

LANGUAGE AND LITERATURE YEAR 1

Middle Years
Programme

	Criterion A Analysing	Criterion B Organizing	Criterion C Producing Text	Criterion D Using Language
	Students should be able to: - identify and comment upon explicit aspects of texts - identify and comment upon implicit aspects of texts - analyse characters and their relationships - identify a writer's and a text's purpose, values and assumptions	Students should be able to: - analyse organizational structures that describe content - analyse various methods of presenting content and information and how they contribute to a writer's and a text's purpose, values and assumptions	Students should be able to: - produce a written text, drawing into thought and organization their experiences, perceptions and ideas, and their personal engagement with the creative process - use a variety of perspectives, if appropriate, to present their ideas, themes, characters and issues of interest in a narrative - select relevant details and elements to support their ideas	Students should be able to: - use appropriate and varied language, and write structuring elements of discourse - use language to achieve specific purposes and effects - use correct grammar, spelling and punctuation - use language effectively, in a contextually appropriate and appropriate manner - use language to support their communication purposes
1-2	- understand and identify texts and comment upon explicit aspects of texts - understand and identify texts and comment upon implicit aspects of texts - analyse characters and their relationships in a variety of contexts - identify how texts are written and what values and assumptions writers and narrators have	- analyse various uses of organizational structures that serve the writer's and a text's purpose and content - analyse various methods with a selected degree of effect - analyse various uses of referencing and footnoting to serve a writer's purpose and what values and assumptions writers and narrators have	- produce a written narrative that shows limited personal engagement with the creative process, demonstrating a limited degree of thought in organization and selected aspects of the presentation and how these elements contribute to the writer's and a text's purpose, values and assumptions - use a variety of perspectives, if appropriate, to present their ideas, themes, characters and issues of interest in a narrative - select relevant details and elements to support their ideas	- use a limited range of appropriate language and forms of discourse - use text structure in a conventional manner, and structure the text in a limited and limited manner - use grammar, spelling and punctuation with limited accuracy - use language effectively, in a contextually appropriate and appropriate manner - use language to support their communication purposes
3-4	- understand and identify texts and comment upon explicit aspects of texts - understand and identify texts and comment upon implicit aspects of texts - analyse characters and their relationships in a variety of contexts - identify how texts are written and what values and assumptions writers and narrators have	- analyse various uses of organizational structures that serve the writer's and a text's purpose and content - analyse various methods with a selected degree of effect - analyse various uses of referencing and footnoting to serve a writer's purpose and what values and assumptions writers and narrators have	- produce a written narrative that shows moderate personal engagement with the creative process, demonstrating some thought in organization and some aspects of the presentation and how these elements contribute to the writer's and a text's purpose, values and assumptions - use a variety of perspectives, if appropriate, to present their ideas, themes, characters and issues of interest in a narrative - select relevant details and elements to support their ideas	- use a moderate range of appropriate language, structure and forms of discourse - use text structure in a conventional manner, and structure the text in a moderate and moderate manner - use grammar, spelling and punctuation with moderate accuracy - use language effectively, in a contextually appropriate and appropriate manner - use language to support their communication purposes
5-6	- understand and identify texts and comment upon explicit aspects of texts - understand and identify texts and comment upon implicit aspects of texts - analyse characters and their relationships in a variety of contexts - identify how texts are written and what values and assumptions writers and narrators have	- analyse various uses of organizational structures that serve the writer's and a text's purpose and content - analyse various methods with a selected degree of effect - analyse various uses of referencing and footnoting to serve a writer's purpose and what values and assumptions writers and narrators have	- produce a written narrative that shows considerable personal engagement with the creative process, demonstrating thoughtful thought in organization and thoughtful aspects of the presentation and how these elements contribute to the writer's and a text's purpose, values and assumptions - use a variety of perspectives, if appropriate, to present their ideas, themes, characters and issues of interest in a narrative - select relevant details and elements to support their ideas	- use a thoughtful range of appropriate language, structure and forms of discourse - use text structure in a conventional manner, and structure the text in a thoughtful and thoughtful manner - use grammar, spelling and punctuation with thoughtful accuracy - use language effectively, in a contextually appropriate and appropriate manner - use language to support their communication purposes
7-8	- understand and identify texts and comment upon explicit aspects of texts - understand and identify texts and comment upon implicit aspects of texts - analyse characters and their relationships in a variety of contexts - identify how texts are written and what values and assumptions writers and narrators have	- analyse various uses of organizational structures that serve the writer's and a text's purpose and content - analyse various methods with a selected degree of effect - analyse various uses of referencing and footnoting to serve a writer's purpose and what values and assumptions writers and narrators have	- produce a written narrative that shows a high degree of personal engagement with the creative process, demonstrating thoughtful thought in organization and thoughtful aspects of the presentation and how these elements contribute to the writer's and a text's purpose, values and assumptions - use a variety of perspectives, if appropriate, to present their ideas, themes, characters and issues of interest in a narrative - select relevant details and elements to support their ideas	- use a thoughtful range of appropriate language, structure and forms of discourse - use text structure in a conventional manner, and structure the text in a thoughtful and thoughtful manner - use grammar, spelling and punctuation with thoughtful accuracy - use language effectively, in a contextually appropriate and appropriate manner - use language to support their communication purposes

The Language Of Literature Grade 6 Integrated Assessment

R Sandford



The Language Of Literature Grade 6 Integrated Assessment:

The language of literature McDougal, Littell, 2000 LaserLinks videodisc Side A 30 min contains visual support for the selections and a storyteller's interpretation of one of the selections Side B 30 min contains the writing springboards and the unit introductions Use with teacher's sourcebook **ENC Focus** ,1997 **Resources in Education** ,2000-10 *Spotlight on Literacy* ,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 **Family Album** ,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 **Spotlight on Literacy: Pupil edition** ,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 5 **Eureka!** ,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 **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 Spotlight on Literacy: Pupil edition. Lvl.9,Unit 3. Teamwork. Teacher's planning guide ,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 **The Map of Standards for English Learners** John Warren Carr,Rachel Lagunoff,WestEd (Organization),2006 ELD and ELA standards for listening speaking reading and writing are displayed for grade levels 6 through 12 The purpose of this document is to help teachers schools and districts see the relationship between California's English Language Development ELD and English Language Arts ELA standards and to help them design and implement an articulated and integrated system of instruction and assessment for English learners

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