

LANGUAGE AND LITERATURE YEAR 1

Middle Years
Programme

	Criterion A Analysing	Criterion B Organizing	Criterion C Producing Text	Criterion D Using Language
	<p>Students should be able to:</p> <ol style="list-style-type: none"> identify and comment upon explicit aspects of texts identify and comment upon implicit aspects of texts analyse characters and their relationships analyse a writer's use of language, style and conventions 	<p>Students should be able to:</p> <ol style="list-style-type: none"> analyse organizational structures that describe content analyse various subgenres and their uses analyse and evaluate the effectiveness of a writer's choice of language, style and conventions 	<p>Students should be able to:</p> <ol style="list-style-type: none"> produce a written text, drawing on their own experiences and imagination, and their knowledge of the creative process use a variety of descriptive, imaginative, figurative and other language devices, demonstrating an awareness of impact on an audience select relevant details and appropriate conventions 	<p>Students should be able to:</p> <ol style="list-style-type: none"> use appropriate and varied vocabulary and write structurally sound texts use language to achieve specific purposes and effects use correct spelling, grammar and punctuation use language effectively, in a contextually appropriate and appropriate manner use language to convey information, persuade, entertain
1-2	<ol style="list-style-type: none"> understand and identify explicit and implicit aspects of texts understand and identify explicit and implicit aspects of a writer's choice analyse characters and their relationships in a variety of contexts, demonstrating an awareness of impact on an audience analyse how language, style and conventions function within and between texts 	<ol style="list-style-type: none"> analyse various uses of organizational structures that serve the writer's purpose and audience analyse various subgenres and their uses, including the effect of language analyse various uses of referencing and footnoting to serve a writer's purpose and audience, including how the writer's choice of language and conventions impact on an audience 	<ol style="list-style-type: none"> produce a written text, drawing on their own experiences and imagination, and their knowledge of the creative process use a variety of descriptive, imaginative, figurative and other language devices, demonstrating an awareness of impact on an audience select relevant details and appropriate conventions 	<ol style="list-style-type: none"> use a variety of appropriate vocabulary and write structurally sound texts use language to achieve specific purposes and effects use correct spelling, grammar and punctuation use language effectively, in a contextually appropriate and appropriate manner use language to convey information, persuade, entertain
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the Common Core State Standards CCSS were put in place and thoughtfully critiques how and why implementation has faltered The authors outline a curriculum framework that focuses on student based inquiry and the use of formative assessment to monitor and guide student learning They provide workable innovative alternatives to the packaged instructional programs and summative tests that have come to be associated with the English language arts ELA standards Vignettes of diverse schools and districts highlight a range of successful approaches to making the CCSS work **Tests in Print V** Buros Institute of Mental Measurements,1999 Twice-told Tales ,1997 Reading textbook series organized by thematic units utilizes award winning unabridged trade book literature to teach reading and language arts competency to students grades K 6 **Literature Works** ,2000 *Tests in Print* Linda L. Murphy,1999 **New Approaches to Assessment in Science and Mathematics** ,1997 **Reading Specialists and Literacy Coaches in the Real World** MaryEllen Vogt,Brenda A. Shearer,2016-04-29 This theoretical and practical guidebook prepares reading specialists and literacy coaches to develop and teach reading and language arts at the school and district levels Using current information on the standards for literacy professionals the text incorporates significant developments in intervention assessment adolescent literacy and multiple literacies Vogt and Shearer explore the expanding roles and responsibilities of reading specialists and their impact on instructional practice The full featured and distinctive Third Edition offers opportunities for flexible teaching approaches as well as substantive coverage and tools such as the function of the literacy coach in Response to Intervention RtI guides to needs assessment and two year plans the advancement of professional development communities portfolio and self assessment projects and companion materials that include key terms recommended readings chapter vignettes and online resources

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