERIOR QUALITY • ACTIVE PARTICIPATION BY ALL • CONSTANT INNOVATION

During the 1998-99 school year, this group of educators worked diligently with Dr. George Cardone, Assistant Superintendent, to compile the Core checklist. This checklist was revised in 1999 and 2000.

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Overview of Writing Folder Requirements

1. **Ten or more writings** that include the pre-diagnostic and post-diagnostic (reflection/Survey) are to be placed in the AASD Writing Folder each year. The pre and post can be graded holistically. Writing should be evenly distributed throughout the year.

The curriculum checklist for each grade and each level as well as demands of PSSA preparation will dictate to a large part the types of writings to be included. At least 4 papers must represent the PSSA modes of writing: informative and persuasive.

2. At least four papers must have a rough draft and revision (except for seniors). Some evidence of teacher or peer correction of rough drafts is required.
3. The other four papers may include a pre-write activity (PSSA prompts/timed writing must include some type of pre-write). This may be a graphic organizer, an outline, or brainstorming activity. Some suggested additions to the writing folder depending on the curriculum level and checklist for each grade level may include but are not limited to the following by grade and level:

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Core Writing Checklist Items

7		Level 1	Level 2	Level 3
		Prewriting Sample	Prewriting Sample	Prewriting Sample
MP 1	1	Power Writing 12323 At least 2 artifacts	Power Writing 1232323 At least 3 artifacts	Power Writing 1232323 At least 4 artifacts
	2	Benchmark: r Skills test 1	Benchmark: Power Writing	Benchmark: Power Writing
MP 2	3	Informational 5 Paragraph Essay	Informational 5 Paragraph Essay	Informational 5 Paragraph Essay
	4	Benchmark: r Skills test 2	Benchmark: Informative Essay	Benchmark: Informative Essay
MP 3	5	Persuasive 5 Paragraph Essay	Persuasive 5 Paragraph Essay	Persuasive 5 Paragraph Essay
	6	Benchmark: r Skills test 3 Persuasive Essay: PSSA -Appropriate Persuasive Prompts	Benchmark: Persuasive Essay: PSSA -Appropriate Persuasive Prompts	Benchmark: Persuasive Essay: PSSA -Appropriate Persuasive Prompts
MP 4	7	Narrative Writing Example	Narrative Writing Example	Narrative Writing Example
	8	Friendly Letter	Friendly Letter	Friendly Letter
		Post Diagnostic (reflection)	Post Diagnostic (reflection)	Post Diagnostic (reflection)

8		Level 1	Level 2	Level 3	Level 3.5
		Prewriting Sample	Prewriting Sample	Prewriting Sample	Prewriting Sample
MP 1	1	Power Writings At least 2 artifacts	Power Writings At least 3 artifacts	Informative Essay	Persuasive Essay
	2	Benchmark: R Skills Test 1	Benchmark: Power Writing	Benchmark: Informative Essay	Benchmark: Persuasive Essay
MP 2	3	Informational 5 Paragraph Essay	Informative Essay	Informative Essay/Persuasive	Informative Essay
	4	Benchmark :Friendly Letter: <u>Tom Sawyer</u>	Benchmark: Vocabulary Based Prompt	Benchmark: Vocabulary Based Prompt	Benchmark: Informative Business Letter
MP 3	5	Persuasive 5 Paragraph Essay	Persuasive Essay	Persuasive Essay	Informative/Persuasive Essay
	6	Benchmark: Persuasive Essay	Benchmark: Persuasive Essay/Informative	Benchmark: Persuasive Essay/Informative	Benchmark: Revision Essay
MP 4	7	Imaginative Writing	Research Document	Research Document	Research Essay
	8	Narrative Writing	Narrative Writing	Narrative Writing	Narrative
		Post Diagnostic (reflection)	Post Diagnostic (reflection)	Post Diagnostic (reflection)	Post Diagnostic (reflection)

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Core Writing Checklist Items (continued)

9		Level 1	Level 2	Level 3	Level 3.5
		Prewriting Sample	Prewriting Sample	Prewriting Sample	Prewriting Sample
MP 1	1	Research fact list from a list of provided sites	Research fact list with works cited page	Research paper with references and works cited page	Research paper with outline, references, and works cited page
	2	Informative essay	Informative essay	Informative essay	Informative essay
MP 2	3	Informative Essay	Informative Essay	Informative Essay	Informative Essay
	4	Persuasive Essay	Persuasive Essay	Persuasive Essay	Persuasive Essay
MP 3	5	Persuasive Essay	Persuasive Essay	Persuasive Essay	Persuasive Essay
	6	Narrative Writing	Narrative Writing	Narrative Writing	Narrative Writing with dialogue
MP 4	7	3 poems of different styles	5 poems of different styles	5 poems of different styles and identification of at least one poetic device used in each poem	5 poems of different styles and a one paragraph analysis of each poem
	8	Modern Communication	Modern Communication	Modern Communication	Modern Communication
		Post Diagnostic (reflection)	Post Diagnostic (reflection)	Post Diagnostic (reflection)	Post Diagnostic (reflection)

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Core Writing Checklist Items (continued)

012, ENGLISH 10

Core:

- Research Paper
- Persuasive
- Compare/Contrast
- Extended Definition

Additional Writings: *represents *recommended*

- *Literary Analysis
- *Narrative
- *Informative Prompt Response (PSSA)
- *Persuasive Prompt Response (PSSA)
- Poetry
- Literary Response Letter
- E-mail Etiquette
- Memo
- Résumé
- Cover Letter
- Thank You Letter

011, ACADEMIC ENGLISH 10

Core:

- Research Paper
- Persuasive
- Literary Analysis
- Extended Definition

Additional Writings: *represents *recommended*

- *Compare/Contrast
- *Narrative
- *Informative Response (PSSA)
- *Persuasive Response (PSSA)
- Poetry
- Poetry Analysis
- Quote Analysis
- Literary Response Letter
- Journalistic Article
- Thank You Letter (2 or more)
- E-mail Etiquette (2 or more)

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Core Writing Checklist Items (continued)

010, HONORS ENGLISH 10

Core:

- Research Paper (2)
- Persuasive
- Literary Analysis
- Extended Definition

Additional Writings: *represents *recommended*

- *Compare/Contrast
- *Narrative
- *Informative Prompt Response (PSSA)
- *Persuasive Prompt Response (PSSA)
- Poetry
- Poetry Analysis
- Quote Analysis
- Literary Response Letter
- Journalistic Article
- Thank You Letter (2 or more)
- E-mail Etiquette (2 or more)

008, ENGLISH 11

Core:

- Technical Research Paper (2)
- Two Informative PSSA Prompts
- Two Persuasive PSSA Prompts

Additional Writings: *represents *recommended*

- Literary Analysis
- Compare/Contrast
- Narrative
- Admissions Essay
- Poetry Portfolio
- *Business Writing
- Script/Screen Play
- News Writing
- *CFF: blog/discussion board postings
- *CFF: comic strip with required dialogue
- *CFF: website design project

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Core Writing Checklist Items (continued)

007, ACADEMIC ENGLISH 11

Core:

- Research Paper (2)
- Two Informative PSSA Prompts
- Two Persuasive PSSA Prompts

Additional Writings: *represents *recommended*

- *Literary Analysis
- Extended Definition
- Compare/Contrast
- Narrative
- Poetry
- Business Writing Portfolio
- News Writing/Scriptwriting
- *CFF: blog/wiki space, networking project
- *CFF: website/flipchart, multi-media project

006, HONORS ENGLISH 11

Core:

- Research Paper (2)
- Literary Analysis
- Admissions Essay
- Narrative
- Persuasive Essay
- Expository/Informative Essay

Additional Writings: *represents *recommended*

- *Persuasive
- Expository
- Poetry

004, ENGLISH 12

Core:

- Research Paper (2), *MLA, APA, or a *Technical Writing* style
- Informative
- Argumentative/Persuasive
- Literary Analysis
- News writing (Benchmark)

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Core Writing Checklist Items (continued)

Additional Writings: *represents *recommended*

- Literature Response
- *Differentiated Prompt
- Poetry
- Narrative
- Compare/Contrast
- Technical Writing
- Scriptwriting
- *Business Writing Portfolio

003, ACADEMIC ENGLISH 12

Core:

- MLA or APA Research Paper/Senior Project (2)
- Literary Analysis
- Argumentative/Persuasive

Additional Writings: *represents *recommended*

- Admissions Essay
- Compare/Contrast
- *Extended Definition
- Narrative
- Response to Written Text
- *Reflective Essay
- Poetry Portfolio
- Brochures
- *Literary Letter
- Creative Résumé/Cover Letter

002, HONORS ENGLISH 12

Core:

- MLA Research Paper/Senior Project (weighted as two writings)
- *APA may be substituted for MLA style
- Literary Analysis
- Argumentative/Persuasive
- Times Writing/Spontaneous Writing

Additional Writings: *represents *recommended*

- *Essay of Comparison/Contrast
- *Book Review
- *Self-Reflection
- *Reflective Essay
- *Poetry

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Core Writing Checklist Items (continued)

001, ADVANCED PLACEMENT ENGLISH 12

Core:

MLA Research Paper/Senior Project (weighted as two writings)

*APA may be substituted for MLA style

Literary Analysis

Argumentative/Persuasive

Times Writing/Spontaneous Writing

Additional Writings: *represents *recommended*

*Essay of Comparison/Contrast

*Book Review

*Personal Writing/Journal

*Poetry/Personal Response

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English Curriculum Suggested Timelines

The following graphic organizers offer a suggested timeline for the English curriculum in grade seven within each of the academic levels: core academics, academic, and honors.

The Altoona Area School District English Curriculum Checklist must be taught in its entirety. Not all of the checklist items are included on these organizers. These graphic organizers express the essential items of the curriculum and suggest to the teacher timeframes during which the essential items might be taught. The timelines are guided largely by the marking period benchmarks and semester finals. Additional items from the checklist should be added during the school year at the teachers' discretion.

All writings included on the graphic organizers should be included in the Altoona Area School District writing folders.

Many of the essential items are introduced at the beginning of the school year, but they should be reinforced as the year progresses. These items include but are not limited to: Spelling Demons, Words Often Confused, Literary Terms, writing, vocabulary, sentence structure, grammar, and mechanics.

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Grade 7 Core Academic/Academic

<p style="text-align: center;">1st Marking Period</p> <p>Vocabulary Units 1,2,3 Pre Writing Diagnostic Use Power Writing to teach Intro, Body, Concl. Lead to five-paragraph essay. TEXT Ch. 11 Noun, Pronoun, Adjective TEXT Ch. 12 Verb, Adverb, Prep, Conj., Inter. Stress Informative Writing</p> <p><i>BENCHMARK : Power Writing</i></p>	<p style="text-align: center;">2nd Marking Period</p> <p>Vocabulary Units 5,6,7 Poetry, "Stopping by Woods on a Snowy Evening" TEXT Ch. 17 Agreement (S-V; Pro-Antecedent) <i>Rattlesnake Hunt</i> <i>A Ribbon For Baldy</i> Writing Process RAFTS Informative Writing</p> <p><i>BENCHMARK : Informative Writing to a prompt</i></p>
<p style="text-align: center;">3rd Marking Period</p> <p>Vocabulary Units 9,10,11 <i>Roots</i> TEXT Ch. 18 Verb Usage TEXT Ch. 19 Pronoun Usage TEXT Ch. 13 Complements (esp. academic) Persuasive Writing – Stress along with more revision techniques The Highwayman Monkey's Paw</p> <p><i>BENCHMARK: Persuasive Writing to a prompt</i></p>	<p style="text-align: center;">4th Marking Period</p> <p>Vocabulary Units 13,14,15 <i>The Cat and the Painkiller</i> <i>The Landlady</i> TEXT Ch. 20 Modifiers TEXT Mechanics Chs. 22-25 ACADEMIC TEXT Ch. 15 The Clause if time Friendly Letter Narrative Essay</p> <p><i>BENCHMARK: Public Speaking</i></p>

Throughout the year: Literary Terms, Words Often Confused, Spelling Demons

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Text Books

Elements of Language-First Course

Holt, Rinehart, and Winston

Adventures for Readers-Book One

Harcourt, Brace, Jovanovich

Word Skills-7

McDougal Littell

SEVENTH GRADE WRITING CHECKLIST

I. Composition Overview

__ Procedures

- __ Diagnostic Sample
- __ End of the year self-reflection
- __ Writing Process
 - __ prewriting
 - __ drafting
 - __ revising
 - __ proofreading
 - __ peer editing
 - __ publication

__ Tasks

- __ Informative
- __ Narrative
- __ Persuasive

Focus	Content	Organization	Style	Conventions
<ul style="list-style-type: none"> • demonstrates an awareness of audience and task • established and maintains a clear purpose • sustains a single point of view • exhibits clarity of ideas 	<ul style="list-style-type: none"> • information and details are specific to topic • information and details are relevant to the focus • ideas are fully developed 	<ul style="list-style-type: none"> • logical order or sequence is maintained • paragraphs deal with one subject • logical transitions are made within sentences and between paragraphs • introduction and conclusions 	<ul style="list-style-type: none"> • precise language • effective word choice • voice, tone, originality of language • variety of sentence structures, types and lengths 	<ul style="list-style-type: none"> • mechanics, spelling, capitalization, punctuation • usage (e.g. pronoun references, subject-verb agreement) • sentence completeness

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Modes of Writing (check off areas as content is taught)
(See Appendix N)

Narrative Writing	Informative Writing	Persuasive Writing
<p>FOCUS Create an introduction Setting Characters Suggestion of conflict Background Maintain focus throughout the body Create a conclusion Resolution of conflict</p> <p>Content Develop the plot Rising action Climax Resolution Utilize relevant details Sensory details</p> <p>Organization Introduction Body Conclusion Chronological Order Transitional Devices Paragraphing</p> <p>Style Word Choice Sentence structure Sentence variety Figurative language</p> <p>Conventions Grammar Mechanics Spelling Usage</p>	<p>FOCUS Create an introduction Attention grabber Thesis statement Background Plan of development Maintain focus throughout the body Create a conclusion</p> <p>Content Utilize relevant, supporting details Reasons Examples Facts Quotations Expert opinions Statistics</p> <p>Organization Introduction Body Conclusion Transitional devices Logical order Paragraphing</p> <p>Style Word choice Sentence structure Sentence variety Figurative language</p> <p>Conventions Grammar Mechanics Spelling Usage</p>	<p>FOCUS Create an introduction Attention grabber Thesis statement Background Plan of development Maintain focus throughout the body Create a conclusion Restate topic/thesis Call to action</p> <p>Content Logical appeals Reasons Evidence Anecdotes Examples Facts Statistics Expert opinion Emotional appeals Word Choice Repetition</p> <p>Organization Introduction Body Conclusion Transitional devices Logical order Paragraphing</p> <p>Style Word choice Sentence structure Sentence variety Figurative language</p> <p>Conventions Grammar Mechanics Spelling Usage</p>

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II. Research

__ Locate facts

III. Power Writing (See Appendix D)

- __ Stages
- __ 1 2 3 2 3 2 3
- __ 5 paragraph essay 1 2 3 2 3 2 3 with elaboration
- __ Patterns
 - __ Use a strong, active verb
 - __ Use an exclamatory sentence
 - __ Begin a sentence with an adverb
 - __ Begin a sentence with a prepositional phrase
 - __ Use a compound sentence
 - __ Ask a question
- __ Five paragraph essay (See Appendix M)

IV. Essential PSSA Content

- Five Paragraph Essay Format
 - Introduction
 - Body
 - Conclusion
- Attributes of each of the three modes of writing
 - Informative
 - Persuasive
 - Narrative
- Order of Ideas
 - Chronological Order
 - Spatial Order
 - Order of Importance
 - Logical Order
- Transitional Words and Devices
- Five Domains of the PSSA Rubric
 - Use of strategies that will help students improve in those areas, i.e., *show not tell*
- Time management and responding to the prompt in a testing situation
- Prompt Analysis

V. Types of Writing - PSSA Definitions/Literary Terms (Appendix J)

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Teachers should use the following handouts as guidelines for teaching writing:

*The issue of Coherence and Transition
Narrative, Informative, and Persuasive Writing*

And

*Five Paragraph Essay Format
Informative and Persuasive Writing
Narrative Writing*

VI. Letter Writing

Friendly

VII. Technology

Netiquette

Word Processing

Internet Safety

Copyright Laws

Research

Database Usage

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SEVENTH GRADE GRAMMAR/USAGE/MECHANICS CHECKLIST

I. Grammar/Usage

Noun

- | | |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Common | <input type="checkbox"/> Plural |
| <input type="checkbox"/> Proper | <input type="checkbox"/> Abstract |
| <input type="checkbox"/> Compound | <input type="checkbox"/> Concrete |
| <input type="checkbox"/> Possessive | |
| <input type="checkbox"/> Appositive | <input type="checkbox"/> Collective |

Verb/Predicate

- | |
|--|
| <input type="checkbox"/> Helping |
| <input type="checkbox"/> Action |
| <input type="checkbox"/> Transitive and intransitive |
| <input type="checkbox"/> Direct object |
| <input type="checkbox"/> Indirect objects |

Linking

- | |
|---|
| <input type="checkbox"/> Predicate nouns |
| <input type="checkbox"/> Predicate adjectives |

Tenses

- | |
|--|
| <input type="checkbox"/> Present |
| <input type="checkbox"/> Past |
| <input type="checkbox"/> Future |
| <input type="checkbox"/> Present perfect |
| <input type="checkbox"/> Past perfect |
| <input type="checkbox"/> Future perfect |

Principal Parts

- | |
|------------------------------------|
| <input type="checkbox"/> Regular |
| <input type="checkbox"/> Irregular |

Pronoun

- | |
|--|
| <input type="checkbox"/> Personal |
| <input type="checkbox"/> Possessive |
| <input type="checkbox"/> Interrogative |
| <input type="checkbox"/> Demonstrative |
| <input type="checkbox"/> Nominative |
| <input type="checkbox"/> Objective |
| <input type="checkbox"/> Indefinite |

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__ Adjective

- __ Articles
- __ Proper adjectives
- __ Comparative/Superlative forms
- __ Nouns used as adjectives

__ Adverb

- __ Comparative/Superlative forms
- __ Double negatives
- __ Adjective or adverb form

__ Prepositions

- __ Subject/Verb agreement when prepositional phrase comes between subject and verb
- __ Misplaced prepositional phrase
- __ Punctuation of

__ Conjunction

- __ Coordinating
- __ Subordinating

__ Interjection

- __ Punctuation of

__ Parts of a sentence

- __ Subject (simple and complete subject)
- __ Predicate (simple and complete predicate)
- __ Subject verb agreement
 - __ Pronoun Antecedent Agreement

__ Types of Sentences

- __ Simple
- __ Compound
- __ Complex

__ Fragments/Run-ons

- __ Correction of

__ Phrases

__ Clauses

- __ Independent
- __ Dependent

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II. Mechanics

- Capitalization
- End marks
- Commas in direct address, compound sentences, introduction, words and Phrase series
- Semi-colons in compound sentences
- Quotation marks
- Apostrophes

III. Vocabulary

- Units 1-16 **Word Skills** (Book 1)
- Words Often Confused (See Appendix E)

IV. Spelling

- Spelling Demons (See Appendix G)

V. PSSA Test Vocabulary (See Appendix J)

SEVENTH GRADE PUBLIC SPEAKING

I. Public Speaking

Select one of the following:

- Demonstration speech
- Recreational reading book talk
- Dramatic presentation of literary character

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SEVENTH GRADE LITERATURE CHECKLIST

I. Literature

___ Literary terms (See Appendix L)

___ Select one of the following (social studies link):

___ "Homesick" by Jean Fritz

___ "Roots" by Alex Haley

___ "The Big Wave" by Pearl Buck

___ Short Story

Select two of the following:

___ "The Monkey's Paw" by Jacobs

___ "The Landlady" by Dahl

___ "Zlateh the Goat" by Isaac Basheves Singer

___ "All You've Ever Wanted" by Joan Aiken

___ Poetry

___ "Stopping by Woods on A Snowy Evening" by Frost

___ "The Highwayman" by Noyes

___ Non-Fiction

Select one of the following:

___ "Rattlesnake Hunt" by Marjorie Kinnan Rawlings

___ "The Story of an Eyewitness" by Jack London

Note: Selections may be substituted with other material from Adventures for Readers at teacher's discretion.

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Developmental Reading Literature List Altoona Area Junior High School

Grade Seven

Academic Enrichment

Across Five Aprils
The Endless Steppe

Academic

The Upstairs Room
The Outsiders
Shipwrecked
True Confessions of Charlotte Doyle
The Westing Game

Core

The Upstairs Room
The Outsiders
Shipwrecked
Sign of the Beaver
My Brother Sam is Dead

Level One

The Half-A-Moon Inn
What Do Fish Have to Do With Anything

Basic Texts:

Holt Elements of Literature by grade
INSIDE Language, Literacy, and Content by Level One Grade
Readers Handbook
Measuring Up

Further Clarification:

- *The above titles are the only novels approved for group study in the developmental classroom.*
- *Core classes may be exposed to an academic book if the class is an extraordinary group that can handle independent reading of the text. We always wish to apply the highest level of rigor to student assignment. Honors books and Academic Enrichment and Academic books will be used by top (gifted) sections. Honors books and Academic Enrichment books are enrichment tools for these select students.*
- *Academic classes may not dip down to the core level novels as they will not provide acceptable levels of rigor for the students.*

Grade Eight

Honors

Silver on the Tree
Farewell to Manzanar

Academic

Roll of Thunder, Hear My Cry
The Dark is Rising
The Diary of Ann Frank
April Morning
Basher Five-Two
Summer of My German Soldier

Core

The Third Eye
The Cay
Basher Five-Two
The Diary of Ann Frank
The Black Cauldron (selectively)

Level One

The Half-A-Moon Inn
What Do Fish Have to Do With Anything

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- *Previously listed titles may be used in classroom libraries for recreational reading.*

English Curriculum Suggested Timelines

The following graphic organizers offer a suggested timeline for the English curriculum in grade eight, within each of the academic levels: core academics, academic, and honors.

The Altoona Area School District English Curriculum Checklist must be taught in its entirety. Not all of the checklist items are included on these organizers. These graphic organizers express the essential items of the curriculum and suggest to the teacher timeframes during which the essential items might be taught. The timelines are guided largely by the marking period benchmarks and semester finals. Additional items from the checklist should be added during the school year at the teachers' discretion.

All writings included on the graphic organizers should be included in the Altoona Area School District writing folders.

Many of the essential items are introduced at the beginning of the school year, but they should be reinforced as the year progresses. These items include but are not limited to: Spelling Demons, Words Often Confused, Literary Terms, writing, vocabulary, sentence structure, grammar, and mechanics.

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Grade 8 HONORS English Curriculum Timeline

<p>MARKING PERIOD 1</p> <p>*Literature at teacher's discretion</p> <ol style="list-style-type: none"> 1. Diagnostic Writing Activity 2. <i>Wordskills</i> Vocabulary –Units 1-3 3. Short Stories and Literary Analysis 4. Review 5 paragraph essay format 5. Independent reading assignments and Projects 6. 2 Writing Folder Entries 7. Grammar/Usage/Mechanics taught at teacher's discretion (parts of speech) 8. Self-generated vocabulary list 9. Vocabulary list Spelling 10. Letter Writing (Business) 11. Selected Foreign Expression 12. Selected Literary Terms <p>Benchmark: Business Letter (Persuasive only)</p>	<p>MARKING PERIOD 2</p> <p>*Literature at teacher's discretion</p> <ol style="list-style-type: none"> 1. <i>Wordskills</i> Vocabulary-Units 5-7 2. Words Often Confused (See Appendix E) 3. Review Essential PSSA Content 4. 3 Modes Of Writing (Persuasive, Informative, and Narrative) 5. Order Of Ideas 6. Transitional Words and Devices 7. 2 Writing Folder Entries 8. Grammar/Usage/Mechanics taught at teacher's discretion (Phrases and Clauses) 9. Self-generated vocabulary List 10. Vocabulary List spelling 11. Independent reading assignments and projects 12. Selected Foreign Expressions 13. Novel Study (Tom Sawyer) <p>Benchmark: Prompt Specific (Informative Only)</p>
<p>MARKING PERIOD 3</p> <p>*Literature at teacher's discretion</p> <ol style="list-style-type: none"> 1. Selected Foreign Words and Expressions 2. Review Essential PSSA Content and Modes of Writing 3. <i>Wordskills</i> Vocabulary –Units 9-11 4. Letter Writing (Business and Friendly) 5. E-Mail Etiquette (See Writer's Handbook) 6. 2 Writing Folder Entries 7. Grammar/Usage/Mechanics taught at teacher's discretion(sentence structure) 8. Research using and documenting at least 3 sources. 9. Self-generated Vocabulary List 10. Vocabulary List Spelling 11. Independent reading assignments and projects <p>Benchmark: Prompt Specific: Informative or persuasive writing</p>	<p>MARKING PERIOD 4</p> <p>*Literature at teacher's discretion</p> <ol style="list-style-type: none"> 1. Public Speaking (See choices of Projects on page 26 of Checklist) 2. Review Essential PSSA Content and Modes of Writing (Narrative) 3. <i>Wordskills</i> Vocabulary-Units 13-15 4. 2 Writing Folder Entries 5. Grammar/Usage/Mechanics taught at teacher's discretion (Verbals) 6. End of Year Post-Writing Reflection 7. Self-generated Vocabulary list 8. Vocabulary List Spelling 9. Independent reading assignments and projects 10. Research using and documenting at least 3 sources. 11. Selected Foreign Expression 12. Mythology <p>Benchmark: Comprehensive Exam</p>

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Grade 8 ACADEMIC English Curriculum Timeline

<p>MARKING PERIOD 1</p> <ol style="list-style-type: none"> 1. Diagnostic Writing Activity 2. Power Writing through Stage 8 3. The Writing Process 4. 5 paragraph essay format 5. Informative writing 6. 2 Writing Folder Entries 7. Grammar/usage/mechanics 8. Vocabulary/spelling 9. Words Often Confused 10. Informative non-fiction reading 11. Fiction reading 12. Literary terms <p>Benchmark: Informative Writing Prompt</p>	<p>MARKING PERIOD 2</p> <ol style="list-style-type: none"> 1. Informative/Persuasive writing 2. Writing in response to literature 3. Friendly letter 4. Transitional words/devices 5. Order of Ideas 6. 2 Writing Folder Entries 7. Grammar/Usage/Mechanics 8. Vocabulary/spelling 9. Words Often Confused 10. Informative/Persuasive non-fiction reading 11. Fiction reading 12. Literary terms <p>Benchmark: Response to literature essay</p>
<p>MARKING PERIOD 3</p> <ol style="list-style-type: none"> 1. Persuasive writing 2. Persuasive strategies 3. Order of ideas 4. 2 Writing Folder entries 5. Email/Online composition and etiquette 6. PSSA review 7. Grammar/usage/mechanics 8. Vocabulary/spelling 9. Words Often Confused 10. Persuasive non-fiction reading 11. Fiction reading 12. Literary terms <p>Benchmark: Persuasive essay</p>	<p>MARKING PERIOD 4</p> <ol style="list-style-type: none"> 1. Narrative writing 2. Poetry 3. Research 4. Online composition and etiquette 5. End of year writing reflection 6. 2 Writing Folder Entries 7. Public speaking 8. Grammar/Usage/Mechanics 9. Vocabulary/spelling 10. Fiction reading 11. Literary terms <p>Benchmark: Objective Test</p>

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Grade 8 CORE ACADEMICS Curriculum Timeline

<p>MARKING PERIOD 1</p> <p>*Literature at teacher’s discretion</p> <ol style="list-style-type: none"> 1. Literary Terms (see Appendix J) 2. Phrases/Clauses 3. Parts of Sentences 4. Diagnostic Writing Activity 5. <i>Selected</i> Vocabulary – from literature 6. Body paragraphs 7. Content, organization 8. Words Often Confused (See Appendix E) 9. 2 Writing Folder Entries 10. Grammar/Usage/Mechanics taught at teacher’s discretion <p>Benchmark: Responding to an Informative Prompt</p>	<p>MARKING PERIOD 2</p> <p>*Literature at teacher’s discretion</p> <ol style="list-style-type: none"> 1. <i>Wordskills</i> Vocabulary – Units 5-7 2. Words Often Confused (See Appendix E) 3. Review Essential PSSA Content 4. 3 Modes of Writing (Persuasive, Informative, and Narrative) 5. Order of Ideas 6. Transitional Words and Devices 7. 2 Writing Folder Entries 8. Grammar/Usage/Mechanics taught at teacher’s discretion 9. PSSA grammar errors <p>Benchmark: Literature based prompt</p>
<p>MARKING PERIOD 3</p> <p>*Literature at teacher’s discretion</p> <ol style="list-style-type: none"> 1. Read selections of non-fiction from literature textbook 2. Review Essential PSSA Content and Modes of Writing 3. <i>Selected</i> Vocabulary – from literature 4. Letter Writing (Friendly Letter) 5. E-Mail Etiquette (See Writer’s Handbook) 6. 2 Writing Folder Entries 7. Grammar/Usage/Mechanics taught at teacher’s discretion 8. Research using and documenting more than one source. Take notes and paraphrase to create a written paragraph 9. Words Often Confused <p>Benchmark: Pervasive or informative Writing</p>	<p>MARKING PERIOD 4</p> <p>*Literature at teacher’s discretion</p> <ol style="list-style-type: none"> 1. Public Speaking (See Choices of Projects on page 26 of Checklist) 2. Review Essential PSSA Content and Modes of Writing 3. Selected Vocabulary – from literature 4. 2 Writing Folder Entries 5. Grammar/Usage/Mechanics taught at teacher’s discretion (Adjective and Adverb Phrases in Honors and Academic OnlyP) 6. Review Power Writing 7. Stage 8 Patterns (Use a quotation, Use an Appositive, Use a Subordinate Clause) 8. End of Year Post-Writing Reflection 9. Spelling Demons 10. Poetry 11. Research/Public Speaking <p>Benchmark: Test (Related to PSSA)</p>

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Text Books

Elements of Writing-Second Course

Holt, Rinehart, and Winston

Literature: Common Core Edition

Prentice Hall

EIGHTH GRADE WRITING CHECKLIST

Statement to acknowledge the PSSA testing window:

All teachers need to be aware of the testing date in February for eighth grade students, concentrating, but not limiting, teaching writing prior to the testing window. The teaching of writing is an on-going process that should not be limited to a 2 or 3 week unit and should continue after testing.

Necessary teaching prior to the test would include:

- Five Paragraph Essay Format
 - Introduction
 - Body
 - Conclusion

- Attributes of each of the three modes of writing
 - Informative
 - Persuasive
 - Narrative

- Order of Ideas
 - Chronological Order
 - Spatial Order
 - Order of Importance
 - Logical Order

- Transitional Words and Devices
- Five Domains of the PSSA Rubric
 - Use of strategies that will help students improve in those areas, i.e., *show not tell*
- Time management and responding to the prompt in a testing situation

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Teachers should use the following handouts as guidelines for teaching writing:

*The Issue of Coherence and Transition
Narrative, Informative, and Persuasive Writing*

And

*Five Paragraph Essay Format
Informative and Persuasive Writing
Narrative Writing*

I. Composition Overview

__ Procedures

- __ Diagnostic Sample
- __ End of the year self-reflection
- __ Writing Process
 - __ prewriting
 - __ drafting
 - __ revising
 - __ proofreading
- __ Process of writing to a prompt

__ Tasks

- __ Expository/Informative
- __ Narrative (Hold until after PSSA testing)
- __ Persuasive

Focus	Content	Organization	Style	Conventions
<ul style="list-style-type: none"> • demonstrates an awareness of audience and task • established and maintains a clear purpose • sustains a single point of view • exhibits clarity of ideas 	<ul style="list-style-type: none"> • information and details are specific to topic • information and details are relevant to the focus • ideas are fully developed 	<ul style="list-style-type: none"> • logical order or sequence is maintained • paragraphs deal with one subject • logical transitions are made within sentences and between paragraphs • introduction and conclusion 	<ul style="list-style-type: none"> • precise language • effective word choice • voice, tone, originality of language • variety of sentence structures, types and lengths 	<ul style="list-style-type: none"> • mechanics, spelling, capitalization, punctuation • usage (e.g. pronoun references, subject-verb agreement) • sentence completeness

Modes of Writing (check off areas as content is taught)

(See Appendix N)

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Narrative Writing	Informative Writing	Persuasive Writing
<p>FOCUS Create an introduction Setting Characters Suggestion of conflict Background Maintain focus throughout the body Create a conclusion Resolution of conflict</p> <p>Content Develop the plot Rising action Climax Resolution Utilize relevant details Sensory details Dialogue</p> <p>Organization Introduction Body Conclusion Chronological Order Flashback Transitional Devices Paragraphing</p> <p>Style Word Choice Sentence structure Sentence variety Figurative language</p> <p>Conventions Grammar Mechanics Spelling Usage</p>	<p>FOCUS Create an introduction Attention grabber Topic/Thesis statement Background Plan of development sentence Maintain focus throughout the body Create a conclusion</p> <p>Content Utilize relevant, supporting details Reasons Examples Facts Quotations Expert opinions Statistics</p> <p>Organization Introduction Body Conclusion Transitional devices Logical order Paragraphing</p> <p>Style Word choice Sentence structure Sentence variety Figurative language</p> <p>Conventions Grammar Mechanics Spelling Usage</p>	<p>FOCUS Create an introduction Attention grabber Topic/Thesis statement Background Plan of development sentence Maintain focus throughout the body Create a conclusion Restate topic/thesis Call to action</p> <p>Content Logical appeals Reasons Evidence Anecdotes Examples Facts Statistics Expert opinion Emotional appeals Word Choice Repetition Analogy Appeal to Authority Hyperbole</p> <p>Organization Introduction Body Conclusion Transitional devices Logical order Paragraphing</p> <p>Style Word choice Sentence structure Sentence variety Figurative language</p> <p>Conventions Grammar Mechanics Spelling Usage</p>

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II. Research

Core and Academic

- __ Use and document more than one source
- __ Take notes/paraphrase to create a written paragraph

Honors

- __ Use and document at least three sources

III. Power Writing (See Appendix D)

Core and Academic

__ Patterns

- __ Review grade seven patterns and 1232323 structure
- __ Use a quotation
- __ Use an appositive
- __ Use a subordinate clause

Academic

- __ Open with adverbial clause
- __ Use an adjective clause

- __ Use an introductory adjective/participle

IV. Types of Writing PSSA Definitions/Literary Terms (See Appendix J)

V. Essential PSSA Content

- Five Paragraph Essay Format
 - Introduction
 - Body
 - Conclusion

- Attributes of each of the three modes of writing
 - Informative
 - Persuasive
 - Narrative

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- Order of Ideas
 - Chronological Order
 - Spatial Order
 - Order of Importance
 - Logical Order
- Transitional Words and Devices
- Five Domains of the PSSA Rubric
 - Use of strategies that will help students improve in those areas, i.e. *show not tell*
- Time management and responding to the prompt in a testing situation

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Teachers should use the following handouts as guidelines for teaching writing:

*The Issue of Coherence and Transition
Narrative, Informative, and Persuasive Writing*

And

*Five Paragraph Essay Format
Informative and Persuasive Writing
Narrative Writing*

VI. Interpersonal Communication

- Online Conventions
- Online Etiquette
- Emailing

VII. Poetry

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EIGHTH GRADE GRAMMAR/USAGE/MECHANICS CHECKLIST

I. Grammar/Usage

Diagnose students by using Diagnostic Previews in Elements of Writing and review as necessary.

__ Noun

- __ Common
- __ Proper
- __ Compound
- __ Collective
- __ Possessive

__ Verb/Predicate

- __ Helping
- __ Action
 - __ Direct objects
 - __ Indirect objects
 - __ Transitive and Intransitive

__ Linking

- __ Predicate nouns
- __ Predicate adjectives

__ Tenses

- __ Present
- __ Past
- __ Future
- __ Present perfect
- __ Past perfect
- __ Future perfect

__ Principal Parts

- __ Regular
- __ Irregular

__ Pronoun

- __ Personal
- __ Possessive
- __ Interrogative
- __ Demonstrative
- __ Indefinite
- __ Nominative
- __ Objective
- __ Antecedent agreement

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__ Adjectives

- __ Proper adjectives
- __ Comparative/Superlative forms
- __ Nouns used as adjectives

__ Adverbs

- __ Comparative/Superlative forms
- __ Double negatives
- __ Adjective or adverb form

__ Prepositions

- __ Subject/Verb agreement when prepositional phrase comes between subject and verb
- __ Misplaced prepositional phrase

Academic and Honors

- __ Adjective and adverb phrases

__ Conjunction

- __ Coordinating
- __ Correlative

__ Interjections

__ Parts of a sentence

- __ Simple subjects and predicates
- __ Phrases
 - __ Prepositional
 - __ Appositive
 - __ Participial

__ Clauses

- __ Independent
- __ Subordinate

__ Types of Sentences

- __ Simple
- __ Compound
- __ Complex

__ Fragments/Run-ons

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II. Mechanics

- __ Capitalization in quotations/titles/poetry
- __ Semicolons in compound sentences
- __ Commas in introductory phrases/clauses, direct quotations, appositives, participial phrases and non-restrictive clauses
- __ Quotation marks in direct quotations and titles
- __ Underlining in titles
- __ Apostrophes in possessive nouns
- __ Hyphens
- __ Dashes
- __ Apostrophes

III. Vocabulary

- __ Vocabulary Study, as used in Literature textbook
- __ Words Often Confused (See Appendix E)

Honors

- __ Idioms
- __ Foreign Words and Expressions
- __ Self-generated vocabulary list

IV. Spelling

Core

- __ Spelling Demons (See Appendix G)

Academic and Honors

- __ Focus correction spelling

Honors

- __ Vocabulary list spelling

V. PSSA Definitions/Literary Terms - Words Used In Vocabulary Study (See Appendix J)

VI. PSSA Test Vocabulary (See Appendix J)

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EIGHTH GRADE PUBLIC SPEAKING

I. Public Speaking

Select one of the following:

- Informational speech
- Recreational reading book talk
- Dramatic presentation of literary character
- Panel discussion

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EIGHTH GRADE LITERATURE CHECKLIST

I. Literature

__ Literary terms (See Appendix J)

__ Literary Analysis of a short story for elements (See Appendix K)

__ Mythology (Entire text)

__ Poetry

Select at least _____ poems from Literature textbook

__ Short Story

Select at least _____ fiction and _____ non-fiction selections from Literature textbook.

__ Optional Novel

__ *Deathwatch*

__ *Dacey's Song*

__ *Treasure Island*

__ *Non-Fiction Novel*

__ *Tom Sawyer* - Honors

__ *Johnny Tremain* - Academic

__ *The Witch of Blackbird Pond* - Core

Honors: Passage Interpretation

Fables/Tall Tales

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English Curriculum Suggested Timelines

The following graphic organizers offer a suggested timeline for the English curriculum in grades nine within each of the academic levels: core academics, academic, and honors.

The Altoona Area School District English Curriculum Checklist must be taught in its entirety. Not all of the checklist items are included on these organizers. These graphic organizers express the essential items of the curriculum and suggest to the teacher timeframes during which the essential items might be taught. The timelines are guided largely by the marking period benchmarks and semester finals. Additional items from the checklist should be added during the school year at the teachers' discretion.

All writings included on the graphic organizers should be included in the Altoona Area School District writing folders.

Many of the essential items are introduced at the beginning of the school year, but they should be reinforced as the year progresses. These items include but are not limited to: Spelling Demons, Words Often Confused, Literary Terms, writing, vocabulary, sentence structure, grammar, and mechanics, fiction and non-fiction texts.

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Grade 9 HONORS ENGLISH Curriculum Timeline

<p>MARKING PERIOD 1</p> <p>*Literature at teacher’s discretion</p> <ol style="list-style-type: none"> 1. Diagnostic Writing Activity 2. Review 5 Paragraph Essay Format 3. Teach narrative writing mode for benchmark 4. Words Often Confused 5. 2 Writing Folder Entries 6. Phrases and Clauses, including verbals 7. Sentence structure 8. <i>Romeo and Juliet</i> <p>Benchmark: Writing to a Prompt</p> <p>(Look at Semester Final at conclusion of marking period for planning purposes.)</p>	<p>MARKING PERIOD 2</p> <p>*Literature at teacher’s discretion</p> <ol style="list-style-type: none"> 1. Words Often Confused (<i>See Elements of Writing</i> for reinforcement) 2. Literary Terms/Short Story 3. Persuasive Writing 4. Punctuation according to Semester Final requirements (end marks, quotation marks, italics, parentheses, commas, semicolons, colons, hyphens, dashes) 5. 2 Writing Folder Entries 6. Two page research paper with bibliography, works cited, and parenthetical references (outlining, paraphrase, and notetaking) 7. Mandatory Style/Short Story Activity (Appendix K)-Literary Analysis 8. Novel Selection 9. Independent Book Project #1 <p>Semester Final: Objective Test given in January</p>
<p>MARKING PERIOD 3</p> <p>*Literature at teacher’s discretion</p> <ol style="list-style-type: none"> 1. 2 Writing Folder Entries 2. Verb Usage and Agreement 3. Pronoun Usage and Agreement 4. Common Usage Problems (<i>page 701 in Elements of Writing</i>) 5. Sentences/Fragments/Run-ons 6. Public Speaking 7. Novel Selection <p>Benchmark: Public Speaking</p> <p>(Look at Semester Final at conclusion of marking period for planning purposes.)</p>	<p>MARKING PERIOD 4</p> <p>*Literature at teacher’s discretion</p> <ol style="list-style-type: none"> 1. 2 Writing Folder Entries 2. Proofreading (See Semester Final) 3. Paragraph organization 4. Order of Ideas 5. Friendly Letter 6. Poetry Interpretation 7. Novel Selection 8. Independent Book Project #2 <p>Semester Final: Objective Test - Given in May</p>

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Grade 9 ACADEMIC ENGLISH Curriculum Timeline

<p>MARKING PERIOD 1</p> <p>* Literature at teacher’s discretion</p> <ol style="list-style-type: none"> 1. Diagnostic Writing Activity 2. Spelling Demons 3. Review 5 Paragraph Essay Format 4. Teach narrative writing mode for benchmark 5. Words Often Confused 6. 2 Writing Folder Entries 7. Mandatory Style/Short Story Activity (Appendix K) 8. Sentences/Fragments/Run-ons 9. Literary Terms/Short Story <p>Benchmark: Writing to a Prompt</p> <p>(Look at Semester Final at conclusion of marking period for planning purposes.)</p>	<p>MARKING PERIOD 2</p> <p>*Literature at teacher’s discretion</p> <ol style="list-style-type: none"> 1. Words Often Confused (See Elements of Writing for reinforcement) 2. Informative or Persuasive Writing 3. Punctuation according to Midterm requirements (end marks, quotation marks, italics, parentheses, commas, semicolons, colons, hyphens, dashes) 4. 2 Writing Folder Entries 5. One page research paper with bibliography, works cited, and parenthetical references (outlining, paraphrase, and note-taking) <p>Semester Final: Objective Test given in January</p>
<p>MARKING PERIOD 3</p> <p>*Literature at teacher’s discretion</p> <ol style="list-style-type: none"> 1. 2 Writing Folder Entries 2. Verb Usage and Agreement 3. Pronoun Usage and Agreement 4. Common Usage Problems (page 701 in <i>Elements of Writing</i>) 5. Public Speaking 6. Phrases: Appositive, Prepositional, Verbal <p>Benchmark: Public Speaking</p> <p>(Look at Semester Final at conclusion of marking period for planning purposes.)</p>	<p>MARKING PERIOD 4</p> <p>*Literature at teacher’s discretion</p> <ol style="list-style-type: none"> 1. 2 Writing Folder Entries 2. Sentence Structure 3. Proofreading (See Semester Final) 4. Paragraph organization 5. Order of Ideas 6. Modern Communication 7. Business Letter 8. Agreement: Subject/Verb; Pronoun/ Antecedent <p>Semester Final: Objective Test - Given in May</p>

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Grade 9 CORE ACADEMICS Curriculum Timeline

<p>MARKING PERIOD 1</p> <p>*Literature at teacher's discretion</p> <ol style="list-style-type: none">1. Diagnostic Writing Activity2. Spelling Demons3. Review 5 Paragraph Essay Format4. Teach narrative writing mode for benchmark5. Words Often Confused6. 2 Writing Folder Entries7. Mandatory Style/Short Story Activity (Appendix K) <p>Benchmark: Writing to a Prompt</p>	<p>MARKING PERIOD 2</p> <p>*Literature at teacher's discretion</p> <ol style="list-style-type: none">1. Words Often Confused (See Elements of Writing for Reinforcement)2. Literary Terms/Short Story3. Punctuation according to Semester Final requirements: end marks, quotation marks, italics, parentheses, commas, semicolons, colons, hyphens, dashes)4. 2 Writing Folder Entries <p>Semester Final: Objective Test– Given in January</p>
<p>MARKING PERIOD 3</p> <p>*Literature at teacher's discretion</p> <ol style="list-style-type: none">1. 2 Writing Folder Entries2. Verb Usage and Agreement3. Pronoun Usage and Agreement4. Common Usage Problems (page 701 in <i>Elements of Writing</i>)5. Sentences/Fragments/Run-ons6. Public Speaking <p>Benchmark: Public Speaking</p> <p>(Look at Semester Final at conclusion of marking period for planning purposes)</p>	<p>MARKING PERIOD 4</p> <p>*Literature at teacher's discretion</p> <ol style="list-style-type: none">1. 2 Writing Folder Entries2. Verbals/Verbal Phrases3. Proofreading (See Semester Final)4. Paragraph Organization and Order of Ideas5. Friendly Letter <p>Semester Final: Objective Test – Given in May</p>

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NINTH GRADE WRITING CHECKLIST

I. Composition Overview

__ Procedures

- __ Diagnostic Sample
- __ End of the year self-reflection
- __ Writing Process
 - __ prewriting
 - __ drafting
 - __ revising
 - __ proofreading
- __ Process of writing to a prompt

__ Tasks

- __ Expository/Informative
- __ Narrative
- __ Persuasive

Focus	Content	Organization	Style	Conventions
<ul style="list-style-type: none"> • demonstrates an awareness of audience and task • established and maintains a clear purpose • sustains a single point of view • exhibits clarity of ideas 	<ul style="list-style-type: none"> • information and details are specific to topic • information and details are relevant to the focus • ideas are fully developed 	<ul style="list-style-type: none"> • logical order or sequence is maintained • paragraphs deal with one subject • logical transitions are made within sentences and between paragraphs • introduction and conclusion 	<ul style="list-style-type: none"> • precise language • effective word choice • voice, tone, originality of language • variety of sentence structures, types and lengths 	<ul style="list-style-type: none"> • mechanics, spelling, capitalization, punctuation • usage (e.g. pronoun references, subject-verb agreement) • sentence completeness

ALTOONA AREA SCHOOL DISTRICT

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Modes of Writing (check off areas as content is taught)
(See Appendix N)

Narrative Writing	Informative Writing	Persuasive Writing
<p>FOCUS Create an introduction Setting Characters Suggestion of conflict Background Maintain focus throughout the body Create a conclusion Resolution of conflict</p> <p>Content Develop the plot Rising action Climax Resolution Utilize relevant details Sensory details Dialogue</p> <p>Organization Introduction Body Conclusion Chronological Order Flashback Transitional Devices Paragraphing</p> <p>Style Word Choice Sentence structure Sentence variety Figurative language</p> <p>Conventions Grammar Mechanics Spelling Usage</p>	<p>FOCUS Create an introduction Attention grabber Topic/Thesis statement Background Plan of development sentence Maintain focus throughout the body Create a conclusion</p> <p>Content Utilize relevant, supporting details Reasons Examples Facts Quotations Expert opinions Statistics</p> <p>Organization Introduction Body Conclusion Transitional devices Logical order Paragraphing</p> <p>Style Word choice Sentence structure Sentence variety Figurative language</p> <p>Conventions Grammar Mechanics Spelling Usage</p>	<p>FOCUS Create an introduction Attention grabber Topic/Thesis statement Background Plan of development sentence Maintain focus throughout the body Create a conclusion Restate topic/thesis Call to action</p> <p>Content Logical appeals Reasons Evidence Anecdotes Examples Facts Statistics Expert opinion Emotional appeals Word Choice Repetition Analogy Appeal to Authority Hyperbole Rhetorical Question Parallelism Irony Refutation</p> <p>Organization Introduction Body Conclusion Transitional devices Logical order Paragraphing</p> <p>Style Word choice Sentence structure Sentence variety Figurative language</p> <p>Conventions Grammar Mechanics Spelling Usage</p>

ALTOONA AREA SCHOOL DISTRICT

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II. Research

- __ Use and document three or more sources
- __ Take notes and paraphrase
- __ Develop an outline
- __ Organize into at least a one-page paper with bibliography

Honors

- __ Two-page paper with parenthetical references and works cited
- __ Utilize a style sheet to develop a research paper

III. Essential PSSA Content

- Five Paragraph Essay Format
 - Introduction
 - Body
 - Conclusion
- Attributes of each of the three modes of writing
 - Informative
 - Persuasive
 - Narrative
- Order of Ideas
 - Chronological Order
 - Spatial Order
 - Order of Importance
 - Logical Order
- Transitional Words and Devices
- Five Domains of the PSSA Rubric
 - Use of strategies that will help students improve in those areas, i.e. *show not tell*
- Time management and responding to the prompt in a testing situation

Teachers should use the following handouts as guidelines for teaching writing:

The Issue of Coherence and Transition
Narrative, Informative, and Persuasive Writing

AND

Five Paragraph Essay Format
Informative and Persuasive Writing
Narrative Writing

ALTOONA AREA SCHOOL DISTRICT

SUPERIOR SERVICE • SUPERIOR QUALITY • ACTIVE PARTICIPATION BY ALL • CONSTANT INNOVATION

V. **Types of Writing - PSSA Definitions** (See Appendix J)

VI. **Modern Communication - Select at least two of the following:**

- Email
- Blogging
- Online Forum/Discussion Board
- Video Conferencing
- Podcasts
- Website/Wiki Creation
- Digital Storytelling - PhotoStory 3
- Video Creation - Movie Maker
- ePals

VII. **Poetry**

VIII. **E-mail Etiquette** (see page 139 - *Writer's Handbook*)

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NINTH GRADE GRAMMAR/USAGE/MECHANICS CHECKLIST

I. Grammar/Usage

Diagnose students by using Literature: Language and Literacy and review as necessary.

__ Verbals

Academic and Honors

 __ Participles

 __ Infinitives

 __ Gerunds

__ Subject-verb agreement

__ Pronoun-antecedent agreement

__ Verb tense

__ Point of view

__ Fragments/Run-ons

__ Words Often Confused

__ Double negatives

__ Sentence types

 __ Simple

 __ Compound

 __ Complex

II. Mechanics

__ Punctuation

 __ Review seventh and eighth grade mechanics

III. Vocabulary

__ Words Often Confused (See Appendix E)

__ Vocabulary study with use of textbook - Literature: Language and Literacy

IV. Spelling

Core Communications and Academic

__ Spelling Demons (See Appendix G)

V. PSSA Definitions - Words Used In Vocabulary Study

VI. PSSA Test Vocabulary/Literary Terms (See Appendix J)

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NINTH GRADE PUBLIC SPEAKING

I. Public Speaking

Select one of the following:

- Informational speech
- Persuasive speech
- Panel discussion
- Interview
- Oral interpretation
- Multi-media presentation

II. Discussion Skills

- Focus on relevant content
- Clarifying and relevant questions
- Monitoring of others and adjustment of participation

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NINTH GRADE LITERATURE CHECKLIST

I. Literature

Literary terms (See Appendix J)

Poetry

Select a poet from Literature: Language and Literacy

Biographical Study

Minimum of six poems from textbook

Short Stories

Select three of the following:

"The Necklace"

"The Most Dangerous Game"

"The Gift of the Magi" by O'Henry

"The Cask of Amontillado" by Edgar Allen Poe

Short Story Analysis of 2 - 3 selections of the same author for elements and style

Non-fiction

Select three entries from Literature: Language and Literacy to Include "I Have a Dream" by Dr Martin Luther King, Jr.

Novel

And Then There Were None - Honors

To Kill A Mockingbird - Academic and Honors

Select one of the Optional Novels below-Core

The City of Ember - Level 1

Optional Novels

The Pearl

Shane

The Pigman

Non-fiction Novel

Nothing but the Truth

Drama

Romeo and Juliet

II. Building a Literary Background

Fiction

Non-Fiction

Collection

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These are suggested targets and terms to be covered while teaching this literature. Teachers are not limited to nor required to teach only these listed terms and targets.

Junior High Core Literature Analysis Targets

Analysis Targets	Literary Terms	
A. Author's relationship to the work (correlation to biography; author's purpose, connection of the genre and literary form to author's intent)	1. alliteration	15. mood
B. Style (choices made; similarities to other works by author)	2. allusion	16. motivation
C. Diction/Word Choice/Language	3. catharsis	17. myth
D. Theme	4. denouement	18. onomatopoeia
E. Characterization	5. dialogue	19. personification
F. Plot Design (conflict/climax/resolution)	6. fable	20. sarcasm
G. Genre (mystery, drama, fantasy, etc.)	7. flashback	21. satire
H. Historical significance	8. foreshadowing	22. simile
I. Point of view	9. imagery	23. soliloquy
J. Setting	10. irony	24. suspense
	11. legend	25. symbol
	12. limerick	26. theme
	13. melodrama	27. tone
	14. metaphor	28. tragedy

Grade Nine

CORE	LITERARY ANALYSIS	LITERARY TERMS
The Pearl	A, C, D, E, F, I, J;	3,4,5,7, 8, 9, 10; 11, 14, 22, 25, 26
Romeo and Juliet	A, B, C, D, E; F, G, J	2, 7, 8, 10, 14, 23, 24, 26, 28,
Nothing but the Truth	A, B, C, D, E, I	5, 8, 10, 15, 16, 20, 21, 26, 27
To Kill a Mockingbird	A, C, D, F, H, I, J,	2, 3, 4; 7, 9, 15, 19, 23, 24, 25;

ACADEMIC	LITERARY ANALYSIS	LITERARY TERMS
Romeo and Juliet	A, B, C, D, E; F, G, J	2, 7, 8, 10, 14, 23, 24, 26, 28,
To Kill a Mockingbird	A, C, D, F, H, I, J,	2, 3, 4; 7, 9, 15, 19, 23, 24, 25;
Pigman	C, D, E, F, I, J,	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28

HONORS	LITERARY ANALYSIS	LITERARY TERMS
And Then There was None	F, G, I;	24, 15, 9;
To Kill a Mockingbird	A, C, D, F, H, I, J,	2, 3, 4; 7, 9, 15, 19, 23, 24, 25;
Nothing but the Truth	A, B, C, D, E, I	5, 8, 10, 15, 16, 20, 21, 26, 27

ALTOONA AREA SCHOOL DISTRICT

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Text Books

Core Communications

Timeless Voices, Timeless Themes

Adapted Readers Companion

Prentice Hall - American Tradition - (class set for reference)

Elements of Language - 10th grade edition

Holt, Rinehart and Winston - (class set for reference)

Academic

Timeless Voices, Timeless Themes

Readers Companion - (class set for reference)

Prentice Hall - American Tradition - (book for each student - primary text)

Elements of Language - 10th grade edition

Holt, Rinehart and Winston - (class set for reference)

Honors 10

The American Tradition

EMC Paradigm Publishing - (book for each student)

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SUPERIOR SERVICE • SUPERIOR QUALITY • ACTIVE PARTICIPATION BY ALL • CONSTANT INNOVATION

TENTH GRADE WRITING CHECKLIST

I. Composition Overview

- Procedures
 - Diagnostic Sample
 - End of the year self-reflection
 - Writing Process
 - prewriting
 - drafting
 - revising
 - proofreading
 - Process of writing to a prompt
- Tasks
 - Expository/Informative
 - Narrative
 - Persuasive

Focus	Content	Organization	Style	Conventions
<ul style="list-style-type: none"> • demonstrates an awareness of audience and task • established and maintains a clear purpose • sustains a single point of view • exhibits clarity of ideas 	<ul style="list-style-type: none"> • information and details are specific to topic • information and details are relevant to the focus • ideas are fully developed 	<ul style="list-style-type: none"> • logical order or sequence is maintained • paragraphs deal with one subject • logical transitions are made within sentences and between paragraphs • introduction and conclusion 	<ul style="list-style-type: none"> • precise language • effective word choice • voice, tone, originality of language • variety of sentence structures, types and lengths 	<ul style="list-style-type: none"> • mechanics, spelling, capitalization, punctuation • usage (e.g. pronoun references, subject-verb agreement) • sentence completeness

Modes of Writing (check off areas as content is taught)

(See Appendix N)

Narrative Writing	Informative Writing	Persuasive Writing
<p>FOCUS</p> <p>Create an introduction</p> <ul style="list-style-type: none"> Setting Characters Suggestion of conflict Background <p>Maintain focus throughout the body</p> <p>Create a conclusion</p> <ul style="list-style-type: none"> Resolution of conflict <p>Content</p> <p>Develop the plot</p> <ul style="list-style-type: none"> Rising action Climax Resolution 	<p>FOCUS</p> <p>Create an introduction</p> <ul style="list-style-type: none"> Attention grabber Topic/Thesis statement Background Plan of development sentence <p>Maintain focus throughout the body</p> <p>Create a conclusion</p> <p>Content</p> <p>Utilize relevant, supporting details</p> <ul style="list-style-type: none"> Reasons Examples Facts 	<p>FOCUS</p> <p>Create an introduction</p> <ul style="list-style-type: none"> Attention grabber Topic/Thesis statement Background Plan of development sentence <p>Maintain focus throughout the body</p> <p>Create a conclusion</p> <ul style="list-style-type: none"> Restate topic/thesis Call to action <p>Content</p> <p>Logical appeals</p>

ALTOONA AREA SCHOOL DISTRICT

SUPERIOR SERVICE • SUPERIOR QUALITY • ACTIVE PARTICIPATION BY ALL • CONSTANT INNOVATION

<p>Utilize relevant details Sensory details Dialogue</p> <p>Organization Introduction Body Conclusion Chronological Order Flashback Transitional Devices Paragraphing</p> <p>Style Word Choice Sentence structure Sentence variety Figurative language Allusion Imagery Connotation</p> <p>Conventions Grammar Mechanics Spelling Usage</p>	<p>Quotations Expert opinions Statistics</p> <p>Organization Introduction Body Conclusion Transitional devices Logical order Paragraphing</p> <p>Style Word choice Sentence structure Sentence variety Figurative language Allusion Imagery Connotation</p> <p>Conventions Grammar Mechanics Spelling Usage</p>	<p>Reasons Evidence Anecdotes Examples Facts Statistics Expert opinion</p> <p>Emotional appeals Refutation</p> <p>Organization Introduction Body Conclusion Transitional devices Logical order Paragraphing</p> <p>Style Word choice Sentence structure Sentence variety Figurative language Allusion Imagery Connotation</p> <p>Conventions Grammar Mechanics Spelling Usage</p>
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III. **Research**

- ___ Use and document three or more sources
- ___ Take notes and paraphrase
- ___ Develop an outline and write a thesis
- ___ Organize into a two-or three-page paper with works cited page

Honors

- ___ parenthetical references and works cited
- ___ 3-5 page paper

Academic

- ___ parenthetical references and works cited
- ___ 3-4 page paper

Core

- ___ parenthetical references and works cited
- ___ 2-3 page paper

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IV. Additional Writings

- Literary Analysis
- Letter Writing (Literary Response)
- Compare and Contrast
- Poetry
- Career Research
- Resume
- Cover Letter
- Thank-you Letter
- E-mail Etiquette (see page 131 - Writer's Handbook)

Honors

- Extended Definition (essay)

Academic

- Extended Definition (essay)

Core

- Letter Writing (business)
- Memo Writing

IV. PSSA Addition

- Library Visit

V. Types of Writing - PSSA Definitions/Literary Terms (See Appendix Q)

TENTH GRADE GRAMMAR/USAGE/MECHANICS CHECKLIST

I. Grammar/Usage

Diagnose student's mastery by using Diagnostic Previews in Elements of Language and review as necessary.

- Subject-verb agreement
- Pronoun-antecedent agreement
- Parallelism
- Verb tense
 - Present Present perfect
 - Past Past perfect
 - Future Future perfect

- Verb tense consistency
- Point of view

ALTOONA AREA SCHOOL DISTRICT

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- __ Fragments/Run-ons
- __ Double negatives
- __ Sentence variety
- __ Sentence combining
- __ Syntax (knowledge of term) (See Appendix S)
- __ Conventions of Language (knowledge of term) (See Appendix S)

Academic

- __ Active/Passive voice

II. Mechanics

- __ Ellipsis
- __ Parentheses
- __ Brackets

III. Vocabulary

- __ Words Often Confused (See Appendix E)
- __ Roots/Affixes (See Appendix H)

IV. PSSA Definitions - Words Used in Vocabulary Study (See Appendix Q)

V. PSSA Test Vocabulary (See Appendix Q)

TENTH GRADE PUBLIC SPEAKING

I. Public Speaking

- __ Informative speech
- __ Process/Demonstration Speech

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CORE ACADEMICS II

CONNECT WITH KIDS - website: www.cwknetwork.com

Click on Connect with Kids

PASSWORD and USERNAME: AAHS2006AASD (Use all capital letters)

I. Caring and Compassion

A. Literature

1. *The Miracle Worker*
2. Prentice Literature
 - a. "The Jilting of Granny Weatherall" Katherine Anne Porter
 - b. "A Woven Path" Eudora Welty
3. *Of Mice and Men*

B. Writing

1. Keep a journal in which you comment on empathy for various characters
2. Write a literary response letter for "The Jilting of Granny Weatherall."

II. Justice/Fairness

A. Literature

1. *Of Mice and Men*
2. Prentice Literature
 - a. "Letter From Birmingham City Jail" Martin Luther King, Jr.
 - b. "Speech in the Virginia Convention" Patrick Henry
 - c. "An Occurrence at Owl Creek Bridge" Ambrose Bierce

B. Writing

1. Write a persuasive essay arguing your position on whether or not George is justified in killing Lennie.
2. Write an extended definition paragraph about justice.

III. Loyalty

A. Literature

1. *Of Mice and Men*
2. *The Miracle Worker*
3. Prentice Literature
 - a. "To Build a Fire" Jack London
 - b. "To My Dear and Loving Husband" Anne Bradstreet

B. Writing

1. Analyze characters and events in a story that exemplify loyalty or a lack thereof.
2. Write a narrative story about a time in which you've personally experienced loyalty or a lack thereof.

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IV. Patience/Peace

A. Literature

1. *The Miracle Worker*
2. Prentice Literature
 - a. "The Turtle" John Steinbeck
 - b. "I, Too, Sing America" Langston Hughes

B. Writing

1. Write a diary entry for *The Miracle Worker* from the perspective of Anne Sullivan.
2. Write an informative essay discussing three different strategies for exercising patience.

V. Citizenship/Courage

A. Literature

1. *The Greatest Generation*

B. Writing

1. Write an extended definition essay about heroism.

VI. Diligence

A. Literature

1. Prentice Literature
 - a. "The Autobiography of Ben Franklin"
 - b. "Iron Bird: Cal Ripken's Work Ethic" Steve Wulf

B. Writing

1. Write a narrative using one of Ben Franklin's aphorisms as the theme.
2. Write a newspaper editorial commenting on the importance of diligence.

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TENTH GRADE CORE NOVELS AND PLAYS

These Core works are required of all students based on their major listed below

FICTION/NON FICTION

Honors

- ___ *Scarlet Letter**
- ___ *The Great Gatsby**
- ___ *The Old Man and the Sea**
- ___ *Greatest Generation* (excerpts)

Academic

- ___ *Scarlet Letter**
- ___ *A Separate Peace*
- ___ *Greatest Generation* (excerpts)

Core

- ___ *Of Mice and Men** OR *Speak*
- ___ *Greatest Generation* (excerpts)

Special Education

- ___ *The Brave*
- ___ *The Contender*
- ___ *Greatest Generation* (excerpts)

PLAYS

Honors

- ___ *Our Town**
- ___ *Glass Menagerie**

Academic

- ___ *Our Town**
- ___ *The Crucible**

Core

- ___ *Miracle Worker**

*College Bound Reading List (author/selection)

ALTOONA AREA SCHOOL DISTRICT

SUPERIOR SERVICE • SUPERIOR QUALITY • ACTIVE PARTICIPATION BY ALL • CONSTANT INNOVATION

Text Books

Core Communications

Timeless Voices, Timeless Themes

Adapted Readers Companion

Prentice Hall - American Tradition - (platinum class set for reference)

Elements of Language - 11th grade edition

Holt, Rinehart and Winston - (class set for reference)

Academic

Timeless Voices, Timeless Themes

Readers Companion - (class set for reference)

Prentice Hall - American Tradition - (platinum book for each student - primary text)

Elements of Language - 11th grade edition

Holt, Rinehart and Winston - (class set for reference)

Honors

World Masterpieces

Prentice Hall

Elements of Language - 11th grade edition

Holt, Rinehart and Wilson - (book for each student)

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SUPERIOR SERVICE • SUPERIOR QUALITY • ACTIVE PARTICIPATION BY ALL • CONSTANT INNOVATION

These are suggested targets and terms to be covered while teaching this literature. Teachers are not limited to nor required to teach only these listed terms and targets.

Senior High Core Literature Analysis Targets

Analysis Targets	Literary Terms	
A. Author's relationship to the work (correlation to biography; author's purpose) B. Style (choices made; similarities to other works by author) C. Diction/Word Choice/Language D. Theme E. Characterization F. Plot Design (conflict/climax/resolution) G. Genre (mystery, drama, fantasy, etc.) H. Historical significance I. Point of view J. Setting	1. alliteration 2. allusion 3. catharsis 4. denouement 5. dialogue 6. fable 7. flashback 8. foreshadowing 9. imagery 10. irony 11. legend 12. limerick 13. melodrama 14. metaphor	15. mood 16. motivation 17. myth 18. onomatopoeia 19. personification 20. sarcasm 21. satire 22. simile 23. soliloquy 24. suspense 25. symbol 26. theme 27. tone 28. tragedy

Honors English 10	Literary Analysis	Literary Terms
The Scarlet Letter	D, F, J	8, 9, 10, 16, 25
The Great Gatsby	A, H, I	5, 7, 8, 25, 26
The Old Man in the Sea	B, C, D	2, 16, 22, 24, 25
The Greatest Generation	C, G, H	9, 10, 14, 15, 27
Our Town	B, D, G	5, 15, 25, 26, 27
The Glass Menagerie	A, D, G	3, 13, 15, 16, 25
Of Mice and Men	B, C, H	2, 8, 15, 24, 26

Academic English 10	Literary Analysis	Literary Terms
The Scarlet Letter	B, C, D, E, F	2, 4, 8, 9, 10, 14, 19, 25, 26
A Separate Piece	C, D, E, F, J	2, 7, 8, 15, 16, 22, 24, 25, 26, 28
The Crucible	A, D, F, H, J	5, 10, 15, 16, 26, 27, 28
Our Town	A, B, D, F, G, J	2, 5, 7, 8, 26
The Greatest Generation	A, H, I	9, 16, 26, 27

Core Communication II	Literary Analysis	Literary Terms
Of Mice and Men	C, D, E	5, 8, 10, 16, 26
The Miracle Worker	D, E, F, G, H	2, 5, 7, 8, 9, 22, 25, 26
The Greatest Generation	A, B, H, I	9, 16, 26, 27

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SUPERIOR SERVICE • SUPERIOR QUALITY • ACTIVE PARTICIPATION BY ALL • CONSTANT INNOVATION

ELEVENTH GRADE WRITING CHECKLIST

I. Composition Overview

- Procedures
 - Diagnostic Sample
 - End of the year self-reflection
 - Writing Process
 - prewriting
 - drafting
 - revising
 - proofreading
 - Process of writing to a prompt
- Tasks
 - Expository/Informative
 - Narrative
 - Persuasive

Focus	Content	Organization	Style	Conventions
<ul style="list-style-type: none"> • demonstrates an awareness of audience and task • established and maintains a clear purpose • sustains a single point of view • exhibits clarity of ideas 	<ul style="list-style-type: none"> • information and details are specific to topic • information and details are relevant to the focus • ideas are fully developed 	<ul style="list-style-type: none"> • logical order or sequence is maintained • paragraphs deal with one subject • logical transitions are made within sentences and between paragraphs • introduction and conclusion 	<ul style="list-style-type: none"> • precise language • effective word choice • voice, tone, originality of language • variety of sentence structures, types and lengths 	<ul style="list-style-type: none"> • mechanics, spelling, capitalization, punctuation • usage (e.g. pronoun references, subject-verb agreement) • sentence completeness

ALTOONA AREA SCHOOL DISTRICT

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Modes of Writing (check off areas as content is taught)

(See Appendix N)

Narrative Writing	Informative Writing	Persuasive Writing
<p>FOCUS Create an introduction Setting Characters Suggestion of conflict Background Maintain focus throughout the body Create a conclusion Resolution of conflict</p> <p>Content Develop the plot Rising action Climax Resolution Utilize relevant details Sensory details Dialogue</p> <p>Organization Introduction Body Conclusion Chronological Order Flashback Transitional Devices Paragraphing</p> <p>Style Word Choice Sentence structure Sentence variety Figurative language Allusion Imagery Connotation</p> <p>Conventions Grammar Mechanics Spelling Usage</p>	<p>FOCUS Create an introduction Attention grabber Topic/Thesis statement Background Plan of development sentence Maintain focus throughout the body Create a conclusion</p> <p>Content Utilize relevant, supporting details Reasons Examples Facts Quotations Expert opinions Statistics</p> <p>Organization Introduction Body Conclusion Transitional devices Logical order Paragraphing</p> <p>Style Word choice Sentence structure Sentence variety Figurative language Allusion Imagery Connotation</p> <p>Conventions Grammar Mechanics Spelling Usage</p>	<p>FOCUS Create an introduction Attention grabber Topic/Thesis statement Background Plan of development sentence Maintain focus throughout the body Create a conclusion Restate topic/thesis Call to action</p> <p>Content Logical appeals Reasons Evidence Anecdotes Examples Facts Statistics Expert opinion Emotional appeals Refutation</p> <p>Organization Introduction Body Conclusion Transitional devices Logical order Paragraphing</p> <p>Style Word choice Sentence structure Sentence variety Figurative language Allusion Imagery Connotation</p> <p>Conventions Grammar Mechanics Spelling Usage</p>

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II. Research

- __ Use and document three or more sources
- __ Take notes and paraphrase
- __ Develop an outline and write a thesis
- __ Organize into a two-to-three page paper with works cited page

Honors

- __ parenthetical references and works cited
- __ three-to-five page paper

Academic

- __ parenthetical references and works cited
- __ three-to-four page paper

Core

- __ parenthetical references and works cited
- __ two-to-three page paper

II. Additional Writings

- __ Literary analysis
- __ Letter writing (Literary response)
- __ Compare and Contrast
- __ Job Application
- __ Thank-You Letter
- __ Poetry
- __ Admissions essay
- __ E-mail Etiquette (see page 131 - Writer's Handbook)

Honors

- __ Extended Definition (essay)

Academic

- __ Extended Definition (essay)

Core

- __ Letter Writing (business)
- __ Memo Writing

IV. PSSA Addition

- __ Library Visitation

V. Types of Writing - PSSA Definitions/Test Vocabulary (See Appendix Q)

ALTOONA AREA SCHOOL DISTRICT

SUPERIOR SERVICE • SUPERIOR QUALITY • ACTIVE PARTICIPATION BY ALL • CONSTANT INNOVATION

ELEVENTH GRADE GRAMMAR/USAGE/MECHANICS CHECKLIST

I. Grammar/Usage

Diagnose students by using Diagnostic Previews in Elements of Language and review as necessary.

- Parallelism
- Active/Passive voice
- Fragments/Run-ons
- Clauses-independent and subordinate
- Idiom/Cliche´
- Coordination/Subordination
- Sentence variety
- Sentence combining

II. Mechanics

- Ellipses
- Parentheses
- Brackets

III. Vocabulary

- Words Often Confused (See Appendix E)
- Roots/ Affixes (See Appendix H)

IV. PSSA Definitions/Test Vocabulary - Words Used in Vocabulary Study (See Appendix Q)

ALTOONA AREA SCHOOL DISTRICT

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ELEVENTH GRADE PUBLIC SPEAKING

I. **Public Speaking**

Informative speech

Choose One

Process speech (How to...)

Argumentative

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CORE ACADEMICS III

CONNECT WITH KIDS - website: www.cwknetwork.com

Click on Connect with Kids

PASSWORD and USERNAME: AAHS2006AASD (Use all capital letters)

I. Loyalty/Citizenship

- A. Literature: *Timeless Voices, Timeless Themes-Platinum*
 - a. Antigone-Sophocles
 - b. "Damon and Pythias"-retold by William F. Russell
 - c. "The Censors"-Luisa Valenzuela
 - d. "The Open Window"-Saki
- B. Activities/Writing
 - 1. Literary letter-*Antigone*
 - 2. Writing prompt-Would you feel more loyalty to the law or a loved one (decision-making skills; perceived social norms)
 - 3. Admit slips with current events (patriotism; war)
 - 4. Local patriots; military careers

II. Perseverance

- A. Literature: *Timeless Voices, Timeless Themes-Platinum*
 - a. "The Final Assault"-Edmund Hillary
 - b. "Into Thin Air"-Jon Krakauer
 - c. "Through the Tunnel"-Doris Lessing
 - d. Night-Elie Wiesel
- B. Activities/Writing
 - 1. Assessment/evaluation
 - 2. Program/instructional activity
 - a. role play
 - b. modern examples from life or media
 - 3. Comparison-contrast paper (the Mount Everest stories)

III. Respect

- A. Literature: *Timeless Voices, Timeless Themes-Platinum*
 - a. "A Visit to Grandmother"-William Melvin Kelley
 - b. "Two Friends"-Guy de Maupassant
 - c. "The Masque of the Red Death"-Edgar Allan Poe
- B. *Measuring Up to the Pennsylvania Academic Standards*
 - a. "The Little Man at Chehaw Station"-Ralph Ellison
 - b. "Where Do Your Favorite Foods Fit?"-from a USDA pamphlet
 - c. "Casey at the Bat"-Ernest Lawrence Thayer

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C. Activities/Writing

1. Job interviews
2. Informative essays
3. Discussion of proper diet/nutrition, eating disorders
4. Sportsmanship (role play)
5. Talk show with characters of "A Visit to Grandmother" (conflict resolution within family)

IV. **Responsibility**

A. Literature: *Timeless Voices, Timeless Themes-Platinum*

- a. "The Bridegroom"-Alexander Pushkin
- b. "A Walk to the Jetty"-Jamaica Kincaid
- c. "Contents of the Dead Man's Pocket"-Jack Finney
- d. "The Monkey's Paw"-W.W. Jacobs

B. *Measuring Up to the Pennsylvania Academic Standards*

- a. "Godmother Death"-Jane Yolen
- b. "Sweet and Sour Sounds of Home"-Diane Faulkner

C. Activities/Writing

1. PSSA Prompt: Create a new law
2. Debates
3. Write a literary letter from Annie John to home ("A Walk to the Jetty")
4. Stereotype activity

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ELEVENTH GRADE CORE NOVELS AND PLAYS

These Core works are required of all students based on their major listed below

FICTION/NON FICTION

Honors

- ___ *Tale of Two Cities**
- ___ *Night*
- ___ *The Kite Runner*

Academic

- ___ *Night*
- ___ *Monster*
- ___ *Odyssey**
- ___ *The Hunger Games*
- ___ *The Adoration of Jenna Fox*
- ___ *Rena's Promise*

Core

- ___ *Night*
- ___ *Monster*
- ___ *Bronx Masquerade*
- ___ *Touching Spirit Bear*
- ___ *The Hunger Games*
- ___ *Rena's Promise*

Special Education

- ___ *Night*
- ___ *Monster*
- ___ *Tale of Two Cities* (adapted)

PLAYS

Honors

- ___ *Oedipus Rex**
- ___ *Hamlet**

Academic

- ___ *Oedipus Rex**

Core

- ___ *Antigone**

*College Bound Reading List (author/selection)

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Text Books

Core Communications	Timeless Voices, Timeless Themes Prentice Hall – British Tradition - (class set for reference)
Academic	Timeless Voices, Timeless Themes Prentice Hall – British Tradition - (book for each student – primary text)
Honors	Literature: An Introduction to Reading and Writing Prentice Hall Supplement: England in Literature
Advanced Placement	Perrine’s Literature: Structure, Sound and Sense Harcourt

These are suggested targets and terms to be covered while teaching this literature. Teachers are not limited to nor required to teach only these listed terms and targets.

Senior High Core Literature Analysis Targets

Analysis Targets	Literary Terms	
A. Author’s relationship to the work (correlation to biography; author’s purpose)	1. alliteration	15. mood
B. Style (choices made; similarities to other works by author)	2. allusion	16. motivation
C. Diction/Word Choice/Language	3. catharsis	17. myth
D. Theme	4. denouement	18. onomatopoeia
E. Characterization	5. dialogue	19. personification
F. Plot Design (conflict/climax/resolution)	6. fable	20. sarcasm
G. Genre (mystery, drama, fantasy, etc.)	7. flashback	21. satire
H. Historical significance	8. foreshadowing	22. simile
I. Point of view	9. imagery	23. soliloquy
J. Setting	10. irony	24. suspense
	11. legend	25. symbol
	12. limerick	26. theme
	13. melodrama	27. tone
	14. metaphor	28. tragedy

Honors English 11	Literary Analysis	Literary Terms
Oedipus	F, H	3, 10, 17, 28
Tale of Two Cities	A, C, F	5, 8, 9, 27
Hamlet	B, C	23, 26, 28

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Academic English 11	Literary Analysis	Literary Terms
Night	A, D, H	5, 9, 10, 14, 15, 22, 26
The Odyssey	C, E, F, G, H, J,	2, 5, 7, 8, 9, 16, 17, 23, 24, 26
Oedipus the King	A, B, D, E, F, G, H, I, J	2, 3, 5, 8, 10, 11, 14, 17, 22, 23, 26, 28

Core Communication III	Literary Analysis	Literary Terms
Night	A, B, D, H	5, 7, 8, 9, 10, 14, 15, 16, 24, 25, 26, 27, 28
Antigone	A, B, C, D, E, F	1, 2, 5, 8, 10, 16, 17, 23, 26, 28

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TWELFTH GRADE WRITING CHECKLIST

I. Composition Overview

__ Procedures

- __ Diagnostic Sample
- __ End of the year self-reflection
- __ Writing Process
 - __ prewriting
 - __ drafting
 - __ revising
 - __ proofreading
- __ Process of writing to a prompt

__ Tasks

- __ Expository/Informative
- __ Narrative
- __ Persuasive

Focus	Content	Organization	Style	Conventions
<ul style="list-style-type: none"> • demonstrates an awareness of audience and task • established and maintains a clear purpose • sustains a single point of view • exhibits clarity of ideas 	<ul style="list-style-type: none"> • information and details are specific to topic • information and details are relevant to the focus • ideas are fully developed 	<ul style="list-style-type: none"> • logical order or sequence is maintained • paragraphs deal with one subject • logical transitions are made within sentences and between paragraphs • introduction and conclusion 	<ul style="list-style-type: none"> • precise language • effective word choice • voice, tone, originality of language • variety of sentence structures, types and lengths 	<ul style="list-style-type: none"> • mechanics, spelling, capitalization, punctuation • usage (e.g. pronoun references, subject-verb agreement) • sentence completeness

Modes of Writing (check off areas as content is taught)

(See Appendix N)

Narrative Writing	Informative Writing	Persuasive Writing
<p>FOCUS</p> <p>Create an introduction</p> <ul style="list-style-type: none"> Setting Characters Suggestion of conflict Background <p>Maintain focus throughout the body</p> <p>Create a conclusion</p> <ul style="list-style-type: none"> Resolution of conflict 	<p>FOCUS</p> <p>Create an introduction</p> <ul style="list-style-type: none"> Attention grabber Topic/Thesis statement Background Plan of development sentence <p>Maintain focus throughout the body</p> <p>Create a conclusion</p>	<p>FOCUS</p> <p>Create an introduction</p> <ul style="list-style-type: none"> Attention grabber Topic/Thesis statement Background Plan of development sentence <p>Maintain focus throughout the body</p> <p>Create a conclusion</p>

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<p>Content Develop the plot Rising action Climax Resolution Utilize relevant details Sensory details Dialogue</p> <p>Organization Introduction Body Conclusion Chronological Order Flashback Transitional Devices Paragraphing</p> <p>Style Word Choice Sentence structure Sentence variety Figurative language Allusion Imagery Connotation</p> <p>Conventions Grammar Mechanics Spelling Usage</p>	<p>Content Utilize relevant, supporting details Reasons Examples Facts Quotations Expert opinions Statistics</p> <p>Organization Introduction Body Conclusion Transitional devices Logical order Paragraphing</p> <p>Style Word choice Sentence structure Sentence variety Figurative language Allusion Imagery Connotation</p> <p>Conventions Grammar Mechanics Spelling Usage</p>	<p>Restate topic/thesis Call to action</p> <p>Content Logical appeals Reasons Evidence Anecdotes Examples Facts Statistics Expert opinion</p> <p>Emotional appeals Refutation</p> <p>Organization Introduction Body Conclusion Transitional devices Logical order Paragraphing</p> <p>Style Word choice Sentence structure Sentence variety Figurative language Allusion Imagery Connotation</p> <p>Conventions Grammar Mechanics Spelling Usage</p>
--	---	--

II. "I" search/Senior Project OR Community Service, Non-Traditional Project

- Use and document three or more sources
- Take notes and paraphrase
- Develop an outline and write a thesis
- Organize into a three-seven page paper depending upon level with Works cited page
*Appendix E, F and G of the Senior Project Packet

Honors

- Parenthetical references OR Note pages with Works cited
- 5-7 page paper

Academic

- Parenthetical references with Works cited
- 4-5 page paper

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Core

- __ Parenthetical references with works cited
- __ 3+ page paper

*Revised Senior Project Packet is located at the following website:

<http://www.aasdc.com/aasd/district/districtinfo/graduation/2010-11-AAHS-Graduation-Project.pdf>

III. Additional Writings

- __ Literary analysis
- __ Letter writing (Literary response)
- __ Compare and Contrast
- __ Resume
- __ Cover letter
- __ Thank-You Letter
- __ Memo Writing
- __ E-mail Etiquette (see page 131 - Writer's Handbook)
- __ Poetry
- __ Admissions essay

Honors

- __ Extended Definition (essay)

Academic

- __ Extended Definition (essay)

Core

- __ Letter Writing (business)
- __ Memo Writing
- __ Technical Writing

V. Types of Writing - PSSA Definitions/Test Vocabulary (See Appendix Q)

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TWELFTH GRADE GRAMMAR/USAGE/MECHANICS CHECKLIST

I. Grammar/Usage

Diagnose students by using Diagnostic Previews in Elements of Language and review as necessary.

- Parallelism
- Active/Passive voice
- Fragments/Run-ons
- Clauses-independent and subordinate
- Misplaced modifiers
- Idiom/Cliche'
- Coordination/Subordination
- Sentence variety
- Concise sentences

II. Mechanics

- Virgule

III. Vocabulary

- Words Often Confused (See Appendix E)

IV. PSSA Definitions/Test Vocabulary - Words Used in Vocabulary Study (Appendix Q)

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TWELFTH GRADE PUBLIC SPEAKING

I. Informative speech (Senior Project)

II. Choose one:

- Process speech (How to...)
 - Demonstration speech (Show and Tell)
 - Argumentative / Persuasive
- *Appendix H in the Senior Project Packet

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CORE ACADEMICS IV CURRICULUM OUTLINE

CONNECT WITH KIDS - website: www.cwknetwork.com

Click on Connect with Kids

PASSWORD and USERNAME: AAHS2006AASD (Use all capital letters)

I. Courtesy

A. Literature

1. Prentice Literature

- a. "Sir Gawain & The Green Knight"
- b. "Morte d' Arthur"

2. Play(s)

- Pygmalion
My Fair Lady (compare and contrast)

3. The Once & Future King

**This I Believe II: The Personal Philosophies of Remarkable Men and Women*

B. Writing

1. Write an extended definition paper of chivalry
2. Keep a journal that lists examples of personal efforts to be courteous
3. Analyze characters and events in a story that exemplifies courtesy or a lack of it

II. Work Ethic/Dependability/Diligence

A. Literature

Novels

- a. *Animal Farm*
- b. *The Absolutely True Diary of a Part-Time Indian*

B. Writing

1. Describe a course or work experience in which work ethic played a role in success or failure
2. Write a self-reflection paper identifying the strength of his/her work ethic and areas of improvement based on results of OWEI (Occupational Work Ethic Inventory)

III. Honesty

A. Literature

1. Play

Macbeth

2. Novels

Animal Farm OR excerpts of *Breaking Night*

B. Writing

1. Write a persuasive essay persuading one of the characters in a literary selection to act honestly.

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IV. Tolerance

A. Literature

1. Prentice Literature: The British Tradition
 - a. "The Distant Past" William Trevor
 - b. "Two Lorries" Seamus Heaney
 - c. "Outside History" Eavan Boland
 - d. "No Witchcraft for Sale" Doris Lessing
 - e. "Devoted Son" Anita Desai
2. Novels
 - a. *Lord of the Flies*
 - b. *Thirteen Reasons Why*
3. Play
 - a. *Pygmalion*

B. Writing

1. Think about the levels of tolerance at AAHS. Explain whether or not you believe AAHS is a tolerant community.
2. Persuade a character from a short story or *Lord of the Flies* to be tolerant, in letter format.
3. Describe a typical day at AAHS if 100% tolerance were practiced.

V. Teamwork/Togetherness

A. Literature

1. Prentice Literature: The British Tradition
 - a. "Introduction to Frankenstein" Mary Shelly
 - b. "Defending Nonviolent Resistance" Mohandas K. Gandhi
 - c. "The Rights We Enjoy, The Duties We Owe" Tony Blair
2. Novels
 - a. *Lord of the Flies*
 - b. *Animal Farm*
 - c. *A Long Way Gone*

B. Writing

1. Students will write about how teamwork in literature affects the events of a story
2. Students will describe in a memo format a situation where teamwork was not evident and reflect upon the negative results from the lack of teamwork

VI. Integrity

A. Literature

1. Prentice Literature
 - a. "The Lagoon" Joseph Conrad
 - b. *Beowulf*
 - c. "The Rime of the Ancient Mariner" Coleridge
 - d. "Shooting an Elephant" George Orwell
 - e. "The Train from Rhodesia" Nadine Gardiner
 - f. "Defending Nonviolent Resistance" Mohandas K. Gandhi

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2. Novels

- a. *To Sir With Love*
- b. *Lord of the Flies*
- c. *The Last Lecture*

B. Writing

1. Write and present a skit focusing on ethics in the workplace
2. Develop a paragraph that defines integrity
3. Write an extended definition essay of a personal code of ethics

VII. Initiative

A. Literature

1. Prentice Literature: The British Tradition

- a. "The Fiddle" Alan Sillitoe
- b. *Beowulf*

2. Play

- a. *Macbeth*

3. Novels

- a. *Breaking Night*
- b. *The Bite of the Mango*

**This I Believe II: The Personal Philosophies of Remarkable Men and Women*

B. Writing

1. Students will write a detailed analysis of how initiative led Macbeth or Beowulf to a noble or tragic end.
2. Write a self-reflection that examines how initiative can lead to a positive outcome, or a lack of initiative can lead to a negative outcome.

VIII. Positive Attitude

A. Literature

1. Prentice Literature

- a. "The Fiddle"
- b. "A Devoted Son"
- c. *Jane Eyre* (excerpt)

2. Play

Pygmalion

3. Novels

- a. *The Last Lecture*
- b. *Breaking Night*

B. Writing

1. Student will keep a journal of reflections to British literature quotes
2. Student will write in response to prompts involving the development of a positive attitude in reaction to real-life events
 - a. Family crisis
 - b. Competitive issue (sports, relationships, workplace)
 - c. Authority figure

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TWELFTH GRADE CORE NOVELS AND PLAYS

These Core works are required of all students based on their major listed below:
A **minimum** of two novels must be completed for each level; one must be a classic.

FICTION/NON FICTION

Honors

- ___ *Lord of the Flies** OR *Far From the Maddening Crowd**
- ___ *Beowulf*
- ___ *Animal Farm* & 1984*
- ___ *A Long Way Gone*
- ___ *50 Essays: famous essays recited by Famous World Leaders*
- ___ **This I Believe II: The Personal Philosophies of Remarkable Men and Women – This anthology is a valuable source for any level*
- ___ *Unsettling American: An Anthology of Contemporary Multicultural Poetry*

Academic

- ___ *Lord of the Flies**
- ___ *Beowulf*
- ___ *Version of Arthurian Legend*
- ___ *A Dickens Selection**
- ___ *A Long Way Gone*
- ___ *Shades of Simon Gray*
- ___ *The Bite of the Mango-companion to A Long Way Gone*
- ___ *The Absolutely True Diary of a Part-Time Indian*
- ___ *The Last Lecture*

Core

- ___ *Lord of the Flies**
- ___ *Animal Farm*
- ___ *Version of Arthurian Legend*
- ___ *Breaking Night*
- ___ *Thirteen Reasons Why*
- ___ *The Last Lecture*

Special Education

- ___ *The Hound of the Baskervilles*
- ___ *Animal Farm**

**novels may be interchanged between levels in order to meet student needs*

PLAYS

Honors

- ___ *Macbeth**
- ___ *Pygmalion**

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Academic

___ *Macbeth** or ___ *Hamlet** (**Choose One**)
 ___ *Pygmalion**

Core

___ *Macbeth*
 ___ *Pygmalion**

*College Bound Reading List (author/selection)

These are suggested targets and terms to be covered while teaching this literature. Teachers are not limited to nor required to teach only these listed terms and targets.

Senior High Core Literature Analysis Targets

Analysis Targets	Literary Terms	
A. Author's relationship to the work (correlation to biography; author's purpose)	1. alliteration	15. mood
B. Style (choices made; similarities to other works by author)	2. allusion	16. motivation
C. Diction/Word Choice/Language	3. catharsis	17. myth
D. Theme	4. denouement	18. onomatopoeia
E. Characterization	5. dialogue	19. personification
F. Plot Design (conflict/climax/resolution)	6. fable	20. sarcasm
G. Genre (mystery, drama, fantasy, etc.)	7. flashback	21. satire
H. Historical significance	8. foreshadowing	22. simile
I. Point of view	9. imagery	23. soliloquy
J. Setting	10. irony	24. suspense
	11. legend	25. symbol
	12. limerick	26. theme
	13. melodrama	27. tone
	14. metaphor	28. tragedy

Honors English 12	Literary Analysis	Literary Terms
Beowulf	C, D, E	1, 5, 8, 10, 26
The Canterbury Tales	A, C, D	5, 21, 22, 26, 27
The Pardoner and Wife of Bath	A, E, H	10, 21, 26, 27
Arthurian Legend	A, D, E, H	8, 15, 25, 26, 27
Macbeth	D, E, F	10, 22, 23, 26, 27, 28
A Modest Proposal - optional	D, H, I	10, 21, 26, 27
Paradise Lost - optional	C, D, E	9, 14, 22, 25
Meditation 17 - optional	A, B, D	14, 25, 26, 27
Pygmalion or Major Barbara	A, B, C, F	5, 10, 25, 26, 27
Lord of the Flies or Crowd	A, B, C, F	2, 8, 9, 10, 22
Animal Farm & 1984	A, B, D	2, 5, 6, 10, 26

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Academic English 12	Literary Analysis	Literary Terms
Beowulf	B, C, D, E, G, H	1, 2, 7, 9, 11, 16, 22, 24, 28
Macbeth	A, B, C, D, E, F, G	2, 3, 5, 8, 10, 15, 16, 20, 23, 25, 28
Lord of the Flies	A, D, F, H, J	2, 3, 4, 8, 10, 24, 25, 26, 28
Canterbury Tales	A, E, H	1, 9, 14, 19
King Arthur	D, F, G	8, 11, 17, 28
Pygmalion	A, C, D, E, G, J	1, 2, 3, 4, 5, 10, 15, 16, 17, 21, 25, 26
LeMorte d'Arthur	B, D, F, G, H	2, 8, 11, 15, 16, 17, 24, 25, 27

Core Communication IV	Literary Analysis	Literary Terms
Lord of the Flies	A, D, J	4, 24, 25, 28
Animal Farm	A, H, C	4, 6, 8, 10, 28
Pygmalion	A, C, E	1, 3, 5, 15
King Arthur	D, F, G	8, 11, 17, 28
Macbeth	C, D, F	5, 8, 16, 20, 23

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APPENDIX A

PENNSYLVANIA WRITING ASSESSMENT DOMAIN SCORING GUIDE

FOCUS	CONTENT	ORGANIZATION	STYLE	CONVENTIONS
The single controlling point made with an awareness of task, about a specific topic	The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and /or explanations	The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion	The choice, use and arrangement of words and sentence structure that create tone and voice	Grammar, mechanics, spelling, usage and sentence formation

	FOCUS	CONTENT	ORGANIZATION	STYLE	CONVENTIONS
4	Sharp, distinct controlling point made about a single topic with evident awareness of task	Substantial, specific and/or illustrative content demonstrating strong development and sophisticated ideas	Sophisticated arrangement of content with evident and/or subtle transitions	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience	Evident control of grammar, mechanics, spelling usage and sentence formation
3	Apparent point made about a single topic with sufficient awareness of task	Sufficiently developed content with adequate elaboration or explanation	Functional arrangement of content that sustains a logical order with some evidence of transitions	Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience	Limited control of grammar, mechanics, spelling, usage, and sentence formation
2	No apparent point but evidence of specific topic	Limited content with inadequate elaboration or explanation	Confused or inconsistent arrangement of content with or without attempts at transitions	Limited to word choice and control of sentence structures that inhibit voice and tone	Limited control of grammar, mechanics, spelling, usage and sentence formation
1	Minimal evidence of a topic	Superficial and/or minimal content	Minimal control of content arrangement	Minimal variety in word choice and minimal control of sentence structures	Minimal control of grammar, mechanics, spelling, usage, and sentence formation

NON-SCORABLE	OFF-PROMPT
<ul style="list-style-type: none"> • Is illegible: i.e., includes many indecipherable words that no sense can be made of the response • Is incoherent: i.e., words are legible, but syntax is so garbled that response makes no sense • Is insufficient: i.e., does not include enough to assess domains adequately • Is a blank paper 	<ul style="list-style-type: none"> • Is readable but did not respond to prompt.

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APPENDIX B WRITING CONVENTIONS/HEADING

FINAL COPY PREPARATION

(SAMPLE SHEET FIRST)

(1) (4)
(3) Jason Jones, 4
English 9
October 10, 2004

(6)
Our New Car

(7)
Taking a ride in our new car was the most thrilling experience we had enjoyed for a long time.

Form Conventions

1. Keep one-inch margins on all four sides of the paper.
2. Use blue or black ink, or type with double spacing. (If printing, do not use all capital letters.)
3. Use a block system to square the name, class and date as shown above.
4. Use a comma to separate the name and class period.
5. Spell out the month; DO NOT abbreviate it.
6. Skip a line before and after the central title to make this information clear. Do not underline, bold, or put the title in quotation marks.
7. Indent one inch at the beginning of each paragraph
8. Do not use "&" or "+" for "and."
9. Control neatness. Avoid messy smudges and erasures.
10. Consult a dictionary when dividing words between syllables at the end of the lines.
11. In formal written work use only one side of the paper.
12. Always use regulation-size composition paper. Do not use paper ripped from a spiral notebook.

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13. If additional sheets of paper are needed, name and period number should appear on the top line, separated by a comma.
14. Center the page number above the first line. There is no need to use a period, a circle, or parentheses with this page number.
15. Always use the first line. Do not use the last line on the page.
16. When using a word processor or a computer, use a 12-point font, Times New Roman, Arial or a similar font. Do not use a "script" font.
17. Adhere to teacher's instructions/directions for the title page format or title.

(Sample Second Sheet)

(14)

2

(13)

Jason Jones, 4

(15)

The powerful engine pulled us along with amazing ease. Our bodies were cradled in foam rubber, and road shocks were reduced to negligible, almost imperceptible bounces.

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APPENDIX C

Parts of a Friendly Letter

1. The **heading** includes your address and the date. Write the heading in the upper right-hand corner, about an inch from the top of the page.
2. The **salutation** is a way of saying hello to the person to whom you are writing. It usually begins with the word *Dear* and is followed by the person's name. Place a comma after the person's name. Write the salutation at the left-hand margin, two lines below the heading.
3. The **body** of the letter contains the thoughts and ideas you want to share with this person. Begin writing on the second line after the salutation. Keep the paragraphs short for easy reading.
4. The **closing** is a way of saying good-bye. Write your closing two lines below the body of your letter. Capitalize only the first word and follow the closing with a comma. Here are some closings from which to choose:

Love,
Sincerely,
Yours truly,
Your friend,
Very truly yours,

5. Write your **signature** two lines below the closing. Your first name is usually enough unless the person to whom you are writing doesn't know you very well.
6. If you are writing to a very close friend or family member, you do not have to follow this form exactly.

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Format for a Personal Business Letter

1. Key all lines beginning at the left margins.
2. Use 1 or 1.5 inch left and right margins depending upon the length of the letter.
3. Key the month (spell out), the day, and the year in the date line. Key the **date** 2 1/2 inches from the top of the page.
4. Key the **inside address** a quadruple space (QS) below the date. (For QS, press the enter key four times.) The inside address of the letter contains the name, title, company name, and address of the addressee (the person to whom the letter is written.)
5. Key the **salutation** a double space (DS) below the inside address. The salutation usually begins with *Dear* and contains a **courtesy title** and the **addressee's last name** (for example *Dear Mrs. Hayes*). For open punctuation, do not key a colon after the salutation.
6. Single space (SS) the **body** of the letter and do not indent the paragraphs. DS between paragraphs. Use word wrap to determine line endings.
7. Key the **complimentary close** a double space (DS) below the body. For open punctuation, do not key a comma after the complimentary close.
8. Key the **originators name** (the person who wrote the letter) a quadruple space (QS) below the complimentary close to leave space for the originator's handwritten signature.
9. Key the **originator's address** below the originator's name. Single space (SS) the originators address.
10. Key the **enclosure notation** (if applicable) a double space (DS) below the originator's address. Key a colon after the word Enclosure. Then in one, two, or three words identify the enclosure.
11. Leave two spaces between the two letter state abbreviation and the ZIP Code. (When Zip-Plus is used, a hyphen and four figures follow the ZIP Code).

On the next page is an example of a Personal Business Letter with open punctuation.

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Example of a Block Format Personal Business Letter with Open Punctuation

Date Current Date

(QS) (4 returns or 3 blank lines)

Inside Address Ms. Alexandria Holt
Personnel Director
McLean Consultants, Inc.
603 Ashbourn Drive
Baton Rouge, LA 70815
(DS) (2 returns or 1 blank line)

Salutation Dear Ms. Holt
(DS) (2 returns or 1 blank line)

Body Ms. Georgia Harris, Placement Director at Monroe Community College, told me of the opening in your company for a word processing operator. I would like to apply for that position.
(DS) (2 returns or 1 blank line)
As indicated on the enclosed resume, I am currently enrolled in the Secretarial Science Program at Monroe Community College where I will graduate in November. My expertise with several kinds of word processing equipment and software will enable me to make a real contribution to your company.
(DS) (2 returns or 1 blank line)
May I have an opportunity to discuss my qualifications with you? You may telephone me at (318) 985-1770.
(DS) (2 returns or 1 blank line)

Complimentary
Close Sincerely

(QS) (4 returns or 3 blank lines)

Originator's Name Mr. John Montgomery
Originator's
Address 111 Lake Shore Drive
Lake Charles, LA 70601
(DS) (2 returns or 1 blank line)

Enclosure
Notations Enclosure: Resume

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Example of a Thank You Letter

Current Date

Mr. John Smith
Director of Personnel
COMPU-CO
10 Wood Street
Altoona, PA 16602

Dear Mr. Smith:

Thank you for meeting with me on Monday, June 9, 2004, to explain the requirements of the Data Entry Clerk position. The time you spent with me sharing information about COMPU-CO is very much appreciated.

I am excited about the opportunity to work for your company. I know that I can perform to your expectations and hope to hear from you soon.

Sincerely,

Ms. Carol Smith
100 Main Street
Anytown, PA 16601
(814) 946-2647

This letter is typed in block style - all lines begin at the left margin. This letter is typed using mixed punctuation - colon after the salutation and comma after the complimentary close.

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Stage 8....Paragraph 1232323

Put the word three in the 1st power sentence.

Conventions 1-10

Sentence patterns

General 1-10

Stage 9.....Paragraph 1232323

Moving the 1st power sentence to different position

2 3 2 3 2 3 1

1 2 3 2 3 2 3 1

2 3 2 3 2 3

Use the 0 power sentence

0 1 2 3 2 3 2 3

Conventions 1-10

Sentence patterns

General 1-10

Three-paragraph essay (123 23 23 with elaboration)

General Sentence Patterns

Stage 7....

1. USE A STRONG ACTIVE VERB.

Fifth Avenue and Fourth Street swarmed with the noon crowd.

2. ASK A QUESTION.

Can a man with money make it last fifteen days?

3. USE AN EXCLAMATORY SENTENCE.

In agony, he clutched his spine!

4. OPEN WITH AN ADVERB.

Suddenly the student croaked out a weird laugh.

5. OPEN WITH A PREPOSITIONAL PHRASE.

Between the seventh and eighth round, Uncle Mike climbed into the ring beside young Rocco.

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6. USE A COMPOUND SENTENCE WITH A COMMA(S) AND CONJUNCTION, OR USE A COMPOUND SENTENCE WITH A SEMICOLON.

The figure under the sheet said nothing, nor did Dr. Acheson expect it.
He turned angrily to the boy; he made a contemptuous sound, like a hiss.

Stage 8....

7. USE CONVERSATION OR QUOTATION.

From the gateway a voice replied, "Both can enter."

8. USE APPOSITION

Dennis Dunn, a circulation slugger, stood on the tailgate and hung onto a stout rope.

9. USE A SUBORDINATE CLAUSE.

When the Red Arrow drew into the station, the engineer stopped the locomotive.
The argument that I had with my brother at his house will scarcely interest my readers.
He called to whoever was preparing his food for more butter.

10. OPEN WITH AN ADJECTIVE/PARTICIPLE

Panic-stricken, Perry repeatedly pushed the elevator button.
Terrified, the girl kept calling out for her friends and for her mother, especially for her mother.
Singing, the chorus members walked down the hall.

Stage 9....

11. OPEN WITH A VERBAL/VERBAL PHRASE

Placing the dish on the table, she smiled at the festive dinner table.
Delighted with her good grade, Mary took her project home to show her parents.
To impress her parents, Mary took her project home.

ACADEMIC STAGES

Stages of Power Writing

Stage 7.....Paragraph 12323

Conventions 1-10
Sentence Patterns 1-6

Stage 8.....Paragraph 1232323

Put the word three in the 1st power sentence.
Conventions 1-10
Sentence patterns
General 1-10

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Stage 9.....Paragraph 1232323

Moving the 1st power sentence to different positions

2 3 2 3 2 3 1

1 2 3 2 3 2 3 1

2 3 2 3 2 3

Use of the Q power sentence

0 1 2 3 2 3 2 3

Conventions 1-10

Sentence patterns

Academic 1-14

Five-paragraph essay (12323231 with elaboration)

Patterns

Academic Sentence Patterns

Stage 7.....

1. USE A STRONG VERB

Fifth Avenue and Fourth Street swarmed with the noon crowd.

2. ASK A QUESTION

Can a man with money make it last fifteen days?

3. USE AN EXCLAMATORY SENTENCE

In agony, he touched his spine!

4. OPEN WITH AN ADVERB

Suddenly the student croaked out a weird laugh.

5. OPEN WITH A PREPOSITIONAL PHRASE

Between the seventh and eighth rounds, Uncle Mike climbed into the ring beside Rocco.

6. USE A COMPOUND SENTENCE WITH COMMA(S) AND CONJUNCTION, OR USE A COMPOUND SENTENCE WITH A SEMICOLON.

The figure under the sheet said nothing, nor did Dr. Acheson expect it.

He turned angrily to the boy; he made a contemptuous sound, like a hiss.

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Stage 8.....

7. USE CONVERSATION OR A QUOTATION

From the gateway a voice replied, "Both can enter."

8. USE APPOSITION

Dennis Dunn, a circulation slugger, stood on the tailgate and hung onto a stout rope.

9. OPEN WITH AN ADVERBAL CLAUSE

When the Red Arrow drew into the station, the engineer stopped the locomotive, stepped out calmly, and made his way to the stationmaster.

10. USE ADJECTIVE CLAUSE

The argument that I had with my brother in his great, lonely home will not interest my readers. He called to the comrades, who came up wringing their hands.

11. OPEN WITH AN ADJECTIVE /PARTICIPLE

Panic-stricken, Perry repeatedly pushed the button, but the elevator relentlessly continued its descent.

Terrified, the girl kept calling out for her friends and for her mother, especially for her mother. Singing, the chorus members walked down the hall.

Stage 9....

12. USE A PARTICIPLE/PARTICIPLE PHRASE

Placing a cigarette between his lips, the villain struck a match.

Having now fixed my habitation, I found it absolutely necessary to provide a place to make a fire.

13. USE AN INFINITIVE/INFINITIVE PHRASE.

To pass, a student must study.

To make a long story short, the company broke up and returned to more important concerns of the election.

To have exited a beauty salon looking better than when I entered has improved my self-esteem.

14. USE A GERUND/GERUND PHRASE.

Jogging improves one's physical condition.

Walking the decks of the U.S.S. Constitution in Boston Harbor makes one reflect upon the excitement of having "served aboard the ship in the War of 1812."

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APPENDIX E Words Often Confused Grade 7

a, an	some, sum
aisle, isle, I'll	suit, suite, sweet, sweat
all ready, already	than, then
a lot, allot	their, there, they're
among, between	threw, through
bad, badly	to, too, two
bring, take	waist, waste
can, may	wait, weight
capital, capitol	ware, wear, where
cloths, clothes	weak, week
coarse, course	
choose, chose	
could have, should have, would have	
dear, deer	
desert, desert, dessert	
envelop, envelope	
farther, further	
for, fore, four	
good, well	
grate, great	
hear, here	
its, it's	
later, latter, ladder	
lay, lie	
learn, teach	
leave, let	
lend, loan, borrow	
loose, lose, loss	
pail, pale	
pair, pear	
peal, peel	
peace, piece	
plain, plane	
principal, principle	
raise, rise, raze	
really, very	
sale, sail	
set, sit	
shall, will	
shone, shown	

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APPENDIX E Words Often Confused Grade 8

accept, except
all together, altogether
allot, a lot
bare, bear
breath, breathe
cent, sent, scent
could have, should have, would have
counsel, council
costume, custom
fair, fare
fewer, less
hew, hue, you, ewe
its, it's
lay, lie
lead, led, lead
like, as
miner, minor
passed, past
people, person
pore, pour, poor
pray, prey
principal, principle
profit, prophet
quote, quotation
scene, seen
set, sit
soar, sore
stationary, stationery
than, then
their, there, they're
threw, through
to, too, two
weather, whether
who, which, that
who, whom
your, you're

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APPENDIX E Words Often Confused Grade 9

adapt, adept, adopt
advice, advise
affect, effect
affective, effective
a lot, allot
alter, altar
anyone, any one
assume, presume
assure, ensure, insure
beside, besides
complement, compliment
console, consul
could have, should have, would have
disinterested, uninterested
formally, formerly
hanged, hung
its, it's
knead, need
last, latter
lay, lie
moral, morale
personal, personnel
principal, principle
quiet, quit, quite
rein, reign, rain
seas, seize
set, sit
than, then
their, there, they're
threw, through
to, too, two
unique, unusual
valuable, invaluable
wander, wonder
who, which, that
who's, whose
your, you're

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APPENDIX E Words Often Confused Grade 10

aid, aide, -ade
allude, elude, refer
allusion, illusion
amoral, immoral
blond, blonde
boar, bore
cite, sight, site
conscience, conscientious, conscious
detract, distract
device, devise
disorganized, unorganized
e.g., i.e.
emigrate, immigrate
faze, phase
figuratively, literally
foreword, forward
gait, gate
healthful, healthy
ingenious, ingenuous
instinct, intuition
intramural, intermural
irregardless, regardless
literally, figuratively
majority, plurality, consensus
marketing, merchandising
massage, message
maybe, may be
medal, meddle
metal, mettle
nauseated, nauseous
persecute, prosecute
prejudice, prejudiced
verses, versus
whale, wail, wale

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APPENDIX E Words Often Confused Grade 11

adverse, averse
aesthetic, ascetic
air, heir, err
amount, number
anecdote, antidote
anxious, eager
a while, awhile
censor, censure
climactic, climatic
core, corps, corpse
disinterested, uninterested
elicit, illicit
evoke, invoke
explicit, implicit
faint, feint
human, humane
imply, infer
irrelevant, irreverent
loathe, loath
percent, percentage
raise, raze
respectfully, respectively
tier, tear, tear
vain, vane, vein

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APPENDIX E Words Often Confused Grade 12

acclamation, acclimation
alumna, alumnae, alumnus, alumni
born, borne
cache, cash
callous, callus
chord, cord, cored
colonel, kernel
compose, comprise
continual, continuous
credible, creditable, credulous
decompose, discompose
eminent, imminent
eternity, infinity
flaunt, flout
fortunately, fortuitously
incredible, incredulous
liable, libel, slander
notable, notorious
perspective, prospective
prescribe, proscribe
queue, cue
veil, vale

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Appendix F Life Words

Travel:

RSVP – “respondez s’il vous plait” French expression meaning please reply
Concierge – individual in a hotel in charge of the lobby and assisting hotel guests
Reservation – an arrangement to hold space in a business, ex. Hotel, restaurant
Confirmation – proof of reservation (usually a number)
Suite – a connected series of rooms (ex. Bedroom, living room)

Medical:

Benign – non-cancerous
Malignant – cancerous, can lead to death
Diagnostic – usually tests used to analyze and examine to form a diagnosis
Atypical – not normal
Palliative – type of care that provides relief but no cure

Contracts:

Lessee – a person to whom a lease is granted (ex. individual renting something)
Lessor – a person who grants a lease (ex. landlord)
Creditor – a person to whom money is due
Assignee – a person to whom a debt or other item is transferred

Political:

Quorum – the number of members of an organization required to be present to conduct business legally
Forum – an assembly for discussion of questions of public interest
Incumbent – one who holds an office
Liberal – favoring progress and reform
Conservative – favoring caution and preservation of existing conditions
Radical – favoring drastic reforms, often outside of justice

Banking:

Reconcile – to match personal banking records to bank’s records
Interest – a sum charged for borrowed money; the rate for such charge
Equity – the value, less what’s owed, of a property or business
Mortgage – a transfer of real property to a creditor as security for a loan
Appraisal – an estimate of the monetary value of something (ex. property)

Latin Expressions:

Caveat Emptor – a warning in business dealings meaning “buyer beware”
Quid Pro Quo – one thing in return for another

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APPENDIX G

THE HUNDRED SPELLING DEMONS

- | | | |
|---------------|---------------|--------------|
| 1. which | 42. coming | 83. trouble |
| 2. their | 43. early | 84. among |
| 3. there | 44. instead | 85. body |
| 4. separate | 45. easy | 86. built |
| 5. don't | 46. through | 87. color |
| 6. meant | 47. done | 88. piece |
| 7. business | 48. writing | 89. raise |
| 8. many | 49. right | 90. straight |
| 9. friend | 50. any | 91. sugar |
| 10. some | 51. would | 92. shoes |
| 11. been | 52. can't | 93. enough |
| 12. since | 53. sure | 94. truly |
| 13. making | 54. loose | 95. ache |
| 14. dear | 55. lose | 96. tonight |
| 15. guess | 56. Wednesday | 97. hoarse |
| 16. says | 57. country | 98. said |
| 17. having | 58. February | 99. wrote |
| 18. just | 59. know | 100. read |
| 19. doctor | 60. could | |
| 20. believe | 61. seems | |
| 21. knew | 62. Tuesday | |
| 22. laid | 63. every | |
| 23. tear | 64. they | |
| 24. choose | 65. half | |
| 25. whether | 66. break | |
| 26. used | 67. buy | |
| 27. always | 68. again | |
| 28. where | 69. very | |
| 29. women | 70. none | |
| 30. hear | 71. week | |
| 31. here | 72. often | |
| 32. write | 73. whole | |
| 33. does | 74. won't | |
| 34. once | 75. cough | |
| 35. tired | 76. wear | |
| 36. grammar | 77. answer | |
| 37. minute | 78. to | |
| 38. much | 79. too | |
| 39. beginning | 80. ready | |
| 40. blue | 81. forty | |
| 41. though | 82. hour | |

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APPENDIX H

ROOTS LIST

Root	Meaning	Examples
acer	sharp	Exacerbate - make more severe; aggravate
aev, ev	age, era, time	Primeval - of earliest or ancient times
agog	lead, leader	Demagogue - a popular (often false) leader
agri	field, land, farm	Agronomy - theory of crops & soil management
am, amic	love, friend	Amicable - friendly; easy to get along with
anim	mind, spirit, soul	Magnanimity - generosity or greatness of spirit
annu, enni	year	Biennial - occurring every two years
anthrop	man, mankind	Misanthrope - one who dislikes people
arch	leader, ancient	Patriarch - male leader of family or tribe
aud, audit	hear, listen to	Inaudible - unable to be heard
auto	self	Autobiography - life story written by self
battre	bear, hit	Debate - to dispute by argument
bel, bell	war	Antebellum - before the Civil War
ben, bon	well, good	Benefactor - person who does good
bibli	book	Bibliophile - one who loves books
bio	life	Biology - study of life systems
brev	short, brief	Abbreviate - to make shorter
cad, cas	fall	Cascade - resembling a waterfall
cap, capt, cept, cip	take	Anticipate - foresee; handle ahead of time
capit	head	Decapitate - to behead

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cede, cess	go, surrender	Recede – go backward
chrom	color	Chromosomes – colorful cells which carry the genes of heredity
chron	time	Chronic – lasting a long time
corp	body	Corpse – a dead human body
cred	belief, trust	Incredible – hard to believe
cur, curs	run, course	Excursion – short journey or trip
dict	speak, say, word	Dictator – a ruler whose word is law
duc, duct	lead, direct	Educate – teach or lead a student to learn
fac, fict, fect, fy	do, make	Manufacture – to make by hand or machine
fort	strong, brave	Forte – one's strength or strong point
graph, gram	write	Telegram – written message sent over long distances
log, logu, locut	speech, word	Epilogue – words at the end of a book or play
magn, mega	large	Magnify – make something look larger than life
mal	bad	Malignant – very evil, very harmful, a cancerous growth
man, manu	hand	Manuscript – book or paper written by hand (or typewriter)
mit, miss	send	Transmit – send across
mob, mot, mov	move	Remote – far removed, at a distance
nov	new	Renovate – to make like new
pan	all, entire	Panorama – all-encompassing view
path	feeling, suffering	Empathy – feeling what another person feels
ped	foot	Quadruped – a four-footed animal
phon	sound	Phonograph – record player; machine to play

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		sounds written on records
port	carry	Report – to carry information; to tell
psych	mind	Psychiatrist – doctor who treats mental and emotional disorders
solv, solu	free, loosen	Absolve – to set a person free from guilt, sin, or blame
spec, spic	see, look	Specimen – a sample or example
tend, tens	stretch	Extend – to stretch out or lengthen
ver	true	Verify – prove to be true; confirm
vid, vis	see	Evidence – things seen or observed

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COMMON SUFFIXES

Suffix	Meaning	Examples
-able, -ible -ble	capable of, worthy of	audible – able to be heard
-ant, -ent	one who acts	assistant – one who assists or helps
-ette	small, female	dinette – small dining room
-hood	state of, condition of	childhood – condition of being a child
-ism	act of, practice of	alcoholism – disease, the inability to stop drinking alcohol to excess
-ist	one who does or makes	violinist – one who plays the violin
-ity, ty	condition or state of	impossibility – condition of being impossible, unable to happen
-less	without	homeless – without a home
-ness	state or condition of	politeness – state of being polite; courtesy
-ology	study of or science	biology – the study of living organisms

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APPENDIX I

PREFIXES - LIST 1

<u>PREFIX</u>	<u>MEANING</u>	<u>EXAMPLES</u>
a, an	lacking , not, without	atypical-not usual or typical
a	on, in , of, up, to	aboard-in or on a ship, train, plane
ab, abs	from, away	abdicate-to formally give up or relinquish
ac, ad, af, ag al, an, ap, as, at	to, toward against	attempt-make an effort; try hard
ambi, amphi	both, around	ambivalent-acting in opposite ways; showing conflicting feelings
ana	up, back, again	analysis-breaking up of a complex thing into its simple elements
ante	before, previous	antecedent-the previous noun referred to by a pronoun
anti	against, opposing	antithesis-direct opposite; a balanced contrast
apo, ap	from, away	apology-words expressing regret or asking pardon.
arch, archi	chief, first	architect-person who designs, plans, supervises building construction.
auto	self, same	autocracy-government by a single person with unlimited power

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be	intensively	bemuse-make utterly confused; bewilder; stupefy
bene	good, well	beneficial-favorable; helpful; good
bon	good	bonus-something given or paid in addition to what is expected.

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APPENDIX I

PREFIXES - LIST 2

PREFIX	MEANING	EXAMPLES
cata	down, away	catacombs, catastrophe, catalyst
circum	around	circumference, circumnavigate
co, col, com, con, cor	with, together	coexist, collateral, comply, condone, correlate
contra, counter	against, opposing	contradict, counterproductive
de	away, from, off, down	destruct, deplore, demerit
demi,	half	demigod, demitasse
dia	across, apart, through, between	diagnose, dialogue, diameter
di, dif, dis	away, down, off opposing	digress, differ, disagree
en, em	in, among, within	enliven, parenthesis, empathy
epi	on, outside, over, outer	epidermis, epitaph, epilogue

ALTOONA AREA SCHOOL DISTRICT

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APPENDIX I

PREFIXES - LIST 3

PREFIX	MEANING	EXAMPLES
hemi	half	hemisphere, hemiplegic
hetero	other	heterogeneous, heterodox
homo	same	homogeneous, homonym
hyper	excessive, over	hyperactive, hyperbole
hyp, hpyo	under, beneath	hypodermic, hypotenuse
il, im, in, ir	into, within, no opposing	illegal, imprint, infidel, inspire, irradiate
inter	among, between	interregnum, intervene, interact
intro, intra	inwardly, within	introvert intramural, introduce
macra, macro	long, large, prominent	macrocosm, macrobiotics, macroeconomics
meta, met	change of, over, beyond	metaphor, metabolism, metaphysics
micro	small	microfilm, microscope, microbe
mis	amiss, wrong(ly), bad	misuse, misfortune, misnomer
multi	many	multitude, multiply, multipurpose
neo	new, latest of a period	neon, neophyte, neocene, neo-Hebraic
non	not	nondescript, nonsense, nonentity

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SUPERIOR SERVICE •SUPERIOR QUALITY• ACTIVE PARTICIPATION BY ALL •CONSTANT INNOVATION

ob, oc, of, op	over, against, toward	object, obstacle, occur, offend, oppose
orth	straight, right	orthodonture, orthopedics, orthodox
over	over, too much	overactive, overcast, overwork

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APPENDIX I

PREFIXES - LIST 4

PREFIX	MEANING	EXAMPLES
para, par	beside, beyond, variation	paradox
per	through, thoroughly	permeate
peri	around, near	perimeter
post	after, following	posthumous
pre	before	predict
pro	forward, forth, in favor of	proposal
proto	first	prototype
re	back, backward, again	reheat
retro	back, backward	retrospect
se	away, aside	secede
semi	half	semicircle
sub	under, beneath	subzero
super	over, above, extra	superimpose
syn, sym	together	synthesize
tele	far, distant	telepathy
tra, trans	across, beyond	transoceanic
ultra	beyond, excessive	ultrasuede
un	not, opposing	unhappy
with	against	withstand
writ, wro, wre	twist, wring, work	writhe

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APPENDIX I

NUMBER PREFIXES

PREFIX	MEANING	EXAMPLES
mono, uni	one	Uniform-all the same, not changing, monotony, sameness, no variety
bi, di	two	Bicycle-vehicle with 2 wheels; dichromatic-having 2 colors
tri	three	Tricycle- vehicle with 3 wheels
quadra, tetra	four	Quadruped- animal with 4 feet; tetrapod-animal with 4 feet
penta, quin	five	Pentagon- building with 5 sides
sex, hexa	six	Sextuplet-6 babies born at same time
sept	seven	Septuagenarian-person in his 70's
oct	eight	Octagon-8-sided figure
nona	nine	Nonagenarian-person in his 90's
dec	ten	Decade- a period of 10 years
centi	hundred	Century - period of 100 years
milli	thousand	Millipede-worm with 1,000 feet

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APPENDIX J

PSSA LITERARY TERMS – ALL STUDENTS GRADES 7 - 9

1. ACCURACY - Correctness or precision.
2. AFFIX - One or more letters occurring as a bound form attached to the beginning or end of a word or base and serving to produce a derivative word or an inflectional form (e.g., a prefix or suffix).
3. ALLITERATION – The repetition of initial consonant sounds in neighboring words.
4. ALLUSION -- An implied or indirect reference in literature to a familiar person, place or event.
5. ANALYSIS - The process or result of identifying the parts of a whole and their relationships to one another.
6. ANTONYM - A word that is the opposite of another word (e.g. hot-cold, night-day).
7. APPOSITIVE – Also called apposition; a grammatical construction in which two usually adjacent nouns having the same referent stand next to one another, often separated by commas (e.g., “My father, Ned, worked for NASA.”).
8. ASSERTION – A declaration, statement, allegation or claim.
9. AUTHOR’S PURPOSE - The author’s intent either to inform or teach someone about something, to entertain people, or to persuade or convince their audience to do or not do something.
10. AUTHOR’S THESIS - The topic and a specific feeling or idea associated with it. The thesis can be directly stated or implied in the examples and illustrations used by the author.
11. AUTOBIOGRAPHY – The story of a person’s life written by himself or herself.
12. BIAS – A judgment based on a personal point of view.
13. BIOGRAPHY – The story of a person’s life written by someone other than the subject of the work.
14. CAUSE AND EFFECT - Cause statements stem from actions and events, end effects are what happen as a result of the event or action.
15. CHARACTERIZATION - The method an author uses to reveal characters and their various personalities.
16. CLIMAX – The turning point in a narrative, the moment when the conflict is at its most intense. Typically, the structure of stories, novels and plays is one of rising action, in which tension builds to the climax.

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17. COMPARE - Placing together characters, situations or ideas to show common or differing features in literary selections.
18. COMPOUND WORD – A word composed of two or more smaller words, the definition of which is a combination of the definitions of the smaller words (e.g., wallpaper).
19. CONCLUSION – The ending of the story or the summarization of ideas or closing argument in nonfictional texts.
20. CONFLICT/PROBLEM - A struggle or clash between opposing characters, forces, or emotions.
21. CONTENT SPECIFIC WORDS – Core vocabulary that is peculiar to an academic discipline or subject. For example, the word precipitation is related to the discipline of science as it relates to weather.
22. CONTEXT CLUES - Information from the reading that identifies or defines a word or group of words.
23. CONTRAST – To compare or appraise differences.
24. CONVENTIONS OF LANGUAGE - Mechanics, usage and sentence completeness.
25. DESCRIPTIVE TEXT - Descriptive writing is intended to allow a reader to picture the scene or setting in which the action of a story takes place.
26. DIALOGUE – In its widest sense, dialogue is simply conversation between people in a literary work; in its most restricted sense, it refers specifically to the speech of characters in a drama.
27. DIFFERENTIATE – Distinguish, tell apart and recognize differences between two or more items.
28. EDITORIALS - A newspaper or magazine article that gives the opinions of the editors or publishers; an expression or opinion that resembles such an article.
29. EPIC – A long narrative poem about the adventures of a hero of great historic or legendary importance.
30. EVALUATE - To examine and to judge carefully
31. EXAGGERATION - To make an overstatement or to stretch the truth.
32. EXPLANATORY SENTENCE – A sentence that explains something (i.e., passage, paragraph, word).
33. EXPLICIT – Referring to specific text that is included in the reading passage or in the directions.
34. EXPOSITORY TEXT - Text written to explain and convey information about a specific topic. Contrasts with narrative text.

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35. **FABLE** – Narrative intended to convey a moral. Animals or inanimate objects with human characteristics often serve as characters in fables.
36. **FAIRY TALE** - Short narratives featuring mythical beings such as fairies, elves and sprites. These tales originally belonged to the folklore of a particular nation or region, such as those collected in Germany by Jacob and Wilhelm Grimm.
37. **FALLACIES OF LOGIC** – See propaganda techniques.
38. **FICTION** – Any story that is the product of imagination rather than a documentation of fact. Characters and events in such narratives may be based in real life but their ultimate form and configuration is a creation of an author.
39. **FIGURATIVE LANGUAGE** - Language that cannot be taken literally since it was written to create a special effect or feeling.
40. **FIRST PERSON** – The “first person” or “personal” point of view relates events as they are perceived by a single character. The main character “tells” the story and may offer opinions about the action and characters that differ from those of the author.
41. **FLASHBACK** - A device used in literature to present action that occurred before the beginning of the story. Flashbacks are often introduced as the dreams or recollections of one or more characters.
42. **FLUENCY** – The clear, easy, written or spoken expression of ideas; freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading.
43. **FOCUS** - The center of interest or attention.
44. **FOLKTALES** - A story originating in oral tradition. Folktales fall into a variety of categories, including legends, ghost stories, fairy tales, fables, and anecdotes based on historical figures and events.
45. **FORESHADOWING** - A device used in literature to create expectation or to set up an explanation of later developments.
46. **FREE VERSE** – Poetry that lacks regular metrical and rhyme patterns but that tries to capture the cadences of everyday speech. The form allows a poet to exploit a variety of rhythmical effects within a single poem.
47. **GENERALIZATION** – A conclusion, drawn from specific information that is used to make a broad statement about a topic or person.
48. **GENRE** - A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry).
49. **GRAPHIC ORGANIZER** - A diagram or pictorial device that shows relationships.

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50. **HEADINGS, GRAPHICS AND CHARTS** – Any visual cues on a page of text that offer additional information to guide the reader’s comprehension. Headings typically are words or phrases in bold print that indicate a topic or the theme of a portion of text; graphics may be photographs, drawings, maps or any other pictorial representation; charts (and tables or graphs) condense data into a series of rows, lines or other shortened lists.
51. **HOMOPHONE** – One of two or more words pronounced alike, but different in spelling or meaning (e.g., hair/hare).
52. **HYPERBOLE** - An exaggeration or overstatement (e.g. *I was so embarrassed I could have died.*).
53. **IDIOMATIC LANGUAGE** – An expression peculiar to itself grammatically or that cannot be understood if taken literally (e.g., *Let’s get on the ball.*).
54. **IMAGERY** - A word or group of words in a literary work which appeal to one or more of the senses: sight, taste, touch, hearing and smell; figurative language. The use of images serves to intensify the impact of the work.
55. **IMPLICIT** – Meanings which, though unexpressed in the literal text, may be understood by the reader; implied.
56. **INFERENCE** - A judgment based on reasoning rather than on direct or explicit statement. A conclusion based on facts or circumstances; understandings gained by “reading between the lines.”
57. **INFLECTIONAL ENDING** - A form, suffix, or element added to the end of a word that changes the form of the word to mark such distinctions as those of case, gender, number, tense, person, mood, or voice.
58. **INFORMATIONAL TEXT** - Informational texts comprise the majority of printed material adults read. It is non-fiction, written primarily to convey factual information (e.g., textbooks, newspapers, reports, directions, brochures, technical manuals. etc).
59. **IRONY** – The use of a word or phrase to mean the exact opposite of its literal or usual meaning; incongruity between the actual result of a sequence of events and the expected result.
60. **LEGENDS** – A story about mythical or supernatural beings or events, or a story coming down from the past, especially one popularly regarded as historical although not verifiable.
61. **LIMERICK** - A light or humorous verse form of five lines, of which 1, 2, and 5 rhyme and lines 3 and 4 rhyme.
62. **LIMITED VIEW** - In literature, a speaker is speaking either in the first person, telling things from his or her own perspective, or in the third person, telling things from the perspective of an onlooker. If the speaker is unable to know what is in any character’s mind but his or her own, this is called limited view.

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63. LITERARY CONFLICT – The struggle that grows out of the interplay of the two opposing forces in a plot.
64. LITERARY DEVICES - Tools used by the author to enliven and provide voice to the writing (e.g., dialogue, alliteration).
65. LITERARY ELEMENTS - The essential techniques used in literature (e.g., characterization, setting, plot, theme).
66. LITERARY NONFICTION – Text that includes literary elements and devices usually associated with fiction to report on actual persons, places, or events. Examples include nature and travel writing, biography, memoir, and the essay.
67. LITERARY STRUCTURES – The author’s method of organizing text (e.g., foreshadowing, flashbacks).
68. MAIN IDEA - The main idea is the author’s central thought; the chief topic of a text expressed or implied in a word or phrase; the topic sentence of a paragraph.
69. METAPHOR – A figure of speech that expresses an idea through the image of another object. Metaphors suggest the essence of the first object by identifying it with certain qualities of the second object. An example is “But soft, what light through yonder window breaks? It is the east, and Juliet is the sun” in William Shakespeare’s *Romeo and Juliet*. Here, Juliet, the first object, is identified with qualities of the second object, the sun.
70. METER - The repetition of stressed and unstressed syllables in a line of poetry.
71. MOOD – The prevailing emotions of a work or of the author in his or her creation of the work. The mood of a work is not always what might be expected based on its subject matter.
72. MULTIPLE-MEANING WORDS - Words that have several meanings depending upon how they are used in a sentence.
73. NARRATIVE – Text, which conveys a story or which relates events or dialog; contrast with expository text.
74. NONFICTION - Prose writing that is not fictional; designed primarily to explain, argue, or describe rather than entertain. For the most part, its emphasis is factual.
75. OMNISCIENT – The narrative perspective from which a literary work is presented to the reader from a “godlike” perspective, unrestricted by time or place, from which to see actions and look into the minds of characters. This allows the author to comment openly on characters and events in the work.
76. ONOMATOPOEIA - The use of words whose sounds express or suggest their meaning. In its simplest sense, onomatopoeia may be represented by words that mimic the sounds they denote such as “hiss” or “meow”.

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77. PARAPHRASE - Restate text or passage in other words, often to clarify meaning or show understanding.
78. PATTERN BOOK - A book with a predictable language structure and often written with predictable text, also known as predictable book.
79. PERSONIFICATION – An object or abstract idea given human qualities or human form (e.g., *Flowers danced about the lawn.*).
80. PHONICS - The relationship between letters and sounds fundamental in beginning reading.
81. PLOT - The structure of a story. The sequence in which the author arranges events in a story. The structure often includes the rising action, the climax, the falling action and the resolution. The plot may have a protagonist who is opposed by an antagonist, creating what is called conflict.
82. POETIC PURPOSE – Text with literary devices and language peculiar to poetry (e.g., stanza, rhyme, meter, etc.).
83. POETRY - In its broadest sense, writing that aims to present ideas and evoke emotional experience in the reader through the use of meter, imagery, connotative and concrete words, and a carefully constructed structure based on rhythmic patterns. Poetry typically relies on words and expressions that have several layers of meaning. It also makes use of the effects of regular rhythm on the ear and may make a strong appeal to the senses through the use of imagery. *The best words in the best and most powerful order.*
84. POINT OF VIEW - The way in which an author reveals characters, events and ideas in telling a story; the vantage point from which the story is told.
85. POSSESSIVE – A form of a noun or pronoun that indicates possession. In English the possessive of singular nouns is usually formed by the addition of an apostrophe and “s.”
86. PREFIX – An affix put before a word to alter its meaning. The element dis in disbelieve is a prefix.
87. PRINT MEDIA – Print media include such forms as newspapers, periodicals, magazines, books, newsletters, advertising, memos, business forms, etc.
88. PROBLEM/SOLUTION - An organizational structure in nonfiction texts, where the author typically presents a problem and possible solutions to it.

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89. PROPAGANDA TECHNIQUES AND PERSUASIVE TACTICS – Propaganda techniques and persuasive tactics are used to influence people to believe, buy, or do something. Students should be able to identify and comprehend the propaganda techniques and persuasive tactics listed below.
- Name-calling** is an attack on a person instead of an issue.
 - A **bandwagon** appeal tries to persuade the reader to do, think or buy something because it is popular or because “everyone” is doing it.
 - A **red herring** in an attempt to distract the reader with details not relevant to the argument.
 - An **emotional appeal** tries to persuade the reader by using words that appeal to the reader’s emotions instead of to logic or reason.
 - A **testimonial** attempts to persuade the reader by using a famous person to endorse a product or idea (for instance, the celebrity and endorsement).
 - Repetition** attempts to persuade the reader by repeating a message over and over again.
 - A **sweeping generalization (stereotyping)** makes an oversimplified statement about a group based on limited information.
 - A **circular argument** states a conclusion as part of the proof of the argument.
 - An **appeal to numbers, facts, or statistics** attempts to persuade the reader by showing how many people think something is true.
90. PUBLIC DOCUMENT – A document that focuses on civic issues or matters of public policy at the community level and beyond.
91. READING CRITICALLY - Reading in which a questioning attitude, logical analysis and inferences are used to judge the worth of text; evaluating relevancy and adequacy of what is read; the judgment of validity or worth of what is read, based on sound criteria.
92. READING RATE - The speed at which a person reads, usually silently.
93. RESEARCH - A systematic inquiry into a subject or problem in order to discover, verify or revise relevant facts or principles having to do with that subject or problem.
94. RESOLUTION – The portion of a story following the climax, in which the conflict is resolved. The resolution of Jane Austen’s *Northanger Abbey* is neatly summed up in the following sentence: “Henry and Catherine were married, the bells rang and everybody smiled.”
95. RETELL - A child is asked to recount in his/her own words a story that’s just been read. The exercise encourages the youngster to think conceptually and look at the bigger picture, but also include details of character, plot, setting, conflict, and resolution.
96. RHYME - Identical or very similar recurring final sounds in words usually at the end of lines of a poem.
97. RHYTHM – The pattern or beat of a poem.
98. RISING ACTION - The part of a story where the plot becomes increasingly complicated. Rising action leads up to the climax, or turning point.

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99. **ROOT WORD** - A root word is one to which prefixes and suffixes can be added to form different words. These new words are derived from the root word and are called derivatives or derivations. The root word *help*, for example, can be built up into the derivatives *helpful*, *unhelpful*, *helpless*, *helper* and more
100. **SATIRE** – A literary tone used to ridicule or make fun of human vice or weakness.
101. **SELF-MONITOR** – Knowing when what one is reading or writing is not making sense; adjust strategies for comprehension.
102. **SEMANTICS** - The study of meaning in language.
103. **SETTING** – The time and place in which a story unfolds.
104. **SIMILE** - A comparison of two unlike things in which a word of comparison (*like* or *as*) is used. (e.g., *She eats like a bird.*)
105. **SONNET** – A lyric poem of fourteen lines whose rhyme scheme is fixed. The rhyme scheme in the Italian sonnets of Petrarch is *abbaabba cdecde*. The Petrarchian sonnet has two divisions: the first is of eight lines (the octave), and the second is of six lines (the sestet). The rhyme scheme of the English, or Shakespearean sonnet is *abab cdcd efef gg*.
106. **SOURCE:**
Primary Source: Text and/or artifacts that tell or show a first-hand account of event; original works used when researching (e.g., letters, journals).
Secondary Source: Text and/or artifacts used when researching that are derived from something original (e.g., biographies, magazine articles, research papers).
107. **STORY MAPS** – A visual representation of a story that provides an overview including characters, setting, the problem, and resolution or ending.
108. **STYLE** – How an author writes; an author’s use of language; its effects and appropriateness to the author’s intent and theme.
109. **SUBJECT AREA** – An organized body of knowledge; a discipline; a content area.
110. **SUFFIX** – Suffixes are groups of letters placed after a word to modify its meaning or change it into a different word group, from an adjective to an adverb, etc.
111. **SUMMARIZE** – To capture all the most important parts of the original text (paragraph, story, poem), but express them in a much shorter space, and – as far as possible – in the reader’s own words.
112. **SYMBOLISM** – A device in literature where an object represents an idea.

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113. **SYNONYM** – One of two or more words in a language that have highly similar meanings (e.g., sorrow, grief, sadness).
114. **SYNTAX** – The pattern or structure of word order in sentences, clauses and phrases.
115. **TARGET WORDS** – Words that students are expected to know. Often students are asked to identify other words that are antonyms and synonyms of target words. Sometimes students are asked to identify the meaning of a target word given in context.
116. **TEXT STRUCTURE** – The author’s method of organizing a text.
Literary Structure: An organizational structure found in fiction or literary nonfiction (e.g., foreshadowing, flashback).
Nonfiction structure: An organizational structure found in nonfiction (e.g., sequence, question-answer, cause-effect, problem-solution, etc.).
117. **THEME** – A topic of discussion or writing; a major idea broad enough to cover the entire scope of a literary work.
118. **THESIS** – The basic argument advanced by a speaker or writer who then attempts to prove it; the subject or major argument of a speech or composition.
119. **THIRD PERSON** – A perspective in literature, the “third person” point of view presents the events of the story from outside of any single character’s perception, much like the omniscient point of view, but the reader must understand the action as it takes place and without any special insight into characters’ minds or motivations.
120. **TONE** – The attitude of the author toward the audience and characters (e.g., serious or humorous).
121. **VALIDITY** – Refers to statements that have the appearance of truth or reality.
122. **VENN DIAGRAM** – The Venn Diagram is made up of two or more overlapping circles. In Language Arts instruction, Venn Diagrams are useful for examining similarities and differences in characters, stories, poems, etc.
123. **VOICE** – The fluency, rhythm and liveliness in writing that make it unique to the writer.

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APPENDIX K

GRADE 8 MANDATORY LITERATURE EXERCISE

Literary Analysis of a Short Story for Elements

Select a short story from approved sources or the ancillary materials list and have students read the story. After class discussion of story content, students will analyze the story by identifying the following elements of story design. The teacher may choose the method by which the students will accomplish this exercise. The objectives for this activity are to have students define literary terms, to identify literary terms as they apply to a specific story, to move from comprehension of plot to analysis of plot, to identify the devices an author may use to create effects within a story, and to interpret author purpose in story design.

- rising and falling action
- conflict
- climax
- resolution
- point of view
- theme
- mood
- characters
- protagonist
- antagonist
- setting
- author's purpose

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APPENDIX K

GRADE 9 MANDATORY LITERATURE EXERCISE

Literary Analysis of Two or Three Selections of the Same Author for Elements and Style

Students will read two to three selections by one author. After class discussion of the selections and an investigation of the author's life, students will analyze the selection for elements of plot design and elements of style. The teacher may choose the method. The objectives for this activity are to have students define literary terms, to identify literary terms as they apply to a specific story, to move from comprehension of plot to analysis of plot, to identify the devices an author may use to create effects within a story, to interpret author purpose in story design, to identify elements of style, and to analyze stories for stylistic characteristics of the author.

Selections are available in the approved sources or on the ancillary materials list.

Suggested Authors

Poe
O'Henry
Steinbeck
Thurber
London
Jackson
Guy de Maupassant

Elements of Plot

rising and falling action
conflict
climax
resolution
point of view
theme
mood
characters
protagonist
antagonist
setting

Elements of Style

author's purpose
life influences
word choice and design
author's tone

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APPENDIX K

GRADES 7, 8, AND 9

ANCILLARY MATERIALS LISTING

In addition to the approved texts, *Read* magazine, *Literary Cavalcade*, and department owned resource materials, the following stories have been approved for use in the junior high school English curriculum.

Grade 7

"The Country of the Blind"

"The Bronze Bees"

"Kenneth and the Fat Girl"

"Around the World in 80 Days"

Grade 8

"The Boarded Window"

Grade 9

"The Giving Tree"

"The Interlopers"

"Chi Chi"

"Who Am I This Time?"

"Fiddler of High Lonesome"

"The Man who Corrupted
Hadleyburg"

"Bill"

"The Million Dollar Horse"

"Greyhound Tragedy"

"The Lottery"

"Summer of the Truth"

"The Chaser"

"Monkey's Paw"

"The Return"

"The Gold Bug"

"The Man and the Snake"

"Born of Man and Women"

"Sun Dreamer"

"Cold Equations"

"Stubby Pringle's Christmas"

"The Black Cat"

"The Soul of Caliban"

Used at Teacher Discretion

"The Electric Grandmother"

"Flight of the Navigator"

"Far from Home"

"Journey of Natty Gann"

"Rudy"

"Anne of Green Gables"

"Camelot"

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APPENDIX L

OPTIONAL LITERATURE SELECTION - TENTH GRADE

Tenth Grade Novels

Acorn People, The
Billy Budd
Bless the Beasts and Children
Born Free
Cheyenne Autumn
Cross and the Switchblade
Dear Bill, Remember Me?
Eric
Ethan Frome
Farewell to Arms, A
Stories of F. Scott Fitzgerald, The
Geronimo
Incredible Journey
I Never Promised You A Rose Garden
Jungle, The
Killer Angels, The
Junkie Priest, The
Light in the Forest, The
Lilies in the Field
Man Who Killed the Deer, The
Main Street
Member of the Wedding, The
Mrs. Mike
My Antonia

Of Human Bondage
Ox-Bow Incident, The
Patch of Blue, A
Red Badge of Courage
Rosanna of the Amish
Rumblefish
Sea Wolf, The
Separate Peace, A
Spaceman Cometh, The
Tuesdays with Morrie
Tuned Out
Up From Slavery
Walk Across America, A

Tenth Grade Plays

Crucible, The
Our Town

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APPENDIX L

OPTIONAL LITERATURE SELECTION - ELEVENTH GRADE

Eleventh Grade Novels

All Quiet on the Western Front

Brave New World

Giver, The

Hunchback of Notre Dame

Maus I and II

Things Fall Apart

Eleventh Grade Plays

Am I Blue

An Enemy of the People

Bear, The

Before Breakfast

Doll's House, A

Love is the Doctor

Mulatto

Tea Party

Trifles

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APPENDIX L

OPTIONAL LITERATURE SELECTION - TWELFTH GRADE

Twelfth Grade Novels

A Christmas Carol
A Long Way Gone
David Copperfield
Frankenstein (AP Only)
Great Expectations
Hard Times
Maltese Falcon, The
1984
Oliver Twist
Once and Future King, The
Portrait of the Artist as A Young Man
Pride and Prejudice
Silas Marner
Sister Carrie
Sword in the Stone, The
Tess of D'urbervilles
Time Machine, The
To Sir, With Love
2001- A Space Odyssey
World War I Poets
Wuthering Heights

Twelfth Grade Plays

As You Like It

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APPENDIX M

Five Paragraph Essay: Informative

Essential Elements of Informative Writing

- attention grabber
- supporting details
- kicker
- topic/thesis statement
- figurative language
- background
- restatement of thesis
- plan of development
- transitions

Paragraph	Content
1	<p>INTRODUCTION</p> <ul style="list-style-type: none"> • Attention or Interest “Grabber” – Use a personal story (anecdote), interesting statement, statistic, or question to attract the reader’s attention. Be sure to consider the audience. • Background Information – What information does the reader need to understand the issue? • Thesis Statement – The basic argument advanced by a writer who then attempts to prove it. • Plan of Development Sentence(s) – Create a smooth transition by identifying the individual elements of support discussed in the body of the paper.
2	<p>BODY PARAGRAPH #1</p> <ul style="list-style-type: none"> • Transition – Use a <i>transition word</i> or a <i>transitional device</i> anywhere in the first sentence to link paragraphs. • Supporting Details – Relevant details used to support the thesis. Includes reasons, examples, facts, quotations, expert opinions, statistics • Figurative Language: Includes allusion, imagery, and connotation.
3	<p>BODY PARAGRAPH #2</p> <ul style="list-style-type: none"> • Supporting Details – Continue to support the thesis using relevant details. <p style="text-align: center; background-color: #cccccc;">BODY PARAGRAPH #2 should feature the same qualities as BODY PARAGRAPH #1.</p>
4	<p>BODY PARAGRAPH #3</p> <ul style="list-style-type: none"> • Supporting Details – Continue to support the thesis using relevant details. <p style="text-align: center; background-color: #cccccc;">BODY PARAGRAPH #3 should feature the same qualities as BODY PARAGRAPH #1.</p>
5	<p>CONCLUSION</p> <ul style="list-style-type: none"> • Transition – As in the body, a transition word or a transitional device should be present in the first sentence of the conclusion. • Restate the Thesis – Restate the thesis statement in a new way. Do not simply re-copy the thesis statement from the introduction. • Summary – Write at least one summary sentence for each element of support. • Kicker – Close with a question, a quotation, or a point to ponder. The reader should be satisfied that the thesis statement has been proven.

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APPENDIX M

Five Paragraph Essay: Narrative

Essential Elements of Narration

- setting
- focus
- dialogue
- chronological order with flashbacks as needed
- characters
- rising action
- narrative details
- conflict
- climax
- sensory details
- background
- resolution
- figurative language

Paragraph	Content
1	<p>INTRODUCTION</p> <ul style="list-style-type: none"> • Setting - The time and place of the story. • Characters - Introduce the characters involved in the story. • Suggestion of Conflict - Give a hint of the conflict to come. What struggle will drive the narrative? • Background - What happened before the story begins? Do the characters have a past? Be sure to explain anything that would help the reader better understand the narrative.
2	<p>BODY PARAGRAPH #1</p> <ul style="list-style-type: none"> • Transition - Use a <i>transition word</i> or a <i>transitional device</i> anywhere in the first sentence to link paragraphs. • Rising Action - The story begins in the first paragraph. The action should build from this point. Keep the reader interested by hinting at things to come (foreshadowing). • Narrative Details - The elements that provide the framework for the story, including people, things, places, and events. They give an account of not only the actions but also the feelings and thoughts of the characters. • Dialogue - The exact words of the characters involved in the story. • Sensory Details - Used to describe the way things look, sound, taste, feel, and smell. These details bring the narrative to life. • Figurative Language: Use allusion, imagery, and connotation to add style to the story.
3	<p>BODY PARAGRAPH #2</p> <ul style="list-style-type: none"> • Rising Action - Continue to build towards the highest point of the action. <div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>BODY PARAGRAPH #2 should feature the same qualities as BODY PARAGRAPH #1. The difference is that BODY PARAGRAPH #2 features more intense action.</p> </div>
4	<p>BODY PARAGRAPH #3</p> <ul style="list-style-type: none"> • Climax - The action reaches its peak at this point. The turning point to which the rising action leads. <div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>BODY PARAGRAPH #3 should feature the same qualities as BODY PARAGRAPH #1. The difference is that BODY PARAGRAPH #3 features the most intense action.</p> </div>
5	<p>CONCLUSION</p> <ul style="list-style-type: none"> • Resolution of Conflict - Brings the action of the story to a logical end. Ties up all of the loose ends.

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APPENDIX M

Five Paragraph Essay: Persuasive

Essential Elements of Persuasion

- attention grabber
- reasons/support
- refutation of opposing arguments
- background information
- emotional appeals
- restatement of thesis
- topic/thesis statement
- logical appeals
- transitions
- plan of development sentence
- call to action
- figurative language

Paragraph	Content
1	<p>INTRODUCTION</p> <ul style="list-style-type: none"> • Attention or Interest “Grabber” – Use a personal story (anecdote), interesting statement, statistic, or question to attract the reader’s attention. Be sure to consider the audience. • Background Information – What information does the reader need to understand the issue? • Thesis Statement – Provide a clear, powerful statement of opinion. In a persuasive essay, the thesis is often referred to as the opinion statement. • Plan of Development Sentence(s) – Create a smooth transition by identifying the individual elements of support discussed in the body of the paper.
2	<p>BODY PARAGRAPH #1</p> <ul style="list-style-type: none"> • Transition – Use a <i>transition word</i> or a <i>transitional device</i> anywhere in the first sentence to link paragraphs. • Reasons and Support – Explain why the opinion is correct (reasons) and give information to back up the claim (support). Includes facts, statistics, expert opinions, anecdotes, examples • Logical Appeals – Supporting information designed to work on the reader’s mind. • Emotional Appeals – Supporting information designed to work on the reader’s feelings. Often accomplished through the use of connotative words or “loaded language.” • Figurative Language: Includes allusion, imagery, and connotation. • Refutation- Predict what arguments the other side may have. Predict and respond to any arguments. Avoid personal attacks on the opposition.
3	<p>BODY PARAGRAPH #2</p> <ul style="list-style-type: none"> • Transition – • Reasons and Support – • Refutation – <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Use this paragraph to further support the opinion statement. Refute any opposing arguments. (See BODY PARAGRAPH #1)</p> </div>
4	<p>BODY PARAGRAPH #3</p> <ul style="list-style-type: none"> • Transition – • Reasons and Support – • Refutation – <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Use this paragraph to further support the opinion statement. Refute any opposing arguments. (See BODY PARAGRAPH #1)</p> </div>
5	<p>CONCLUSION</p> <ul style="list-style-type: none"> • Transition – As in the body, a transition word or a transitional device should be present in the first sentence of the conclusion. • Restate the Thesis – Restate the thesis statement in a new way. Do not simply re-copy the thesis statement from the introduction. • Call to Action – Persuasive essays must include a call to action. The call to action asks the audience to do something or suggests how the audience can get involved.

APPENDIX M

**The Issue of Coherence and Transition
Narrative, Informative, and Persuasive Writing**

The writing of essays and stories challenges the writer to clearly communicate to the reader. Two devices assist the writer in composing clear readable work. The ordering of ideas and the use of transitional words and devices will improve a writer's communication.

I. ORDER OF IDEAS

The reader will be comprehend a piece of writing if the writer has arranged the ideas of the paragraph in an orderly fashion. The following orders are available to writers:

1. **Chronological Order** - This is the order of time. It works well when describing a series of actions or events. Often the use of this order reveals cause and effect relationships.
2. **Spatial Order** - This is the order of space or location. Spatial order is arrangement by ordering details according to how they are spaced - nearest to farthest, left to right, or any other reasonable arrangement.
3. **Order of Importance** - This prioritizes the information in a paragraph. It maybe used to indicate a movement from most to least important or from least to most important.
4. **Logical Order** - Something that is logical makes sense. Sometimes in writing it makes sense to group or arrange ideas together to show how they are related.

II. TRANSITIONAL DEVICES AND WORDS

Transitions show how ideas are connected. Connections can be made in two ways.

Direct References - One way to link ideas is to make direct references to something you've mentioned early. You can:

1. use pronouns (he, they, this) to refer to nouns or ideas.
2. repeat key words.
3. use synonyms or slight rephrasing of previous words and ideas.

Transitional Expressions - Another way to connect ideas within and between paragraphs is to use transitional expressions - words and phrases that show readers how ideas and details fit together, how they are related.

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To show location, use one of the following transitions:

- above
- across
- against
- along
- alongside
- amid
- among
- around
- away from
- back of
- behind
- below
- beneath
- beside
- between
- beyond
- by
- down
- in front of
- inside
- into
- near
- off
- onto
- on top of
- outside
- over
- throughout
- to the right
- under

To show time, use one of the following transitions:

- about
- after
- at
- before
- during
- first
- second
- third
- prior to
- till
- until
- meanwhile
- today
- tomorrow
- yesterday
- next week
- soon
- later
- afterward
- immediately
- finally
- then
- next
- as soon as
- when
- in the meantime

To make a contrast (show differences), use the following transitions:

- but
- however
- even so
- yet
- in the meantime
- nevertheless
- on the other hand
- still
- on the contrary
- although
- even though
- conversely
- otherwise
- counter to
- as opposed

To emphasize a point, use one of the following transitions:

- again
- to repeat
- indeed
- with this in mind
- for this reason
- in fact
- truly
- to emphasize

To conclude to summarize, use one of the following transitions:

- as a result
- finally
- in conclusion
- consequently
- thus
- therefore
- accordingly
- due to
- in short
- to sum up
- all in all
- in summary

To add information, use one of the following transitions:

- again
- also
- additionally
- in addition
- another
- and
- besides
- for example
- for instance
- furthermore
- likewise
- moreover
- further
- next
- finally
- as well
- together with
- along with
- equally important

To add information, use one of the following transitions:

- that is
- in other words
- put another way
- stated differently
- to clarify
- for instance

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APPENDIX N Standards and Modes

This chart shows the application of the elements of writing to the academic standards for reading, writing, speaking, and listening. The chart also shows which elements are used for each mode.

	Learning to Read Independently	Reading Critically in All Content Areas	Reading, Analyzing, and Interpreting Literature	Types of Writing	Quality of Writing	Speaking and Listening	Characteristics and Function of the English Language	Research	Narrative Mode	Informative Mode	Persuasive Mode
	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	N	I	P
allusion			x	x	x				x	x	x
anecdotes				x	x			x	x	x	x
attention grabber				x	x	x				x	x
background				x	x	x		x	x	x	x
body				x	x			x	x	x	x
call to action				x	x	x		x			x
characters			x	x	x				x		
chronological order				x	x				x		
climax			x	x	x				x		
conclusion			x	x	x				x	x	x
connotation	x			x	x		x		x	x	x
dialogue			x	x	x				x		
emotional appeals				x	x	x					x
evidence				x	x	x		x		x	x
examples				x	x	x		x		x	x
expert opinions		x		x	x	x		x		x	x
facts		x		x	x	x		x		x	x
flashback			x	x	x				x		
grammar				x	x		x		x	x	x
imagery			x	x	x	x			x	x	x
introduction			x	x	x	x			x	x	x
logical appeals				x	x	x		x			x
logical order				x	x	x				x	x
mechanics				x	x		x		x	x	x
narrative details		x	x	x	x				x		
paragraphing				x	x		x		x	x	x
plan of development sentence				x	x					x	x
quotations			x	x	x	x		x		x	
reasons				x	x	x		x		x	x
relevant details				x	x	x		x		x	
resolution (of conflict)			x	x	x				x		
restatement of thesis				x	x	x				x	x
rising action			x	x	x				x		
sensory details		x	x	x	x				x		
sentence structure				x	x		x		x	x	x
sentence variety				x	x		x		x	x	x
setting			x	x	x				x		
spelling				x	x		x		x	x	x
statistics				x	x	x		x		x	x
suggestion of conflict			x	x	x				x		
thesis statement	x	x		x	x	x					
transitional devices				x	x	x	x		x	x	x
usage				x	x		x		x	x	x
word choice	x			x	x		x		x	x	x

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APPENDIX O

PRE WRITING PROMPTS

GRADE 7

Select one of the following prompts and compose a response. Do your best writing and planning.

1. Suppose aliens abducted you as you were walking to school. Write a letter to your best friend back on Earth telling him or her about this experience.
2. Think about either your first day or last day of school. Write a story to a friend telling about that day. Be sure to describe the atmosphere and tell what impressed you most about your experience.
3. The station that carries your favorite TV show has just decided to cancel it and replace it with re-runs of a show for very young children. As an avid viewer, write a letter that influences the station to continue showing your program.

POST WRITING PROMPTS

GRADE 7

1. You can have students re-write, making corrections, adding, etc., to their pre-write from the beginning of the year.
2. You can give students the same prompt as the pre-write.
3. You can have students reflect upon the writings in their folder, expressing what they have learned/improved upon during the school year.

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APPENDIX O

PRE WRITING PROMPTS

GRADE 8

Select one of the following prompts and compose a response. Do your best writing and planning.

1. Imagine you are a newspaper reporter covering the Revolutionary War. You find yourself pinned down by a wave of enemy troops. Write a newspaper story telling readers what your experience is like.
2. Your school has decided to change the dress code (to stop assigning homework on the weekend, to end summer vacations and go to year-round schooling, etc.) Write a letter to persuade the school board either to make the change or to keep the policy as it is.
3. If you were to decide an item in a time capsule for future generations, what would it be? The item should exemplify something of the culture of the early twenty-first century. Convince the committee sponsoring the time capsule to include your item, explaining thoroughly the item's use and significance in the early 2000's.

POST WRITING PROMPTS

GRADE 8

1. You can have students re-write, making corrections, adding, etc., to their pre-write from the beginning of the year.
2. You can give students the same prompt as the pre-write.
3. You can have students reflect upon the writings in their folder, expressing what they have learned/improved upon during the school year.

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APPENDIX O

PRE WRITING PROMPTS

GRADE 9

Select one of the following prompts and compose a response. Do your best writing and planning.

1. Imagine that you find a page torn from a short story that has only two lines: "That's how I became known as 'Captain.' THE END." For a friend, create another story that could still end with this page.
2. "Failure is often a better teacher than success." As someone who has experienced both, agree or disagree with this statement so that a younger student might learn a lesson by reading your essay.
3. You want to convince your parents to let you buy a very expensive item (TV, computer, ski vacation, etc.). Write a letter to your parents that will persuade them to purchase the item for you.

POST WRITING PROMPTS

GRADE 9

1. You can have students re-write their pre-write from the beginning of the year by making corrections and adding to it.
2. You can give students the same prompt as the pre-write.
3. You can have students reflect upon the writings in their folder, expressing what they have learned/improved upon during the school year.

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APPENDIX P

PRE WRITING PROMPTS

GRADE 10

Select one of the following prompts and compose a response. Do your best planning and writing.

1. Select one of the most memorable moments of your life (e.g. birth of a sibling, a special holiday, death of a loved one, divorce). Tell the story of that memory so that it is a vivid experience for your reader.
2. Pretend your class is putting together a time capsule. It might not be opened by anyone for 100 years or more. This time capsule will tell people in the future what life on earth was like in the early 21st century. You can choose one object to go inside. Explain what you will choose and why.
3. Community officials are trying to attract more people in businesses to move into the Altoona area. Write a letter to your city council members to persuade that your hometown is the best place to live, work, raise a family, and/or build a business.

POST WRITING PROMPTS

GRADE 10

1. You can have students re-write, making corrections, adding, etc., to their pre-write from the beginning of the year.
2. You can give students the same prompt as the pre-write.
3. You can have students reflect upon the writings in their folder, expressing what they have learned/improved upon during the school year.

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APPENDIX P

PRE WRITING PROMPTS

GRADE 11

Select one of the following prompts and compose a response. Do your best writing and planning.

1. Imagine that you had the opportunity to talk to someone, alive or dead, real or fictional. Explain whom you choose and why. Include examples of what you talked about and questions you asked him or her. How did this person live up to your expectations? Explain how the opportunity of interviewing this person impacted your life.
2. All communities or neighborhoods have concerns that affect their residences. Write about a concern that has affected your community, your neighborhood, or you.
3. As a citizen, you agree with some laws and disagree with others. If you could either create a new law or eliminate a current law, what would it be and why? Write to persuade others why you would create a new law **or** eliminate a current one.

POST WRITING PROMPTS

GRADE 11

1. You can have students re-write, making corrections, adding, etc., to their pre-write from the beginning of the year.
2. You can give students the same prompt as the pre-write.
3. You can have students reflect upon the writings in their folder, expressing what they have learned/improved upon during the school year.

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APPENDIX P

PRE WRITING PROMPTS

GRADE 12

Select one of the following prompts and compose a response. Do your best writing and planning.

1. Choose a vivid time from your childhood. You might think of the first time that you rode a school bus, of a time when you went to the principal's office, the first "A" you earned on a test or paper, earning money to buy something that you really wanted, and so on. Narrate the events related to the childhood memory that you've chosen so that your readers will understand why the event was important and memorable.
2. Explain why and how someone in your life has influenced or inspired you.
3. Support or refute the following quote: "The best years of your life are in high school."

POST WRITING PROMPTS

GRADE 12

1. You can have students re-write, making corrections, adding, etc., to their pre-write from the beginning of the year.
2. You can give students the same prompt as the pre-write.
3. You can have students reflect upon the writings in their folder, expressing what they have learned/improved upon during the school year.

PSSA Test Vocabulary

APPENDIX Q – GRADE 10

Taught in Grade 10; To Be Reviewed in Grade 11

1. ACCURACY - Correctness or precision.
2. AFFIX - One or more letters occurring as a bound form attached to the beginning or end of a word or base and serving to produce a derivative word or an inflectional form (e.g., a prefix or suffix).
3. ALLITERATION – The repetition of initial consonant sounds in neighboring words.
4. APPOSITIVE – Also called apposition; a grammatical construction in which two usually adjacent nouns having the same referent stand next to one another, often separated by commas (e.g., “My father, Ned, worked for NASA.”).
5. ASSERTION – A declaration, statement, allegation or claim.
6. AUTOBIOGRAPHY – The story of a person’s life written by himself or herself.
7. BIAS – A judgment based on a personal point of view.
8. BIOGRAPHY – The story of a person’s life written by someone other than the subject of the work.
9. CLIMAX – The turning point in a narrative, the moment when the conflict is at its most intense. Typically, the structure of stories, novels and plays is one of rising action, in which tension builds to the climax.
10. COMPOUND WORD – A word composed of two or more smaller words, the definition of which is a combination of the definitions of the smaller words (e.g., wallpaper).
11. CONCLUSION – The ending of the story or the summarization of ideas or closing argument in nonfictional texts.
12. CONTENT SPECIFIC WORDS – Core vocabulary that is peculiar to an academic discipline or subject. For example, the word precipitation is related to the discipline of science as it relates to weather.
13. CONTRAST – To compare or appraise differences.
14. DIALOGUE – In its widest sense, dialogue is simply conversation between people in a literary work; in its most restricted sense, it refers specifically to the speech of characters in a drama.

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15. DIFFERENTIATE – Distinguish, tell apart and recognize differences between two or more items.
16. EPIC – A long narrative poem about the adventures of a hero of great historic or legendary importance.
17. EXPLANATORY SENTENCE – A sentence that explains something (i.e., passage, paragraph, word).
18. EXPLICIT – Referring to specific text that is included in the reading passage or in the directions.
19. FABLE – Narrative intended to convey a moral. Animals or inanimate objects with human characteristics often serve as characters in fables.
20. FALLACIES OF LOGIC – See propaganda techniques.
21. FICTION – Any story that is the product of imagination rather than a documentation of fact. Characters and events in such narratives may be based in real life but their ultimate form and configuration is a creation of an author.
22. FIRST PERSON – The “first person” or “personal” point of view relates events as they are perceived by a single character. The main character “tells” the story and may offer opinions about the action and characters that differ from those of the author.
23. FLUENCY – The clear, easy, written or spoken expression of ideas; freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading.
24. FREE VERSE – Poetry that lacks regular metrical and rhyme patterns but that tries to capture the cadences of everyday speech. The form allows a poet to exploit a variety of rhythmical effects within a single poem.
25. GENERALIZATION – A conclusion, drawn from specific information that is used to make a broad statement about a topic or person.
26. HEADINGS, GRAPHICS AND CHARTS – Any visual cues on a page of text that offer additional information to guide the reader’s comprehension. Headings typically are words or phrases in bold print that indicate a topic or the theme of a portion of text; graphics may be photographs, drawings, maps or any other pictorial representation; charts (and tables or graphs) condense data into a series of rows, lines or other shortened lists.
27. HOMOPHONE – One of two or more words pronounced alike, but different in spelling or meaning (e.g., hair/hare).
28. IDIOMATIC LANGUAGE – An expression peculiar to itself grammatically or that cannot be understood if taken literally (e.g., *Let’s get on the ball.*).
29. IMPLICIT – Meanings which, though unexpressed in the literal text, may be understood by the reader; implied.

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30. **INFLECTIONAL ENDING** - A form, suffix, or element added to the end of a word that changes the form of the word to mark such distinctions as those of case, gender, number, tense, person, mood, or voice.
31. **IRONY** – The use of a word or phrase to mean the exact opposite of its literal or usual meaning; incongruity between the actual result of a sequence of events and the expected result.
32. **LEGENDS** – A story about mythical or supernatural beings or events, or a story coming down from the past, especially one popularly regarded as historical although not verifiable.
33. **LITERARY CONFLICT** – The struggle that grows out of the interplay of the two opposing forces in a plot.
34. **LITERARY ELEMENTS** - The essential techniques used in literature (e.g., characterization, setting, plot, theme).
35. **LITERARY NONFICTION** – Text that includes literary elements and devices usually associated with fiction to report on actual persons, places, or events. Examples include nature and travel writing, biography, memoir, and the essay.
36. **LITERARY STRUCTURES** – The author’s method of organizing text (e.g., foreshadowing, flashbacks).
37. **METAPHOR** – A figure of speech that expresses an idea through the image of another object. Metaphors suggest the essence of the first object by identifying it with certain qualities of the second object. An example is “But soft, what light through yonder window breaks? It is the east, and Juliet is the sun” in William Shakespeare’s *Romeo and Juliet*. Here, Juliet, the first object, is identified with qualities of the second object, the sun.
38. **MOOD** – The prevailing emotions of a work or of the author in his or her creation of the work. The mood of a work is not always what might be expected based on its subject matter.
39. **NARRATIVE** – Text, which conveys a story or which relates events or dialog; contrast with expository text.
40. **OMNISCIENT** – The narrative perspective from which a literary work is presented to the reader from a “godlike” perspective, unrestricted by time or place, from which to see actions and look into the minds of characters. This allows the author to comment openly on characters and events in the work.
41. **PATTERN BOOK** - A book with a predictable language structure and often written with predictable text, also known as predictable book.
42. **PERSONIFICATION** – An object or abstract idea given human qualities or human form (e.g., *Flowers danced about the lawn.*).

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43. **POETIC PURPOSE** – Text with literary devices and language peculiar to poetry (e.g., stanza, rhyme, meter, etc.).
44. **POSSESSIVE** – A form of a noun or pronoun that indicates possession. In English the possessive of singular nouns is usually formed by the addition of an apostrophe and “s.”
45. **PREFIX** – An affix put before a word to alter its meaning. The element dis in disbelieve is a prefix.
46. **PRINT MEDIA** – Print media include such forms as newspapers, periodicals, magazines, books, newsletters, advertising, memos, business forms, etc.
47. **PROPAGANDA TECHNIQUES AND PERSUASIVE TACTICS** – Propaganda techniques and persuasive tactics are used to influence people to believe, buy, or do something. Students should be able to identify and comprehend the propaganda techniques and persuasive tactics listed below.
 - A. **Name-calling** is an attack on a person instead of an issue.
 - B. A **bandwagon** appeal tries to persuade the reader to do, think or buy something because it is popular or because “everyone” is doing it.
 - C. A **red herring** in an attempt to distract the reader with details not relevant to the argument.
 - D. An **emotional appeal** tries to persuade the reader by using words that appeal to the reader’s emotions instead of to logic or reason.
 - E. A **testimonial** attempts to persuade the reader by using a famous person to endorse a product or idea (for instance, the celebrity and endorsement).
 - F. **Repetition** attempts to persuade the reader by repeating a message over and over again.
 - G. A **sweeping generalization (stereotyping)** makes an oversimplified statement about a group based on limited information.
 - H. A **circular argument** states a conclusion as part of the proof of the argument.
 - I. An **appeal to numbers, facts, or statistics** attempts to persuade the reader by showing how many people think something is true.
48. **RESOLUTION** – The portion of a story following the climax, in which the conflict is resolved. The resolution of Jane Austen’s *Northanger Abbey* is neatly summed up in the following sentence: “Henry and Catherine were married, the bells rang and everybody smiled.”
49. **RHYTHM** – The pattern or beat of a poem.
50. **SATIRE** – A literary tone used to ridicule or make fun of human vice or weakness.
51. **SELF-MONITOR** – Knowing when what one is reading or writing is not making sense; adjust strategies for comprehension.
52. **SETTING** – The time and place in which a story unfolds.

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53. SONNET – A lyric poem of fourteen lines whose rhyme scheme is fixed. The rhyme scheme in the Italian sonnets of Petrarch is *abbaabba cdecde*. The Petrarchian sonnet has two divisions: the first is of eight lines (the octave), and the second is of six lines (the sestet). The rhyme scheme of the English, or Shakespearean sonnet is *abab cdcd efef gg*.
54. STORY MAPS – A visual representation of a story that provides an overview including characters, setting, the problem, and resolution or ending.
55. SUBJECT AREA – An organized body of knowledge; a discipline; a content area.
56. SYMBOLISM – A device in literature where an object represents an idea.
57. SYNONYM – One of two or more words in a language that have highly similar meanings (e.g., sorrow, grief, sadness).
58. THEME – A topic of discussion or writing; a major idea broad enough to cover the entire scope of a literary work.
59. THESIS – The basic argument advanced by a speaker or writer who then attempts to prove it; the subject or major argument of a speech or composition.
60. TONE – The attitude of the author toward the audience and characters (e.g., serious or humorous).
61. VENN DIAGRAM – The Venn Diagram is made up of two or more overlapping circles. In Language Arts instruction, Venn Diagrams are useful for examining similarities and differences in characters, stories, poems, etc.

ALTOONA AREA SCHOOL DISTRICT

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PSSA Test Vocabulary

APPENDIX Q – GRADE 11

Taught in Grade 11; to be reviewed in Grade 12

1. ALLUSION - An implied or indirect reference in literature to a familiar person, place or event.
2. ANALYSIS - The process or result of identifying the parts of a whole and their relationships to one another.
3. ANTONYM - A word that is the opposite of another word (e.g. hot-cold, night-day).
4. AUTHOR'S PURPOSE - The author's intent either to inform or teach someone about something, to entertain people, or to persuade or convince their audience to do or not do something.
5. AUTHOR'S THESIS - The topic and a specific feeling or idea associated with it. The thesis can be directly stated or implied in the examples and illustrations used by the author.
6. CAUSE AND EFFECT - Cause statements stem from actions and events, end effects are what happen as a result of the event or action.
7. CHARACTERIZATION - The method an author uses to reveal characters and their various personalities.
8. COMPARE - Placing together characters, situations or ideas to show common or differing features in literary selections.
9. CONFLICT/PROBLEM - A struggle or clash between opposing characters, forces, or emotions.
10. CONTEXT CLUES - Information from the reading that identifies or defines a word or group of words.
11. CONVENTIONS OF LANGUAGE - Mechanics, usage and sentence completeness.
12. DESCRIPTIVE TEXT - Descriptive writing is intended to allow a reader to picture the scene or setting in which the action of a story takes place.
13. EDITORIALS - A newspaper or magazine article that gives the opinions of the editors or publishers; an expression or opinion that resembles such an article.
14. EVALUATE - To examine and to judge carefully.
15. EXAGGERATION - To make an overstatement or to stretch the truth.
16. EXPOSITORY TEXT - Text written to explain and convey information about a specific topic. Contrasts with narrative text.

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17. FAIRY TALE - Short narratives featuring mythical beings such as fairies, elves and sprites. These tales originally belonged to the folklore of a particular nation or region, such as those collected in Germany by Jacob and Wilhelm Grimm.
18. FIGURATIVE LANGUAGE - Language that cannot be taken literally since it was written to create a special effect or feeling.
19. FLASHBACK - A device used in literature to present action that occurred before the beginning of the story. Flashbacks are often introduced as the dreams or recollections of one or more characters.
20. FOCUS - The center of interest or attention.
21. FOLKTALES - A story originating in oral tradition. Folktales fall into a variety of categories, including legends, ghost stories, fairy tales, fables, and anecdotes based on historical figures and events.
22. FORESHADOWING - A device used in literature to create expectation or to set up an explanation of later developments.
23. GENRE - A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry).
24. GRAPHIC ORGANIZER - A diagram or pictorial device that shows relationships.
25. HYPERBOLE - An exaggeration or overstatement (e.g. *I was so embarrassed I could have died.*).
26. IMAGERY - A word or group of words in a literary work which appeal to one or more of the senses: sight, taste, touch, hearing and smell; figurative language. The use of images serves to intensify the impact of the work.
27. INFERENCE - A judgment based on reasoning rather than on direct or explicit statement. A conclusion based on facts or circumstances; understandings gained by “reading between the lines.”
28. INFORMATIONAL TEXT - Informational texts comprise the majority of printed material adults read. It is non-fiction, written primarily to convey factual information (e.g., textbooks, newspapers, reports, directions, brochures, technical manuals. etc).
29. LIMERICK - A light or humorous verse form of five lines, of which 1, 2, and 5 rhyme and lines 3 and 4 rhyme.
30. LIMITED VIEW - In literature, a speaker is speaking either in the first person, telling things from his or her own perspective, or in the third person, telling things from the perspective of an onlooker. If the speaker is unable to know what is in any character’s mind but his or her own, this is called limited view.

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31. LITERARY DEVICES - Tools used by the author to enliven and provide voice to the writing (e.g., dialogue, alliteration).
32. MAIN IDEA - The main idea is the author's central thought; the chief topic of a text expressed or implied in a word or phrase; the topic sentence of a paragraph.
33. METER - The repetition of stressed and unstressed syllables in a line of poetry.
34. MULTIPLE-MEANING WORDS - Words that have several meanings depending upon how they are used in a sentence.
35. NONFICTION - Prose writing that is not fictional; designed primarily to explain, argue, or describe rather than entertain. For the most part, its emphasis is factual.
36. ONOMATOPOEIA - The use of words whose sounds express or suggest their meaning. In its simplest sense, onomatopoeia may be represented by words that mimic the sounds they denote such as "hiss" or "meow".
37. PARAPHRASE - Restate text or passage in other words, often to clarify meaning or show understanding.
38. PHONICS - The relationship between letters and sounds fundamental in beginning reading.
39. PLOT - The structure of a story. The sequence in which the author arranges events in a story. The structure often includes the rising action, the climax, the falling action and the resolution. The plot may have a protagonist who is opposed by an antagonist, creating what is called conflict.
40. POETRY - In its broadest sense, writing that aims to present ideas and evoke emotional experience in the reader through the use of meter, imagery, connotative and concrete words, and a carefully constructed structure based on rhythmic patterns. Poetry typically relies on words and expressions that have several layers of meaning. It also makes use of the effects of regular rhythm on the ear and may make a strong appeal to the senses through the use of imagery. *The best words in the best and most powerful order.*
41. POINT OF VIEW - The way in which an author reveals characters, events and ideas in telling a story; the vantage point from which the story is told.
42. PROBLEM/SOLUTION - An organizational structure in nonfiction texts, where the author typically presents a problem and possible solutions to it.
43. PUBLIC DOCUMENT - A document that focuses on civic issues or matters or public policy at the community level and beyond.
44. READING CRITICALLY - Reading in which a questioning attitude, logical analysis and inferences are used to judge the worth of text; evaluating relevancy and adequacy of what is read; the judgment of validity or worth of what is read, based on sound criteria.

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45. READING RATE - The speed at which a person reads, usually silently.
46. RESEARCH - A systematic inquiry into a subject or problem in order to discover, verify or revise relevant facts or principles having to do with that subject or problem.
47. RETELL - A child is asked to recount in his/her own words a story that's just been read. The exercise encourages the youngster to think conceptually and look at the bigger picture, but also include details of character, plot, setting, conflict, and resolution.
48. RHYME - Identical or very similar recurring final sounds in words usually at the end of lines of a poem.
49. RISING ACTION - The part of a story where the plot becomes increasingly complicated. Rising action leads up to the climax, or turning point.
50. ROOT WORD - A root word is one to which prefixes and suffixes can be added to form different words. These new words are derived from the root word and are called derivatives or derivations. The root word *help*, for example, can be built up into the derivatives *helpful*, *unhelpful*, *helpless*, *helper* and more.
51. SEMANTICS - The study of meaning in language.
52. SIMILE - A comparison of two unlike things in which a word of comparison (*like* or *as*) is used. (e.g., *She eats like a bird.*)
53. SOURCE -
Primary Source: Text and/or artifacts that tell or show a first-hand account of an event; original works used when researching (e.g., letters, journals).
Secondary Source: Text and/or artifacts used when researching that are derived from something original (e.g., biographies, magazine articles, research papers).
54. SUFFIX - Suffixes are groups of letters placed after a word to modify its meaning or change it into a different word group, from an adjective to an adverb, etc.
55. SUMMARIZE - To capture all the most important parts of the original text (paragraph, story, poem), but express them in a much shorter space, and - as far as possible - in the reader's own words.
56. STYLE - How an author writes; an author's use of language; its effects and appropriateness to the author's intent and theme.
57. SYNTAX - The pattern or structure of word order in sentences, clauses and phrases.
58. TARGET WORDS - Words that students are expected to know. Often students are asked to identify other words that are antonyms and synonyms of target words. Sometimes students are asked to identify the meaning of a target word given in context.

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59.TEXT STRUCTURE - The author's method of organizing a text.

Literary Structure: An organizational structure found in fiction or literary nonfiction (e.g., foreshadowing, flashback).

Nonfiction Structure: An organizational structure found in nonfiction (e.g., sequence, question-answer, cause-effect, problem-solution, etc.).

60.THIRD PERSON - A perspective in literature, the "third Person" point of view presents the events of the story from outside of any single character's perception, much like the omniscient point of view, but the reader must understand the action as it takes place and without any special insight into characters' minds or motivations.

61.VALIDITY - Refers to statements that have the appearance of truth or reality.

62.VOICE - The fluency, rhythm and liveliness in writing that make it unique to the writer.

APPENDIX – R

Common Problems

1. In formal writing, eliminate the word **you**.
2. In the heading, always write out the month.
Name, per.
English 7
November 20, 2006

In addition, write out the month in the body of an essay.

3. Pronoun-Antecedent Agreement
Use of **they** when it should be **he or she**
Use of **them** when it should be **him or her**
Use of **their** when it should be **his or her**
4. **A lot** is two words.
5. **Their/There** usage.
6. Use of a variety of transitions instead of **first, second**, etc.
7. Eliminating use of **firstly**, etc.
8. Use of commas in compound sentences.
9. Proper punctuation of dialogue.
10. Rough Drafts – Students need to skip a space between each written line. This allows for better editing.
11. In formal writing assignments, do not write in the margins.
12. Write out the word **and**; do not use symbols. (&)
13. Do not write abbreviations, especially of states, in formal writing.
14. Write out numbers in formal writing (1–100).
15. Subject/Verb Agreement, especially when any phrase separates the two.
16. Do not use commas to join two verbs or two subjects.
17. **Could of, should of, and would of** are not correct.
18. Punctuation marks go **inside** quotation marks.
19. Exclamation marks should be used only for true exclamatory sentences.
20. Items in the thesis should be parallel.
21. Stick to one tense in writing.

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APPENDIX S

Syntax/Conventions of Languages

1. SYNTAX – the pattern or structure of word order in sentences, clauses, and phrases.
2. CONVENTIONS OF LANGUAGE – mechanics, usage and sentence completeness.

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APPENDIX T

Benchmark and Final Schedule

Grade Seven

Marking Period 1	
Core Academic	Prompt Specific—Friends
Academic	Prompt Specific—Friends
Marking Period 2	
Core Academic	Five Paragraph Essay—“Monkey’s Paw”
Academic	Five Paragraph Essay—“Highwayman”
Marking Period 3	
Core Academic	Powerwriting
Academic	Powerwriting
Marking Period 4	
Core Academic	Public Speaking
Academic	Public Speaking

Grade Eight

Marking Period 1	
Core Academic	Powerwriting
Academic	Vocabulary-Based Prompt
Honors	Business Letter
Marking Period 2	
Core Academic	Prompt Specific
Academic	Prompt Specific
Honors	Prompt Specific
Marking Period 3	
Core Academic	Friendly Letter— <u>Witch of Blackbird Pond</u>
Academic	Friendly Letter— <u>Johnny Tremain</u>
Honors	Independent Reading
Marking Period 4	
Core Academic	Vocabulary-Based Prompt
Academic	Powerwriting
Honors	Writing Project Revision

Grade 9

Marking Period 1	
Core Academic	Prompt Specific
Academic	Prompt Specific
Honors	Prompt Specific

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Marking Period 2

Core Academic

Academic

Honors

Semester Final

Semester Final

Semester Final

Marking Period 3

Core Academic

Academic

Honors

Public Speaking

Public Speaking

Public Speaking

Marking Period 4

Core Academic

Academic

Honors

Semester Final

Semester Final

Semester Final

ALTOONA AREA SCHOOL DISTRICT
COURSE DESCRIPTION/GRADING POLICY
ENGLISH
GRADE 7

English 7 will emphasize the study of composition, literature, usage, mechanics, speaking and listening. Narrative, informative and persuasive writing will be explored and developed. This course seeks to equip the grade seven student with the skills necessary to improve oral and written communication.

All formally evaluated work assigned in English 7 will be assigned a point value. Each marking period grade will be determined by the average of the accumulated points.

The student has the responsibility to make up work missed due to absence within five school days of the absence. Failure to do this will result in a grade of zero points for the assigned work or material.

The student must also come to class prepared. He or she must have all assigned materials and be prepared with a pen and a pencil. The student must cooperate and diligently do class work assignments as well as homework.

Marking Period Assessments:

Tests	Quizzes	Classroom Evaluations
Benchmarks	Projects	Speeches
Composition	Attention to task	Homework

Percentage Basis:

93-100	Excellent
86-92	Above Average
77-85	Average
70-76	Passing
0-69	Failing

Grade Computation Formula:

$\frac{\text{Total points achieved}}{\text{Total points possible}} \times 100 = \% \text{Grade}$
Rounding of Points:
.0 to .4 Down
.5 to .9 Up

As an educator, I stand ready to join in a partnership with you, the student, and your parent or guardian. The skills you learn and the insights you get in my class will help you in any field you select in the future. I encourage your cooperation and challenge you to do your best to learn and remember. Grade 7 is a year of challenges. You must adjust to a new school and make a new beginning. I am ready to help you. May we work together?

A signature below indicates that the student and parent or guardian have read and understood the course description and grading policy.

Student's Signature _____

Parent or Guardian's Signature _____

ALTOONA AREA SCHOOL DISTRICT
COURSE DESCRIPTION/GRADING POLICY
ENGLISH
GRADE 8

English 8 will emphasize the study of composition, literature, usage, mechanics, speaking and listening. Narrative, informative and persuasive writing will be explored and developed. This course seeds to equip the grade eight student with the skills necessary to improve oral and written communication appropriate to academic study and the world of work.

All formally evaluated work assigned in English 8 will be assigned a point value. Each marking period grade will be determined by the average of the accumulated points.

The student has the responsibility to make up work missed due to absence within five school days of the absence. Failure to do this will result in a grade of zero points for the assigned work or material.

The student must also come to class prepared. He or she must have all assigned materials and be prepared with a pen and a pencil. The student must cooperate and diligently do class work assignments as well as homework.

Marking Period Assessments:

Tests	Quizzes	Classroom Evaluations
Benchmarks	Projects	Speeches
Composition	Attention to task	Homework

Percentage Basis:

93-100	Excellent
86-92	Above Average
77-85	Average
70-76	Passing
0-69	Failing

Grade Computation Formula:

$\frac{\text{Total points achieved}}{\text{Total points possible}} \times 100 = \% \text{Grade}$
Rounding of Points:
.0 to .4 Down
.5 to .9 Up

As an educator, I stand ready to join in a partnership with you, the student, and your parent or guardian. The skills you learn and the insights you get in my class will help you in any field you select in the future. I encourage your cooperation and challenge you to do your best to learn and remember. I am ready to help you. May we work together?

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Student's Signature _____

Parent or Guardian's Signature _____

ALTOONA AREA SCHOOL DISTRICT
COURSE DESCRIPTION/GRADING POLICY
ACADEMIC ENGLISH
GRADE 8

Academic English 8 will emphasize the study of composition, literature, usage, mechanics, speaking and listening. Narrative, informative and persuasive writing will be explored and developed. This course seeks to equip the grade eight student with the skills necessary to improve oral and written communication.

All formally evaluated work assigned in Academic English 8 will be assigned a point value. Each marking period grade will be determined by the average of the accumulated points.

The student has the responsibility to make up work missed due to absence within five school days of the absence. Failure to do this will result in a grade of zero points for the assigned work or material.

The student must also come to class prepared. He or she must have all assigned materials and be prepared with a pen and a pencil. The student must cooperate and diligently do class work assignments as well as homework.

Marking Period Assessments:

Tests	Quizzes	Classroom Evaluations
Benchmarks	Projects	Speeches
Composition	Attention to task	Homework

Percentage Basis:

93-100	Excellent
86-92	Above Average
77-85	Average
70-76	Passing
0-69	Failing

Grade Computation Formula:

$$\frac{\text{Total points achieved}}{\text{Total points possible}} \times 100 = \% \text{Grade}$$

Rounding of Points:

.0 to .4	Down
.5 to .9	Up

As an educator, I stand ready to join in a partnership with you, the student, and your parent or guardian. The skills you learn and the insights you get in my class will help you in any field you select in the future. I encourage your cooperation and challenge you to do your best to learn and remember. I am ready to help you. May we work together?

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Student's Signature _____

Parent or Guardian's Signature _____

ALTOONA AREA SCHOOL DISTRICT
COURSE DESCRIPTION/GRADING POLICY
HONORS ENGLISH
GRADE 8

Honors English 8 will emphasize the study of composition, literature, usage, mechanics, speaking and listening. Narrative, informative and persuasive writing will be explored and developed. This course seeks to equip the grade eight student with the skills necessary to improve oral and written communication. The honors curriculum requires students to read, write, and verbalize in response to enrichment activities.

All formally evaluated work assigned in Honors English 8 will be assigned a point value. Each marking period grade will be determined by the average of the accumulated points.

The student has the responsibility to make up work missed due to absence within five school days of the absence. Failure to do this will result in a grade of zero points for the assigned work or material.

The student must also come to class prepared. He or she must have all assigned materials and be prepared with a pen and a pencil. The student must cooperate and diligently do class work assignments as well as homework.

Marking Period Assessments:

Tests	Quizzes	Classroom Evaluations
Benchmarks	Projects	Speeches
Composition	Attention to task	Homework

Percentage Basis:

93-100	Excellent
86-92	Above Average
77-85	Average
70-76	Passing
0-69	Failing

Grade Computation Formula:

$\frac{\text{Total points achieved}}{\text{Total points possible}} \times 100 = \% \text{Grade}$
Rounding of Points:
.0 to .4 Down
.5 to .9 Up

As an educator, I stand ready to join in a partnership with you, the student, and your parent or guardian. The skills you learn and the insights you get in my class will help you in any field you select in the future. I encourage your cooperation and challenge you to do your best to learn and remember. I am ready to help you. May we work together?

A signature below indicates that the student and parent or guardian have read and understood the course description and grading policy.

Student's Signature _____

Parent or Guardian's Signature _____

ALTOONA AREA SCHOOL DISTRICT
COURSE DESCRIPTION/GRADING POLICY
CORE ACADEMICS 1
GRADE 9 LEVEL TWO

Core Communications 1 will emphasize the study of composition, literature, usage, mechanics, speaking and listening. Narrative, informative and persuasive writing will be explored and developed. This course seeks to equip the grade nine student with the skills necessary to improve oral and written communication appropriate to academic study and the world of work.

All formally evaluated work assigned in Core Communications I will be assigned a point value. Each marking period grade will be determined by the average of the accumulated points.

The student has the responsibility to make up work missed due to absence within five school days of the absence. Failure to do this will result in a grade of zero points for the assigned work or material.

The student must also come to class prepared. He or she must have all assigned materials and be prepared with a pen and a pencil. The student must cooperate and diligently do class work assignments as well as homework.

Marking Period Assessments:

Tests	Quizzes	Classroom Evaluations
Benchmarks	Projects	Speeches
Composition	Attention to task	Homework

Percentage Basis:

93-100	Excellent
86-92	Above Average
77-85	Average
70-76	Passing
0-69	Failing

Grade Computation Formula:

<u>Total points achieved</u>
Total points possible X 100=%Grade
Rounding of Points:
.0 to .4 Down
.5 to .9 Up

As a student in grade nine, you are beginning your high school career. As an educator, I stand ready to join in a partnership with you, the student, and your parent or guardian. The skills you learn and the insights you get in my class will help you in any field you select in the future. I encourage your cooperation and challenge you to do your best to learn and remember. I am ready to help you. May we work together?

A signature below indicates that the student and parent or guardian have read and understood the course description and grading policy.

Student's Signature _____

Parent or Guardian's Signature _____

ALTOONA AREA SCHOOL DISTRICT
COURSE DESCRIPTION/GRADING POLICY
ACADEMIC ENGLISH
GRADE 9 LEVEL THREE

Academic English 9 will emphasize the study of composition, literature, usage, mechanics, speaking and listening. Narrative, informative and persuasive writing will be explored and developed. This course seeks to equip the grade nine student with the skills necessary to improve oral and written communication.

All formally evaluated work assigned in Academic English 9 will be assigned a point value. Each marking period grade will be determined by the average of the accumulated points.

The student has the responsibility to make up work missed due to absence within five school days of the absence. Failure to do this will result in a grade of zero points for the assigned work or material.

The student must also come to class prepared. He or she must have all assigned materials and be prepared with a pen and a pencil. The student must cooperate and diligently do class work assignments as well as homework.

Marking Period Assessments:

Tests	Quizzes	Classroom Evaluations
Benchmarks	Projects	Speeches
Composition	Attention to task	Homework

Percentage Basis:

93-100	Excellent
86-92	Above Average
77-85	Average
70-76	Passing
0-69	Failing

Grade Computation Formula:

$$\frac{\text{Total points achieved}}{\text{Total points possible}} \times 100 = \% \text{Grade}$$

Rounding of Points:

.0 to .4	Down
.5 to .9	Up

As a student in grade nine, you are beginning your high school career. You have an opportunity to do good work and achieve fine things. As an educator, I stand ready to join in a partnership with you, the student, and your parents. The skills you learn and the insights you get in my class will help you in any field you select in the future. I encourage your cooperation and challenge you to do your best to learn and remember. I am ready to help you. May we work together?

A signature below indicates that the student and parent or guardian have read and understood the course description and grading policy.

Student's Signature _____

Parent or Guardian's Signature _____

ALTOONA AREA SCHOOL DISTRICT
COURSE DESCRIPTION/GRADING POLICY
HONORS ENGLISH
GRADE 9 LEVEL 3.5

Honors English 9 will emphasize the study of composition, literature, usage, mechanics, speaking and listening. Narrative, informative and persuasive writing will be explored and developed. This course seeks to equip the grade nine student with the skills necessary to improve oral and written communication. The honors curriculum requires students to read, write, and verbalize in response to enrichment activities.

All formally evaluated work assigned in Honors English 9 will be assigned a point value. Each marking period grade will be determined by the average of the accumulated points.

The student has the responsibility to make up work missed due to absence within five school days of the absence. Failure to do this will result in a grade of zero points for the assigned work or material.

The student must also come to class prepared. He or she must have all assigned materials and be prepared with a pen and a pencil. The student must cooperate and diligently do class work assignments as well as homework.

Marking Period Assessments:

Tests	Quizzes	Classroom Evaluations
Benchmarks	Projects	Speeches
Composition	Attention to task	Homework

Percentage Basis:

93-100	Excellent
86-92	Above Average
77-85	Average
70-76	Passing
0-69	Failing

Grade Computation Formula:

$\frac{\text{Total points achieved}}{\text{Total points possible}} \times 100 = \% \text{Grade}$
Rounding of Points:
.0 to .4 Down
.5 to .9 Up

As a student in grade nine, you are beginning your high school career. You have an opportunity to do good work and achieve fine things. As an educator, I stand ready to join in a partnership with you, the student, and your parents. The skills you learn and the insights you get in my class will help you in any field you select in the future. I encourage your cooperation and challenge you to do your best to learn and remember. I am ready to help you. May we work together?

A signature below indicates that the student and parent or guardian have read and understood the course description and grading policy.

Student's Signature _____

Parent or Guardian's Signature _____

ALTOONA AREA SCHOOL DISTRICT
COURSE DESCRIPTION/GRADING POLICY
NEWSWRITING
GRADE 9

Course Description:

Introduction to Newswriting is an activity based course designed to provide students with an opportunity to reinforce and improve skills in composition consistent with the goals of the junior high English program and to stretch student's knowledge and understanding of newspaper design, composition, production, and importance in today's world.

These goals are accomplished via instruction and in the preparation and production of the school newspaper.

Marking Period grades will be determined using these assessments:

Contribution to the construction and publication of the school newspaper (includes gathering information, writing articles, proofreading articles, editing articles, developing pages, writing headlines, typing articles, taking notes, constructing artwork, distributing of the paper, and assisting staff members).

Completion, punctuality, and quality of all in class and newspaper assignments.

Personal characteristics such as cooperation, positive attitude, initiative, dependability, self-discipline, and good work habits.

All formally evaluated work assigned in Newswriting 9 will be assigned a point value. Each marking period grade will be determined by the average of the accumulated points.

The student has the responsibility to make up work missed due to absence within five school days of the absence. Failure to do this will result in a grade of zero points for the assigned work or material.

The student must also come to class prepared. He or she must have all assigned materials and be prepared with a pen and a pencil. The student must cooperate and diligently do class work assignments as well as homework.

Percentage Basis:

93-100	Excellent
86-92	Above Average
77-85	Average
70-76	Passing
0-69	Failing

Grade Computation Formula:

$$\frac{\text{Total points achieved}}{\text{Total points possible}} \times 100 = \% \text{Grade}$$

Rounding of Points:

.0 to .4	Down
.5 to .9	Up

Ten zero grades accumulated as a result of class cuts, or unexcused absences, or illegal absence will mean the recording of an automatic failure for the marking period.

A signature below indicates that the student and parent or guardian have read and understood the course description and grading policy.

Student's Signature _____

Parent or Guardian's Signature _____

ALTOONA AREA SCHOOL DISTRICT
COURSE DESCRIPTION/GRADING POLICY
DRAMA
GRADE 9

Course Description:

Drama in grade nine will emphasize dramatic literature, technical training, performance participation supplemented by exposure to cultural events in the community. The text for this course will be Basic Drama Projects. Personal characteristics such as cooperation, positive attitude, initiative, dependability, self-discipline, and good work habits are attributes developed in this course.

Course Grading Policy:

All formally evaluated work assigned in Drama 9 will be assigned a point value. Each marking period grade will be determined by the average of the accumulated points. The student has the responsibility to make up work missed due to absence within five school days of the absence. Failure to do this will result in a grade of zero points for the assigned work or material.

The student must also come to class prepared. He or she must have all assigned materials and be prepared with a pen and a pencil. The student must cooperate and diligently do class work assignment as well as homework.

Percentage Basis:		Grade Computation Formula:
93-100	Excellent	$\frac{\text{Total points achieved}}{\text{Total points possible}} \times 100 = \% \text{Grade}$
86-92	Above Average	Rounding of Points:
77-85	Average	.0 to .4 Down
70-76	Passing	.5 to .9 Up
0-69	Failing	

Ten zero grades accumulated as a result of class cuts, or unexcused absences, or illegal absence will mean the recording of an automatic failure for the marking period.

“All the world is a stage and the men and women are merely players,” says William Shakespeare. In drama the experience of theater can open a new world of experience to students.

A signature below indicates that the student and parent or guardian have read and understood the course description and grading policy.

Student's Signature _____

Parent or Guardian's Signature _____