

TABLE OF CONTENTS

I. [Introduction](#)

A. [Standards](#)

B. Pacing Guide

1. [English I Essentials Part I and II](#)
2. [English I](#)
3. [English II Essentials Parts I and II](#)
4. [English II](#)
5. [English III](#)
6. [English IV](#)

C. Research Strategies

1. [Big 6™](#)
2. [Research Assignment Organizer](#)

D. Requirements for English 1 – 4 Research Projects

1. [Overview](#)
2. Annotated Bibliography
 - a. [Description](#)
 - b. [Sample Assignment](#)
 - c. [Grading Rubric](#)
 - d. [Sample Annotated Bibliography](#)
3. Expository Research Paper
 - a. [Writing Expository Research Papers](#)
 - b. [Five-Paragraph Essay/Five-Part Research Model](#)
 - c. Compare/Contrast
 - i. [Methods of Organization](#)
 - ii. [Suggested Assignments/Topics](#)
 - iii. [Grading Rubric](#)
 - iv. Sample Student Work
 - d. Literary Analysis
 - i. [Description](#)
 - ii. [Types of Literary Criticism](#)
 - iii. [Suggested Assignments/Topics](#)
 - iv. [Grading Rubric](#)
 - v. [Sample Lesson Plan](#)—Contemporary American Lit
 - vi. [Lesson Plan Template](#)—Contemporary American Lit
 - vii. [Student Handout](#)—Contemporary American Lit
 - viii. [Rubric](#)—Contemporary American Lit
 - e. Cause and Effect
 - i. [Suggested Assignments/Topics](#)
 - ii. [Grading Rubric](#)
 - iii. Sample Student Work

- f. Problem and Solution
 - i. [Suggested Assignments/Topics](#)
 - ii. [Grading Rubric](#)
 - iii. Sample Student Work
- 4. Argumentative/ Persuasive Research Paper
 - a. [Writing a Persuasive Research Paper](#)
 - b. Suggested Assignments/Topics
 - c. [Grading Rubric](#)
 - d. Sample Student Work
- 5. Multigenre Research Project
 - a. [Description](#)
 - b. [Possible Genres](#)
 - c. [Suggested Assignments/Topics](#)
 - c. [Grading Rubric](#)
 - d. Sample Student Work
- 6. [Senior Project](#) (*High Schools That Work* Recommendation)
- 7. Writing Portfolio (requirement for English 4 classes)
 - a. [Description](#)
 - b. Suggested Assignments/Topics
 - c. [Grading Rubric](#)
 - d. Sample Student Work

II. [Choosing a Topic](#)

III. [Writing a Thesis Statement](#)

- A. [More Tips on Thesis Statements](#)
- B. Examples of Good Thesis Statements

IV. Gathering Information

- A. Types of Resources
 - 1. [Primary and Secondary](#)
 - 2. [Examples of Primary and Secondary Resources](#)
- B. Format of Resources
 - 1. Print
 - a. [Types](#)
 - b. [Evaluation](#)
 - 2. Electronic
 - a. [Types](#)
 - b. [Evaluation of Periodical \(Database\) Resources](#)
 - c. [Evaluation of Internet Resources](#)
 - d. [Choose Best Search for Your Information Needs](#)
 - 3. [Other](#)
 - 4. [Conducting a Personal Interview](#)

- C. Note taking
 - 1. [Bibliography note cards](#)
 - 2. [Note Sheets](#)

V. Organization

- A. Outlining
 - 1. [Traditional](#)
 - 2. [Use of OWL Online Materials](#)
 - 3. [Graphic organizers](#)
- B. [Topic Sentences](#) and [Transitions](#)
- C. [Paragraphing](#)

Don't VI. [Plagiarism](#) and [Paraphrasing](#)

VII. Structure of Research Paper Using MLA Format

- A. MLA Format for Works Cited
 - 1. [Definition](#)
 - 2. [Setting Up Works Cited Page](#)
 - 3. [Works Cited Project](#)
 - 4. [Bibliographic Citations Instructions](#)
- B. [MLA Format for Papers](#)
- C. [In-text \(Parenthetical\) Citations](#)
- D. [Integrating Quotations](#)

VIII. [Structure of Research Paper Using APA Format](#)

IX. [Conventions for Writing about Literature](#)

X. [Proofreading and Editing](#)

XI. Additional Research Projects

- A. PowerPoint
 - 1. [Presentation How-To](#) *Use "Page Down" on keyboard to advance slides
 - 2. [Rubric](#)
- B. Pathfinder
 - 1. [Description](#)
 - 2. [Template](#)

- C. Publisher
 - 1. [Directions for Projects](#)
 - 2. [Directions for Newsletter](#)

- D. [Web Quest](#)

XI. Appendix (to be added to by teachers and media specialists once guide is distributed)

- A. [Area Libraries](#)

- B. Bibliography of useful sources

- C. [Evaluations by teachers of Research Guide, Fall 2006](#)

- D. [Evaluations by teachers of Research Guide, Spring 2007](#)

- E. Evaluations by teachers of Project Requirements

- 1. [English I](#)
- 2. [English II](#)
- 3. [English III](#)
- 4. [English IV](#)

**Lexington District One
Research Guide
Introduction**

This research guide is the culmination of three years of committee work and will always be considered a growing and evolving work-in-progress. The research guide committee, comprised of library media specialists and English teachers, was assigned the task of creating a guide to assist teachers and students with requirements for English 1-4 Research Projects as determined by Lexington District One administration. The committee would like to thank Anne Elam, Libby Carnohan, and other administrators for their guidance and input. However, the committee realizes that in order to be truly effective, input is needed from each secondary English teacher and library media specialist in the district.

The 2005-06 school year was a pilot year and each English teacher was requested to use this document actively with all classes. At the end of the year, a committee compiled the evaluations and revised the research guide.

Although all committee members had input into the entire document, each section was assigned to a committee member. If there are questions and/or suggestions about content and/or typographical errors, contact Elizabeth Harrell at eharrell@lexington1.net. In your message, please reference the page number and the name of the person listed in the footer of the section you are addressing. The committee believes samples of exemplary student work would be beneficial for future use and requests submission of completed projects to be included in the guide. Please remember to get written permission from students and parents before the work is submitted. Successful research lesson plans and lists of applicable topics are also requested. Submissions for student samples and lesson plans can be made at any time during the 2006-07 school year and should be sent electronically (emailed) to Elizabeth Harrell.

Evaluations for the end of each semester are included. Please complete these evaluations and submit them electronically to Elizabeth Harrell.

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English 1 through English 4 Language Arts Standards

Reading Goal (R) The student will draw upon a variety of strategies to comprehend, interpret, analyze and evaluate what he or she reads.

Reading Process and Comprehension

R1 The student will integrate various cues and strategies to comprehend what he or she reads.

English 1	English 2	English 3	English 4
E1-R1.1 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.	E2-R1.1 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.	E3-R1.1 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.	E4-R1.1 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.
E1-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.	E2-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.	E3-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.	E4-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.
E1-R1.3 Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.	E2-R1.3 Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.	E3-R1.3 Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.	E4-R1.3 Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.
E1-R1.5 Demonstrate the ability to define the purpose of a variety of communication formats such as poetry, drama, fiction, essays, business letters, memos, instructions, policy statements, user manuals, lab reports, and Web sites.	E2-R1.5 Demonstrate the ability to define the purpose of a variety of communication formats, such as poetry, drama, fiction, essays, business letters, memos, instructions, policy statements, user manuals, lab reports, and Web sites.	E3-R1.5 Demonstrate the ability to define the purpose of a variety of communication formats such as poetry, drama, fiction, essays, business letters, memos, instructions, policy statements, user manuals, lab reports, and Web sites.	E4-R1.5 Demonstrate the ability to define the purpose of a variety of communication formats, such as poetry, drama, fiction, essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, and lab reports.
E1-R1.6 Begin explaining how layout is handled in variety of informational texts.	E2-R1.6 Demonstrate the ability to explain how layout is handled in variety of informational texts.	E3-R1.6 Demonstrate the ability to explain how layout is handled in variety of informational texts	E4-R1.6 Demonstrate the ability to explain how layout is handled in variety of informational texts.

English 1	English 2	English 3	English 4
E1-R1.7 Begin analyzing the relationships among thesis (main idea), evidence (concrete supporting details), and argument to evaluate claims made in informational texts such as newspaper editorials and campaign speeches.	E2-R1.7 Demonstrate the ability to analyze the relationships among thesis (main idea), evidence (concrete supporting details), and argument to evaluate claims made in informational texts such as newspaper editorials and campaign speeches.	E3-R1.7 Demonstrate the ability to analyze the relationships among thesis (main idea), evidence (concrete supporting details), and argument to evaluate claims made in informational texts such as newspaper editorials and campaign speeches.	E4-R1.7 Demonstrate the ability to analyze the relationships among thesis (main idea), evidence (concrete supporting details), and argument to evaluate claims made in informational texts such as newspaper editorials and campaign speeches.
E1-R1.8 Demonstrate the ability to draw conclusions and make inferences.	E2-R1.8 Demonstrate the ability to draw conclusions and make inferences.	E3-R1.8 Demonstrate the ability to draw conclusions and make inferences.	E4-R1.8 Demonstrate the ability to draw conclusions and make inferences.
E1-R1.9 Begin reading several works on a particular topic, paraphrase the ideas, and synthesize them with ideas from other authors addressing the same topic.	E2-R1.9 Demonstrate the ability to read several works on a particular topic, paraphrase the ideas and synthesize them with ideas from other authors addressing the same topic.	E3-R1.9 Demonstrate the ability to read several works on a particular topic, paraphrase the ideas, and synthesize them with ideas from other works addressing the same topic.	E4-R1.9 Demonstrate the ability to read several works on a particular topic, paraphrase the ideas, and synthesize them with ideas from other works addressing the same topic.

Analysis of Texts

R2 The student will use knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.

English 1	English 2	English 3	English 4
E1-R2.1 Begin showing how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the plots, characters, settings, and themes of literary works written during that period.	E2-R2.1 Demonstrate the ability to show how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the plots, characters, settings, and themes of literary works written during that period.	E3-R2.1 Demonstrate the ability to show how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the plots, characters, settings, and themes of literary works written during that period.	E4-R2.1 Demonstrate the ability to show how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the plots, characters, settings, and themes of literary works written during that period.
		E3-R2.2 Demonstrate the ability to contrast the principal periods in American literature in reference to themes, styles, or trends.	E4-R2.2 Demonstrate the ability to contrast the principal periods in British literature in reference to themes, styles, and trends.

English 1	English 2	English 3	English 4
E1-R2.2 Demonstrate the ability to evaluate an author's use of stylistic elements such as tone, irony, and figurative language.	E2-R2.2 Demonstrate the ability to evaluate an author's use of stylistic elements such as foreshadowing, flashback, soliloquy, irony, dialect, asides, tone and figurative language.	E3-R2.3 Demonstrate the ability to evaluate an author's use of stylistic elements such as foreshadowing, flashback, soliloquy, irony, dialect, asides, tone and figurative language.	E4-R2.3 Demonstrate the ability to evaluate an author's use of stylistic elements such as foreshadowing, flashback, soliloquy, irony, dialect, asides, tone and figurative language.
E1-R2.3 Demonstrate the ability to compare and contrast universal literary themes as they are developed in works in various genres.	E2-R2.3 Demonstrate the ability to compare and contrast universal literary themes as they are developed in works in various genres.	E3-R2.4 Demonstrate the ability to compare and contrast universal literary themes as they are developed in works in various genres.	E4-R2.4 Demonstrate the ability to compare and contrast universal literary themes as they are developed in works in various genres.
E1-R2.4 Demonstrate the ability to compare and contrast authors' styles on the basis of such elements as word choice and sentence structure (syntax).	E2-R2.4 Demonstrate the ability to compare and contrast authors' styles on the basis of such elements as word choice and sentence structure (syntax).	E3-R2.5 Demonstrate the ability to compare and contrast authors' styles on the basis of such elements as word choice and sentence structure (syntax).	E4-R2.5 Demonstrate the ability to compare and contrast authors' styles on the basis of such elements as word choice and sentence structure (syntax).
E1-R2.5 Demonstrate the ability to describe with specific examples how the narrator's point of view or an author's choice of narrator affects a work of fiction.	E2-R2.5 Demonstrate the ability to describe with specific examples how the narrator's point of view or an author's choice of narrator affects a work of fiction.	E3-R2.6 Demonstrate the ability to describe with specific examples how the narrator's point of view or an author's choice of narrator affects a work of fiction.	E4-R2.6 Demonstrate the ability to describe with specific examples how the narrator's point of view or an author's choice of narrator affects a work of fiction.
E1-R2.6 Demonstrate the ability to use knowledge of internal structures to compare selections from works in a variety of genres.	E2-R2.6 Demonstrate the ability to use knowledge of internal structures to compare selections from works in a variety of genres.	E3-R2.7 Demonstrate the ability to use knowledge of internal structures to compare selections from works in a variety of genres.	E4-R2.7 Demonstrate the ability to use knowledge of internal structures to compare selections from works in a variety of genres.
E1-R2.7 Begin developing and applying personal criteria for evaluating texts in a variety of genres.	E2-R2.7 Demonstrate the ability to apply personal criteria for evaluating texts in a variety of genres.	E3-R2.8 Demonstrate the ability to apply personal criteria for evaluating texts in a variety of genres.	E4-R2.8 Demonstrate the ability to apply personal criteria for evaluating texts in a variety of genres.
E1-R2.8 Demonstrate the ability to analyze the impact of conflict (internal and external) on plot and character in a literary work.	E2-R2.8 Demonstrate the ability to analyze the impact of conflict (internal and external) on plot and character in a literary work.	E3-R2.9 Demonstrate the ability to analyze the impact of conflict (internal and external) on plot and character in a literary work.	E4-R2.9 Demonstrate the ability to analyze the impact of conflict (internal and external) on plot and character in a literary work.

English 1	English 2	English 3	English 4
E1-R2.9 Demonstrate the ability to present interpretations of texts by using methods such as Socratic questioning, literature circles, class discussion, PowerPoint presentations, and graphic organizers.	E2-R2.9 Demonstrate the ability to present interpretations of texts by using methods such as Socratic questioning, literature circles, class discussion, PowerPoint presentations, and graphic organizers.	E3-R2.10 Demonstrate the ability to present interpretations of texts by using methods such as Socratic questioning, literature circles, class discussion, PowerPoint presentations, and graphic organizers.	E4-R2.10 Demonstrate the ability to present interpretations of texts by using methods such as Socratic questioning, literature circles, class discussion, PowerPoint presentations, and graphic organizers.

Word Study and Analysis

R3 The student will apply a knowledge of word analysis strategies to determine the meaning of new words encountered in reading material and use them accurately.

English 1	English 2	English 3	English 4
E1-R3.1 Demonstrate the ability to analyze the origin and meaning of new words by using knowledge of culture or mythology.	E2-R3.1 Demonstrate the ability to analyze the origin and meaning of new words by using knowledge of culture, mythology, or literature.	E3-R3.1 Demonstrate the ability to analyze the origin and meaning of new words by using knowledge of culture, mythology, or literature.	E4-R3.1 Demonstrate the ability to analyze the origin and the meaning of new words by using knowledge of culture, mythology, or literature.
E1-R3.2 Demonstrate the ability to use context analysis to determine the meanings of unfamiliar and multiple-meaning words.	E2-R3.2 Demonstrate the ability to use context analysis to determine the meanings of unfamiliar and multiple-meaning words.	E3-R3.2 Demonstrate the ability to use context analysis to determine the meanings of unfamiliar and multiple-meaning words.	E4-R3.2 Demonstrate the ability to use context analysis to determine the meanings of unfamiliar and multiple-meaning words.
E1-R3.3 Demonstrate the ability to use a general dictionary, a specialized dictionary, and a thesaurus	E2-R3.3 Demonstrate the ability to use a general dictionary, a specialized dictionary, and a thesaurus.	E3-R3.3 Demonstrate the ability to use a general dictionary, a specialized dictionary, and a thesaurus.	E4-R3.3 Demonstrate the ability to use a general dictionary, a specialized dictionary, and a thesaurus.
E1-R3.4 Demonstrate the ability to use analogies, idioms, and words with precise connotations and denotations in a variety of oral, written, and graphic presentations.	E2-R3.4 Demonstrate the ability to use analogies, idioms, and words with precise connotations and denotations in a variety of oral, written, and graphic presentations.	E3-R3.4 Demonstrate the ability to use analogies, idioms, and words with precise connotations and denotations in a variety of oral, written, and graphic presentations.	E4-R3.4 Demonstrate the ability to use analogies, idioms, and words with precise connotations and denotations in a variety of oral, written, and graphic presentations.

Writing Goal (W) The student will write for different audiences and purposes.

The Writing Process

W1 The student will apply a process approach to writing.

English 1	English 2	English 3	English 4
E1-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies.	E2-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies.	E3-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies.	E4-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies.
E1-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and/or purpose.	E2-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and/or purpose.	E3-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and/or purpose.	E4-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and/or purpose.
E1-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.	E2-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.	E3-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.	E4-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.
E1-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation.	E2-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation.	E3-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation.	E4-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation.
E1-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.	E2-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.	E3-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.	E4-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.
E1-W1.6 Demonstrate the ability to write and publish in a variety of formats.	E2-W1.6 Demonstrate the ability to write and publish in a variety of formats.	E3-W1.6 Demonstrate the ability to write and publish in a variety of formats.	E4-W1.6 Demonstrate the ability to write and publish in a variety of formats.
E1-W1.6.1 Demonstrate the ability to write multiple-paragraph	E2-W1.6.1 Demonstrate the ability to write multiple-paragraph	E3-W1.6.1 Demonstrate the ability to write multiple-paragraph	E4-W1.6.1 Demonstrate the ability to write multiple-paragraph

English 1	English 2	English 3	English 4
<p>compositions, friendly letters, and expressive and informational pieces.</p> <p>E1-W1.6.2 Demonstrate the ability to write memos and business letters.</p> <p>E1-W1.6.3 Demonstrate the ability to write essays, reports, articles, and proposals.</p> <p>E1-W1.6.4 Begin writing resumes and job applications.</p> <p>E1-W1.6.5 Demonstrate the ability to use the internet to communicate with others.</p>	<p>compositions, friendly letters, and expressive and informational pieces.</p> <p>E2-W1.6.2 Demonstrate the ability to write memos and business letters.</p> <p>E2-W1.6.3 Demonstrate the ability to write essays, reports, articles, and proposals.</p> <p>E2-W1.6.4 Demonstrate the ability to write resumes and job applications.</p> <p>E2-W1.6.5 Demonstrate the ability to use the internet to communicate with others.</p>	<p>compositions, friendly letters, and expressive and informational pieces.</p> <p>E3-W1.6.2 Demonstrate the ability to write memos and business letters.</p> <p>E3-W1.6.3 Demonstrate the ability to write essays, reports, articles, and proposals.</p> <p>E3-W1.6.4 Demonstrate the ability to write resumes and job applications.</p> <p>E3-W1.6.5 Demonstrate the ability to use the internet to communicate with others.</p>	<p>compositions, friendly letters, and expressive and informational pieces.</p> <p>E4-W1.6.2 Demonstrate the ability to write memos and business letters.</p> <p>E4-W1.6.3 Demonstrate the ability to write essays, reports, articles, and proposals.</p> <p>E4-W1.6.4 Demonstrate the ability to write resumes and job applications.</p> <p>E4-W1.6.5 Demonstrate the ability to use the internet to communicate with others.</p>

Writing Purposes

W2 The student will write for a variety of purposes.

English 1	English 2	English 3	English 4
<p>E1-W2.1 Demonstrate the ability to use writing to explain and inform.</p>	<p>E2-W2.1 Demonstrate the ability to use writing to explain and inform.</p>	<p>E3-W2.1 Demonstrate the ability to use writing to explain and inform.</p>	<p>E4-W2.1 Demonstrate the ability to use writing to explain and inform.</p>
<p>E1-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.</p>	<p>E2-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.</p>	<p>E3-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.</p>	<p>E4-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.</p>
<p>E1-W2.3 Demonstrate the ability to use writing to persuade, analyze, and transact business.</p>	<p>E2-W2.3 Demonstrate the ability to use writing to persuade, analyze, and transact business.</p>	<p>E3-W2.3 Demonstrate the ability to use writing to persuade, analyze, and transact business.</p>	<p>E4-W2.3 Demonstrate the ability to use writing to persuade, analyze, and transact business.</p>

Responding to Text

W3 The student will respond to texts written by others.

English 1	English 2	English 3	English 4
<p>E1-W3.1 Demonstrate the ability to respond to texts both orally and in writing.</p>	<p>E2-W3.1 Demonstrate the ability to respond to texts both orally and in writing.</p>	<p>E3-W3.1 Demonstrate the ability to respond to texts both orally and in writing.</p>	<p>E4-W3.1 Demonstrate the ability to respond to texts both orally and in writing.</p>

English 1	English 2	English 3	English 4
E1-W3.2 Demonstrate the ability to use literary models to refine his or her own writing style.	E2-W3.2 Demonstrate the ability to use literary models to refine his or her own writing style.	E3-W3.2 Demonstrate the ability to use literary models to refine his or her own writing style.	E4-W3.2 Demonstrate the ability to use literary models to refine his or her own writing style.
E1-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.	E2-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.	E3-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.	E4-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.

Legibility

W4 The student will create legible texts.

English 1	English 2	English 3	English 4
E1-W4.1 Demonstrate the ability to write legibly using print or cursive handwriting.	E2-W4.1 Demonstrate the ability to write legibly using print or cursive handwriting.	E3-W4.1 Demonstrate the ability to write legibly using print or cursive handwriting.	E4-W4.1 Demonstrate the ability to write legibly using print or cursive handwriting.
E1-W4.2 Demonstrate the ability to use keyboarding skills to produce texts.	E2-W4.2 Demonstrate the ability to use keyboarding skills to produce texts.	E3-W4.2 Demonstrate the ability to use keyboarding skills to produce texts.	E4-W4.2 Demonstrate the ability to use keyboarding skills to produce texts.

Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

English 1	English 2	English 3	English 4
E1-C1.1 Demonstrate the ability to use language, vocabulary, images, sensory details, and presentation techniques including multimedia that are appropriate for the purpose and audience.	E2-C1.1 Demonstrate the ability to use language, vocabulary, images, sensory details, and presentation techniques including multimedia that are appropriate for the purpose and audience.	E3-C1.1 Demonstrate the ability to use language, vocabulary, images, sensory details, and presentation techniques including multimedia that are appropriate for the purpose and audience.	E4-C1.1 Demonstrate the ability to use language, vocabulary, images, sensory details, and presentation techniques including multimedia that are appropriate for the purpose and audience.
E1-C1.2 Demonstrate the ability to express and explain ideas orally with fluency and confidence.	E2-C1.2 Demonstrate the ability to express and explain ideas orally with fluency and confidence.	E3-C1.2 Demonstrate the ability to express and explain ideas orally with fluency and confidence.	E4-C1.2 Demonstrate the ability to express and explain ideas orally with fluency and confidence.

English 1	English 2	English 3	English 4
E1-C1.3 Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade, and to compare and contrast different viewpoints.	E2-C1.3 Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade, and to compare and contrast different viewpoints.	E3-C1.3 Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade, and to compare and contrast different viewpoints.	E4-C1.3 Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade, and to compare and contrast different viewpoints.
E1-C1.4 Demonstrate the ability to use effective organizational strategies, techniques, and methods including technology to develop oral presentations.	E2-C1.4 Demonstrate the ability to use effective organizational strategies, techniques, and methods including technology to develop oral presentations.	E3-C1.4 Demonstrate the ability to use effective organizational strategies, techniques, and methods including technology to develop oral presentations.	E4-C1.4 Demonstrate the ability to use effective organizational strategies, techniques, and methods including technology to develop oral presentations.
E1-C1.5 Demonstrate the ability to choose appropriate patterns of organization to inform and to persuade in oral presentations.	E2-C1.5 Demonstrate the ability to choose appropriate patterns of organization to inform and to persuade in oral presentations.	E3-C1.5 Demonstrate the ability to choose appropriate patterns of organization to inform and to persuade in oral presentations.	E4-C1.5 Demonstrate the ability to choose appropriate patterns of organization to inform and to persuade in oral presentations.
E1-C1.6 Demonstrate the ability to present information in formats such as panel discussions, oral reports, speeches, and debates.	E2-C1.6 Demonstrate the ability to present information in formats such as panel discussions, oral reports, speeches, and debates.	E3-C1.6 Demonstrate the ability to present information in formats such as panel discussions, oral reports, speeches, and debates.	E4-C1.6 Demonstrate the ability to present information in formats such as panel discussions, oral reports, speeches, and debates.
E1-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates.	E2-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates.	E3-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates.	E4-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates.
E1-C1.8 Demonstrate the ability to present dramatic readings of literary selections with a clarity and force that show an understanding of the meaning of the selection.	E2-C1.8 Demonstrate the ability to present dramatic readings of literary selections with a clarity and force that show an understanding of the meaning of the selection.	E3-C1.8 Demonstrate the ability to present dramatic readings of literary selections with a clarity and force that show an understanding of the meaning of the selection.	E4-C1.8 Demonstrate the ability to present dramatic readings of literary selections with a clarity and force that show an understanding of the meaning of the selection.
E1-C1.9 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.	E2-C1.9 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.	E3-C1.9 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.	E4-C1.9 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.

English 1	English 2	English 3	English 4
E1-C1.10 Demonstrate the ability to use Standard American English (SAE) in formal speaking situations and in the classroom.	E2-C1.10 Demonstrate the ability to use Standard American English (SAE) in formal speaking situations and in the classroom.	E3-C1.10 Demonstrate the ability to use Standard American English (SAE) in formal speaking situations and in the classroom.	E4-C1.10 Demonstrate the ability to use Standard American English (SAE) in formal speaking situations and in the classroom.
E1-C1.11 Demonstrate the ability to deliver effective oral presentations to unfamiliar audiences.	E1-C1.11 Demonstrate the ability to deliver effective oral presentations to unfamiliar audiences.	E1-C1.11 Demonstrate the ability to deliver effective oral presentations to unfamiliar audiences.	E1-C1.11 Demonstrate the ability to deliver effective oral presentations to unfamiliar audiences.
E1-C1.12 Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts.	E1-C1.12 Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts.	E1-C1.12 Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts.	E1-C1.12 Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts.
E1-C1.13 Demonstrate the ability to analyze and refine varied presentations through collaboration, conferencing, and self-evaluation.	E2-C1.13 Demonstrate the ability to analyze and refine varied presentations through collaboration, conferencing, and self-evaluation.	E3-C1.13 Demonstrate the ability to analyze and refine varied presentations through collaboration, conferencing, and self-evaluation.	E4-C1.13 Demonstrate the ability to analyze and refine varied presentations through collaboration, conferencing, and self-evaluation.

Communication: Listening

C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

English 1	English 2	English 3	English 4
E1-C2.1 Demonstrate the ability to evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, word choice, and syntax.	E2-C2.1 Demonstrate the ability to evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, word choice, and syntax.	E3-C2.1 Demonstrate the ability to evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, word choice, and syntax.	E4-C2.1 Demonstrate the ability to evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, word choice, and syntax.
E1-C2.2 Demonstrate the ability to analyze historically significant speeches to identify the rhetorical devices and features that make them memorable.	E2-C2.2 Demonstrate the ability to analyze historically significant speeches to identify the rhetorical devices and features that make them memorable.	E3-C2.2 Demonstrate the ability to analyze historically significant speeches to identify the rhetorical devices and features that make them memorable.	E4-C2.2 Demonstrate the ability to analyze historically significant speeches to identify the rhetorical devices and features that make them memorable.

English 1	English 2	English 3	English 4
E1-C2.3 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.	E2-C2.3 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.	E3-C2.3 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.	E4-C2.3 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.
E1-C2.4 Demonstrate the ability to analyze the types of arguments used by speakers.	E2-C2.4 Demonstrate the ability to analyze the types of arguments used by speakers.	E3-C2.4 Demonstrate the ability to analyze the types of arguments used by speakers.	E4-C2.4 Demonstrate the ability to analyze the types of arguments used by speakers.
E1-C2.5 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.	E2-C2.5 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.	E3-C2.5 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.	E4-C2.5 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
E1-C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses through accurate and detailed references to texts.	E2-C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses through accurate and detailed references to texts.	E3-C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses through accurate and detailed references to texts.	E4-C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses through accurate and detailed references to texts.

Communication: Viewing

C3 The student will comprehend and analyze information he or she receives from nonprint sources.

English 1	English 2	English 3	English 4
E1-C3.1 Demonstrate the ability to analyze and evaluate the effectiveness of the techniques used in nonprint sources for a particular audience.	E2-C3.1 Demonstrate the ability to analyze and evaluate the effectiveness of the techniques used in nonprint sources for a particular audience.	E3-C3.1 Demonstrate the ability to analyze and evaluate the effectiveness of the techniques used in nonprint sources for a particular audience.	E4-C3.1 Demonstrate the ability to analyze and evaluate the effectiveness of the techniques used in nonprint sources for a particular audience.
E1-C3.2 Demonstrate the ability to interpret and evaluate the various ways events are presented and information is communicated in nonprint sources.	E2-C3.2 Demonstrate the ability to interpret and evaluate the various ways events are presented and information is communicated in nonprint sources.	E3-C3.2 Demonstrate the ability to interpret and evaluate the various ways events are presented and information is communicated in nonprint sources.	E4-C3.2 Demonstrate the ability to interpret and evaluate the various ways events are presented and information is communicated in nonprint sources.

English 1	English 2	English 3	English 4
E1-C3.3 Demonstrate the ability to identify the aesthetic effects that appear in nonprint sources and to evaluate the techniques used to create them.	E2-C3.3 Demonstrate the ability to identify the aesthetic effects that appear in nonprint sources and to evaluate the techniques used to create them.	E3-C3.3 Demonstrate the ability to identify the aesthetic effects that appear in nonprint sources and to evaluate the techniques used to create them.	E4-C3.3 Demonstrate the ability to identify the aesthetic effects that appear in nonprint sources and to evaluate the techniques used to create them.
E1-C3.4 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.	E2-C3.4 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.	E3-C3.4 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.	E4-C3.4 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.
E1-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in nonprint sources.	E2-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in nonprint sources.	E3-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in nonprint sources.	E4-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in nonprint sources.
E1-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in nonprint sources.	E2-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in nonprint sources.	E3-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in nonprint sources.	E4-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in nonprint sources.
E1-C3.7 Demonstrate the ability to analyze nonprint sources for accuracy, bias, intent, and purpose.	E2-C3.7 Demonstrate the ability to analyze nonprint sources for accuracy, bias, intent, and purpose.	E3-C3.7 Demonstrate the ability to analyze nonprint sources for accuracy, bias, intent, and purpose.	E4-C3.7 Demonstrate the ability to analyze nonprint sources for accuracy, bias, intent, and purpose.
E1-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.	E2-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.	E3-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.	E4-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.

Research Goal (RS) The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

RS1 The student will select a topic for exploration.

English 1	English 2	English 3	English 4
E1-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.	E2-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.	E3-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.	E4-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.
English 1	English 2	English 3	English 4
E1-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it.	E2-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it.	E3-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it.	E4-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it.

Gathering Information and Refining a Topic

RS2 The student will gather information from a variety of sources.

English 1	English 2	English 3	English 4
E1-RS2.1 Demonstrate the ability to distinguish between primary and secondary sources.	E2-RS2.1 Demonstrate the ability to distinguish between primary and secondary sources.	E3-RS2.1 Demonstrate the ability to distinguish between primary and secondary sources.	E4-RS2.1 Demonstrate the ability to distinguish between primary and secondary sources.
E1-RS2.2 Demonstrate the ability to evaluate the credibility of sources, including consideration of accuracy and bias.	E2-RS2.2 Demonstrate the ability to evaluate the credibility of sources, including consideration of accuracy and bias.	E3-RS2.2 Demonstrate the ability to evaluate the credibility of sources, including consideration of accuracy and bias.	E4-RS2.2 Demonstrate the ability to evaluate the credibility of sources, including consideration of accuracy and bias.
E1-RS2.3 Demonstrate the ability to document sources by using a standardized system of documentation.	E2-RS2.3 Demonstrate the ability to document sources by using a standardized system of documentation.	E3-RS2.3 Demonstrate the ability to document sources by using a standardized system of documentation.	E4-RS2.3 Demonstrate the ability to document sources by using a standardized system of documentation.
E1-RS2.4 Demonstrate the ability to gather and evaluate information for its relevance to his or her research questions.	E2-RS2.4 Demonstrate the ability to gather and evaluate information for its relevance to his or her research questions.	E3-RS2.4 Demonstrate the ability to gather and evaluate information for its relevance to his or her research questions.	E4-RS2.4 Demonstrate the ability to gather and evaluate information for its relevance to his or her research questions.

English 1	English 2	English 3	English 4
E1-RS2.5 Demonstrate the ability to refine a topic and ask additional questions based on the information that he or she has gathered.	E2-RS2.5 Demonstrate the ability to refine a topic and ask additional questions based on the information that he or she has gathered.	E3-RS2.5 Demonstrate the ability to refine a topic and ask additional questions based on the information that he or she has gathered.	E4-RS2.5 Demonstrate the ability to refine a topic and ask additional questions based on the information that he or she has gathered.
E1-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources.	E2-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources.	E3-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources.	E4-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources.

Preparing and Presenting Information

RS3 The student will use a variety of strategies to prepare and present selected information.

English 1	English 2	English 3	English 4
E1-RS3.1 Demonstrate the ability to synthesize information from a variety of sources, including those accessed through the use of technology.	E2-RS3.1 Demonstrate the ability to synthesize information from a variety of sources, including those accessed through the use of technology.	E3-RS3.1 Demonstrate the ability to synthesize information from a variety of sources, including those accessed through the use of technology.	E4-RS3.1 Demonstrate the ability to synthesize information from a variety of sources, including those accessed through the use of technology.
E1-RS3.2 Demonstrate the ability to draw conclusions from synthesized information to create a documented research project with teacher support.	E2-RS3.2 Demonstrate the ability to draw conclusions from synthesized information to create a documented research project with teacher support.	E3-RS3.2 Demonstrate the ability to draw conclusions from synthesized information to create a documented research project.	E4-RS3.2 Demonstrate the ability to draw conclusions from synthesized information to create a documented research project.
E1-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.	E2-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.	E3-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.	E4-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.
E1-RS3.4 Demonstrate the ability to differentiate among standardized systems of documentation.	E2-RS3.4 Demonstrate the ability to differentiate among standardized systems of documentation.	E3-RS3.4 Demonstrate the ability to differentiate among standardized systems of documentation.	E4-RS3.4 Demonstrate the ability to differentiate among standardized systems of documentation.
E1-RS3.5 Demonstrate the ability to prepare a Works Cited list.	E2-RS3.5 Demonstrate the ability to prepare a Works Cited list.	E3-RS3.5 Demonstrate the ability to prepare a Works Cited list.	E4-RS3.5 Demonstrate the ability to prepare a Works Cited list.
E1-RS3.6 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others.	E2-RS3.6 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others.	E3-RS3.6 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others.	E4-RS3.6 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others.

English I Essentials Part I and II
Year Long
Pacing Guide
Revised 7-2-2004

English I Essentials Parts I and II Year-long

Enrollment in this course occurs only with teacher recommendation. This course is designed for students who have not met state-defined standards necessary to pass the South Carolina High School Assessment Program (HSAP). Instruction includes emphasis on essential standards in the context of literature and composition studies. Students may not select this course as a personal preference.

English I Essentials Part One 9th Grade – 1 unit (elective credit)

This course features classic and contemporary reading selections supported by strategic reading instruction. It is designed to help students understand the underlying structures of text. The course includes strategy-based reader response activities that guide students through the reading process, comprehension, and analysis of texts. Students learn to read a variety of texts for different purposes, use various reading strategies, develop their own reading capacity, and evaluate and monitor their own understanding and progress. Students also learn to recognize, demonstrate and analyze information in various situations; and comprehend and analyze information in various situations; and comprehend and analyze information from non-print sources. This course also emphasizes strategies needed to achieve proficiency on standardized tests and classroom assessments.

English I Essentials Part Two 9th Grade – 1 unit

This course is designed to help students become more effective writers. Students learn structures of fiction and non-fiction writing. Students focus on writing as a tool for learning. Instruction features prewriting, revising and editing strategies. Composition requirements include content/development, organization, voice, and conventions as assessed by the South Carolina High School Assessment Program. Students learn to access and use information from a variety of appropriately selected sources by selecting a research topic, gathering information and refining a topic, and preparing and presenting information. This course also emphasizes the strategies students need to achieve proficiency on standardized tests and classroom assessments.

Requirement: As part of the South Carolina End-of-Course Examination Program (EOCEP), students taking this course are required to take the English I End-of-Course Test.

English I Essentials Literature/Composition Part I			
Standards	Reading Strategies	Pacing	Possible Selections
<p>Reading</p> <p>E1-R1.1 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.</p> <p>E1-R1.4 Demonstrate the ability to evaluate the clarity or accuracy of information as indicators of an author’s bias.</p> <p>E1-R1.6 Begin explaining how layout is handled in variety of informational texts.</p> <p>E1-R1.7 Begin analyzing the relationships among thesis (main idea), evidence (concrete supporting details), and argument to evaluate claims made in informational texts such as newspaper editorials and campaign speeches.</p> <p>E1-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> <p>E1-R2.1 Begin showing how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the plots, characters, settings, and themes of literary works written during that period.</p> <p>E1-R2.2 Demonstrate the ability to evaluate an author’s use of stylistic elements such tone, irony, and figurative language.</p>	<p><i>Elements of Literature</i>, Holt, Rinehart & Winston: Most Important Word Think Aloud Save the Last Word for Me Somebody Wanted But So Sketch to Stretch</p> <p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Clustering Factstorming K-W-L Reaction Guide Two-Minute Preview Key Questions Pen in Hand X Marks the Spot I Wonder Why Idea Maps Data Chart Text Structure Expository Text Structure ROW Learning Partner Journal Brainwriting Scintillating Sentences and Quizzical Quotes Paired Guided Reading QAR Concept Collection Opinion Guide Beyond SQ3R Process Logs Note Taking, Do It Yourself</p>	<p>Weeks 1-9</p>	<p>Summer YA Reading Activity <i>Elements of Literature</i>, Holt, Rinehart & Winston:</p> <ul style="list-style-type: none"> • Facing Monsters Thematic Unit – Collection 1 • Expect the Unexpected Thematic Unit – Collection 3 • <i>The Odyssey</i> – Collection 14

<p>E1-R2.5 Demonstrate the ability to describe with specific examples how the narrator’s point of view or an author’s choice of narrator affects a work of fiction.</p> <p>E1-R2.8 Demonstrate the ability to analyze the impact of conflict (internal and external) on plot and character in a literary work.</p>			
<p>Reading</p> <p>E1-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> <p>E1-R1.3 Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.</p> <p>E1-R1.5 Demonstrate the ability to define the purpose of a variety of communication formats such as poetry, drama, fiction, essays, business letters, memos, instructions, policy statements, user manuals, lab reports, and Web sites.</p> <p>E1-R1.9 Begin reading several works on a particular topic, paraphrase the ideas, and synthesize them with ideas from other authors addressing the same topic.</p> <p>E1-R2.3 Demonstrate the ability to compare and contrast universal literary themes as they are developed in works in various genres.</p> <p>E1-R2.4 Demonstrate the ability to compare and contrast authors’ styles on the basis of such elements as word choice and sentence structure</p>	<p><i>Elements of Literature</i>, Holt, Rinehart & Winston: Probable Passage It Says, I Say Retellings Say Something Text Reformulation</p> <p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Action With Facts: A Planning Guide Ask the Expert I-Search Paper Ethical Choices Project Journal From the Source Do You Know... Bridging Picture Books The 5 Minute Book Talk Memory Box Explorer’s Kit Dialogue Journals VIP Maps Values Mapping Infocfiction Investigative Teams Create a Talisman Character Home Pages People Portraits Author Home Pages Clues for You Across the Years Creating Content-related Picture Books Honoring Excellence in...</p>	<p>Weeks 10-18</p>	<p><i>Elements of Literature</i>, Holt, Rinehart & Winston:</p> <ul style="list-style-type: none"> • We Remember Thematic Unit (Nonfiction) – Collection 5, include <i>The Miracle Worker</i> - Collection 12 • See the Miracles Thematic Unit (Poetry) – Collection 8 • Imagine Thematic Unit (Poetry) – Collection 9 <p>YA Novel Novel such as <i>I Know Why the Caged Bird Sings</i> Nonprint Sources: Video – <i>The Miracle Worker</i></p>

<p>(syntax)...</p> <p>E1-R2-7 Begin developing and applying personal criteria for evaluating texts in a variety of genres.</p> <p>E1-R2.9 Demonstrate the ability to present interpretations of texts by using methods such as Socratic questioning, literature circles, class discussion, PowerPoint presentations, and graphic organizers.</p>			
<p><u>Writing</u></p> <p>E1-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies.</p> <p>E1-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and/or purpose.</p> <p>E1-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details</p> <p>E1-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation</p> <p>E1-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.</p> <p>E1-W2.1 Demonstrate the ability to use writing to explain and inform.</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers:</p> <ul style="list-style-type: none"> Content Journal Brainstorming Brainracing Quick Write Freewriting Mysterious Possibilities What's in a Picture Question of the Day Clustering Factstorming K-W-L Key Questions Pen in Hand I Wonder Why Venn Diagram Idea Maps Data Chart Text Structure Expository Text Structure ROW Cubing Learning Partner Journal Brainwriting Pass It On QAR Concept Collection Opinion Guide Process Logs Focus Sentences Note Taking, Do It Yourself <p><i>Writer's Choice:</i> Peer Editing</p>	<p>Weeks 1-18</p>	

<p>E1-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.</p> <p>E1-W3.1 Demonstrate the ability to respond to texts both orally and in writing.</p> <p>E1-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.</p> <p>E1-W4.1 Demonstrate the ability to write legibly using print or cursive handwriting.</p>	<p>Webbing Outlining Sentence Combining</p>		
<p><u>Research</u></p> <p>E1-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.</p> <p>E1-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it.</p> <p>E1-RS2.1 Demonstrate the ability to distinguish between primary and secondary sources.</p> <p>E1-RS2.2 Demonstrate the ability to evaluate the credibility of sources, including consideration of accuracy and bias.</p> <p>E1-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources.</p> <p>E1-RS3.6 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others.</p>		<p>Weeks 1-18</p>	

<p>Communication/Speaking</p> <p>E1-C1.2 Demonstrate the ability to express and explain ideas orally with fluency and confidence.</p> <p>E1-C1.3 Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade, and to compare and contrast different viewpoints.</p> <p>E1-C1.6 Demonstrate the ability to present information in formats such as panel discussions, oral reports, speeches, and debates.</p> <p>E1-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates.</p> <p>E1-C1.8 Demonstrate the ability to present dramatic readings of literary selections with a clarity and force that show an understanding of the meaning of the selection.</p> <p>E1-C1.9 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.</p> <p>E1-C1.10 Demonstrate the ability to use Standard American English (SAE) in formal speaking situations and in the classroom.</p> <p>E1-C1.12 Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts.</p> <p>E1-C2.2 Demonstrate the ability to analyze historically significant speeches to</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers:</p> <p>Brainstorming Quick Write Mysterious Possibilities I'm Curious Question of the Day Fact Storming K-W-L Find Someone Who Key Questions I Wonder Why Data Chart Brainwriting Pass It On Scintillating Sentences and Quizzical Quotes Paired Guided Reading QAR Concept Collection Opinion Guide Note Taking, Do It Yourself</p>	<p>Weeks 1-18</p>	
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<p>identify the rhetorical devices and features that make them memorable.</p> <p>E1-C2.3 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.</p> <p>E1-C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses through accurate and detailed references to texts.</p> <p>E1-C3.1 Demonstrate the ability to analyze and evaluate the effectiveness of the techniques used in nonprint sources for a particular audience.</p> <p>E1-C3.2 Demonstrate the ability to interpret and evaluate the various ways events are presented and information is communicated in nonprint sources.</p> <p>E1-C3.3 Demonstrate the ability to identify the aesthetic effects that appear in nonprint sources and to evaluate the techniques used to create them.</p> <p>E1-C3.5 Demonstrate the ability compare and contrast different viewpoints that he or she encounters in nonprint sources.</p> <p>E1-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in nonprint sources.</p> <p>E1-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior</p>			
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<p>knowledge, other sources, and the world.</p>			
<p><u>Word Study</u></p> <p>E1-R3.1 Demonstrate the ability to analyze the origin and meaning of new words by using a knowledge of culture, or mythology.</p> <p>E1-R3.2 Demonstrate the ability to use context analysis to determine the meanings of unfamiliar and multiple-meaning words.</p> <p>E1-R3.3 Demonstrate the ability to use a general dictionary, a specialized dictionary, and a thesaurus.</p> <p>E1-R3.4 Demonstrate the ability to use analogies, idioms, and words with precise connotations and denotations in a variety of oral, written, and graphic presentations.</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Vocab Alert 4 Square Vocab Approach 10 Most Important Words Word Bank Analogies VocabMarks Word of the Week Word Chains Missing Words</p>	<p>Weeks 1-18</p>	<p>Vocabulary from reading <i>Words to Own</i>, Holt-Rinehart Word Stems List</p>

English I Essentials		Literature/Composition Part II	
Standards	Reading Strategies	Pacing	Possible Selections
<p>Reading</p> <p>E1-R1.3 Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.</p> <p>E1-R1.4 Demonstrate the ability to evaluate the clarity or accuracy of information as indicators of an author’s bias.</p> <p>E1-R1.5 Demonstrate the ability to define the purpose of a variety of communication formats such as poetry, drama, fiction, essays, business letters, memos, instructions, policy statements, user manuals, lab reports, and Web sites.</p> <p>E1-R1.6 Demonstrate the ability to explain how layout is handled in variety of informational texts.</p> <p>E1-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> <p>E1-R1.9 Demonstrate the ability to read several works on a particular topic, paraphrase the ideas, and synthesize them with ideas from other works addressing the same topic.</p> <p>E1-R2.1 Begin showing how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the plots, characters, settings, and themes of literary works written during that period.</p> <p>E1-R2.5 Demonstrate the ability to describe with specific examples how the narrator’s point of view or an author’s</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Action With Facts: A Planning Guide Ask the Expert I-Search Paper Ethical Choices Project Journal From the Source Do You Know... Bridging Picture Books The 5 Minute Book Talk Memory Box Explorer’s Kit Dialogue Journals VIP Maps Values Mapping Infofiction Investigative Teams Create a Talisman Character Home Pages People Portraits Author Home Pages Clues for You Across the Years Creating Content-related Picture Books Honoring Excellence in...</p>	<p>Weeks 19-36</p>	<p>Weeks 19-27 Elements of Literature, Holt, Rinehart & Winston: Fables and Folk Tales Collections 1 & 3</p> <ul style="list-style-type: none"> • “The Trapper Trapped” • The Princess and the Tin Box” • “The Talking Skull” <p>Nonfiction Unit “A Place Called Home” – Collection 6 Poetry Unit “The Way We Are” – Collection 10 Poetry Unit “Say It!” – Collection 11</p> <p>Weeks 28-36 <i>Romeo and Juliet</i> – Collection 13 Thematic Unit “The Human Spirit” – Collection 2 Thematic Unit “Discoveries” – Collection 4 YA Novel</p>

<p>choice of narrator affects a work of fiction.</p> <p>E1-R2-7 Demonstrate the ability to apply personal criteria for evaluating texts in a variety of genres.</p>			
<p><u>Word Study</u></p> <p>Reinforce all standards</p>		Weeks 19-36	
<p><u>Writing</u></p> <p>E1-W1.6 Demonstrate the ability to write and publish in a variety of formats.</p> <p>E1-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.</p> <p>E1-W1.6.2 Demonstrate the ability to write memos and business letters.</p> <p>E1-W1.6.3 Demonstrate the ability to write essays, reports, articles, and proposals.</p> <p>E1-W1.6.4 Begin writing resumes and job applications.</p> <p>E1-W1.6.5 Demonstrate the ability to use the internet to communicate with others.</p> <p>E1-W2.3 Demonstrate the ability to use writing to persuade, analyze, and transact business.</p> <p>E1-W3.2 Demonstrate the ability to use literary models to refine his or her own writing style.</p> <p>E1-W4.2 Demonstrate the ability to use keyboarding skills to produce texts.</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers:</p> <p>Action With Facts: A Planning Guide RAFT Ask the Expert I-Search Paper Ethical Choices Project Journal Observational Notebook From the Source The 5 Minute Book Talk Dialogue Journals VIP Maps Infofiction Investigative Teams Create a Talisman Character Home Pages People Portraits Author Home Pages Clues for You Across the Years Creating Content-related Picture Books Honoring Excellence in...</p>	Weeks 19-36	
<p><u>Communications/Speaking</u></p>	<p><i>A Handbook of Content Literacy Strategies: 75</i></p>	Weeks 19-36	

<p>E1-C1.1 Demonstrate the ability to use language, vocabulary, images, sensory details, and presentation techniques including multimedia that are appropriate for the purpose and audience.</p> <p>E1-C1.4 Demonstrate the ability to use effective organizational strategies, techniques, and methods including technology to develop oral presentations.</p> <p>E1-C1.5 Demonstrate the ability to choose appropriate patterns of organization to inform and to persuade in oral presentations.</p> <p>E1-C1.11 Demonstrate the ability to deliver effective oral presentations to unfamiliar audiences.</p> <p>E1-C1.13 Demonstrate the ability to analyze and refine varied presentations through collaboration, conferencing, and self-evaluation.</p> <p>E1-C2.1 Demonstrate the ability to evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, word choice, and syntax.</p> <p>E1-C2.4 Demonstrate the ability to analyze the types of arguments used by speakers.</p> <p>E1-C2.5 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.</p> <p>E1-C3.7 Demonstrate the ability to analyze nonprint sources for accuracy, bias, intent, and purpose.</p>	<p><i>Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Action With Facts: A Planning Guide Discussion Continuum Ask the Expert I-Search Paper Ethical Choices Project Journal Teacher Read-Aloud From the Source Do You Know... Bridging Picture Books The 5 Minute Book Talk Memory Box Explorer’s Kit Infiction Investigative Teams Create a Talisman Clues for You Creating Content-related Picture Books Honoring Excellence in...</p>		
<p><u>Research</u> E1-RS2.3</p>		<p>Weeks 19-36</p>	

<p>Demonstrate the ability to respond to document sources by using a standardized system of documentation.</p> <p>E1-RS2.4 Demonstrate the ability to gather and evaluate information for its relevance to his or her research questions.</p> <p>E1-RS2.5 Demonstrate the ability to refine a topic and ask additional questions based on the information that he or she has gathered.</p> <p>E1-RS3.1 Demonstrate the ability to synthesize information from a variety of sources, including those accessed through the use of technology.</p> <p>E1-RS3.2 Demonstrate the ability to draw conclusions from synthesized information to create a documented research project with teacher support.</p> <p>E1-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.</p> <p>E1-RS3.4 Demonstrate the ability to differentiate among standardized systems of documentation.</p> <p>E1-RS3.5 Demonstrate the ability prepare a Works Cited list.</p>			
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Appendix A

Level Differentiations

English I Essentials	English I Seminar	English I Honors
Literature circles optional Teacher-led round table discussions	Literature circles Open-ended seminar discussions	Literature circles Socratic Seminar
Integrate explicit reading strategy instruction noted in pacing guide	Use reading strategies as instructional support	Use reading strategies as instructional support
Research Project	Research Project	Multi-genre Research Project
Young Adult summer reading	Young Adult summer reading	Young Adult summer reading Additional summer reading is required
Emphasis on reading with teacher support	Moderate independent reading	Extensive independent reading

Note: Red squares by the summaries of each story in the literature book show story difficulty. One = easy, two = medium, and three = difficult.

Resources for Teacher and Classroom Use

English I – IV State Standards and Attached Glossary
A Handbook of Content Literacy Strategies, Stevens and Brown
Writing for an Audience
Writer's Choice
MLA Handbook
APA Handbook
St. Martin's Handbook
Handbook of Literary Terms
Reading Reminders
Writing Reminders
The Word Within the Word, Thompson
When Kids Can't Read, Kyleene Beers
Janet Allen's List of Affixes

English I
Pacing Guide
Revised 7-2-2004

English I - One Semester

English I Essentials

9th Grade – 1 unit

This course features classic and contemporary reading selections supported by strategic reading instruction. It is designed to help students understand the underlying structures of text. The course includes strategy-based reader response activities that guide students through reading process and comprehension and analysis of texts. Students learn to read a variety of texts for different purposes, use various reading strategies, develop their own reading capacity, and evaluate and monitor their own understanding and progress. Students learn structures of fiction and non-fiction writing. Students focus on writing as a tool for learning. Instruction features prewriting, revising and editing strategies. Composition requirements include content/development, organization, voice, and conventions as assessed by the South Carolina High School Assessment Program. Students learn to recognize, demonstrate, and analyze the qualities of effective communication; use listening skills to comprehend and analyze information in various situations; and comprehend and analyze information from non-print sources. Students learn to access and use information from a variety of appropriately selected sources by selecting a research topic, gathering information and refining a topic, and preparing and presenting information. This course also emphasizes the strategies needed to achieve proficiency on standardized tests and classroom assessments.

Requirement: As part of the South Carolina End-of-Course Examination Program (EOCEP), students taking this course are required to take the English I End-of-Course Test.

English I Seminar

9th Grade – 1 unit

This course continues to develop skills in language through a sustained and structured study of classic and contemporary literature. Students identify the characteristics that distinguish literary forms and explain the influence a historical period has on the form, style, and theme of a written work. Students synthesize, analyze, and critique reading selections and build an extended and specialized vocabulary. Their readings include consumer information and various research reports that can be used in oral presentations. Their writings include narratives, expository essays, and technical reports. Students learn to use spoken and visual language to communicate effectively with a variety of audiences and for different purposes. They are expected to deliver well-organized formal presentations and demonstrate a command of Standard American English (SAE). They gather, prepare, and present information from various sources and in various formats. Students participate in open-ended discussions, genre studies (fiction, non-fiction, poetry, and drama), author studies, and interdisciplinary studies connecting language and literature to the influence of a historical period.

Requirement: As part of the South Carolina End-of-Course Examination Program (EOCEP), students taking this course are required to take the English I End-of-Course Test.

English I Seminar Honors

9th Grade – 1 unit

This course continues to develop skills in language through a sustained and structured study of classic and contemporary literature. Students focus on the characteristics that distinguish literary forms and explain the influence a historical period has on the form, style, and theme of a written work. Students synthesize, analyze, and critique reading selections and build an extended and specialized vocabulary. Their readings include consumer information and various research reports that can be used in oral presentations. Student writings include narratives, expository essays, and technical reports. Students learn to use spoken and visual language to communicate effectively with a variety of audiences and for different purposes. They are expected to deliver well-organized formal presentations and demonstrate a command of Standard American English (SAE). Students

engage in Socratic Seminars where students seek deeper understandings of complex ideas in text through rigorously thoughtful dialogue. In addition, students gather, prepare, and present information from various sources and in a multi-genre paper or project.

Requirement: As part of the South Carolina End-of-Course Examination Program (EOCEP), students taking this course are required to take the English I End-of-Course Test. Summer reading is required.

Recommended: Grade of 85 or better in the previous English course

English I Literature/Composition			
Standards	Reading Strategies	Pacing	Possible Selections
<p><u>Word Study</u></p> <p>E1-R3.1 Demonstrate the ability to analyze the origin and meaning of new words by using a knowledge of culture, or mythology.</p> <p>E1-R3.2 Demonstrate the ability to use context analysis to determine the meanings of unfamiliar and multiple-meaning words.</p> <p>E1-R3.3 Demonstrate the ability to use a general dictionary, a specialized dictionary, and a thesaurus.</p> <p>E1-R3.4 Demonstrate the ability to use analogies, idioms, and words with precise connotations and denotations in a variety of oral, written, and graphic presentations.</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Vocab Alert 4 Square Vocab Approach 10 Most Important Words Word Bank Analogies VocabMarks Word of the Week Word Chains Missing Words</p>	<p>Weeks 1-18</p>	<p>Vocabulary from reading <i>Words to Own</i>, Holt-Rinehart Word Stems List</p>
<p><u>Reading</u></p> <p>E1-R1.1 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.</p> <p>E1-R1.4 Demonstrate the ability to evaluate the clarity or accuracy of information as indicators of an author's bias.</p>	<p><i>Elements of Literature</i>, Holt, Rinehart & Winston: Most Important Word Think Aloud Save the Last Word for Me Somebody Wanted But So Sketch to Stretch</p> <p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon</p>	<p>Weeks 1-4</p>	<p>Summer YA Reading Activity <i>Elements of Literature</i>, Holt, Rinehart & Winston:</p> <ul style="list-style-type: none"> • Facing Monsters Thematic Unit – Collection 1 • Expect the Unexpected Thematic Unit – Collection 3 • <i>The Odyssey</i> – Collection 14

<p>E1-R1.6 Begin explaining how layout is handled in variety of informational texts.</p> <p>E1-R1.7 Begin analyzing the relationships among thesis (main idea), evidence (concrete supporting details), and argument to evaluate claims made in informational texts such as newspaper editorials and campaign speeches.</p> <p>E1-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> <p>E1-R2.1 Begin showing how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the plots, characters, settings, and themes of literary works written during that period.</p> <p>E1-R2.2 Demonstrate the ability to evaluate an author’s use of stylistic elements such tone, irony, and figurative language.</p> <p>E1-R2.5 Demonstrate the ability to describe with specific examples how the narrator’s point of view or an author’s choice of narrator affects a work of fiction.</p> <p>E1-R2.8 Demonstrate the ability to analyze the impact of conflict (internal and external) on plot and character in a literary work.</p>	<p>Publishers: Clustering Factstorming K-W-L Reaction Guide Two-Minute Preview</p>		
<p>Reading</p> <p>E1-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> <p>E1-R1.3</p>	<p><i>Elements of Literature</i>, Holt, Rinehart & Winston: Probable Passage It Says, I Say Retellings Say Something Text Reformulation</p> <p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and</i></p>	<p>Weeks 5-9</p>	<p><i>Elements of Literature</i>, Holt, Rinehart & Winston:</p> <ul style="list-style-type: none"> • We Remember Thematic Unit (Nonfiction) – Collection 5, include <i>The Miracle Worker</i> - collection 12 • See the Miracles Thematic Unit (Poetry) – Collection 8 • Imagine Thematic Unit (Poetry) – Collection 9

<p>Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.</p> <p>E1-R1.5 Demonstrate the ability to define the purpose of a variety of communication formats such as poetry, drama, fiction, essays, business letters, memos, instructions, policy statements, user manuals, lab reports, and Web sites.</p> <p>E1-R1.9 Begin reading several works on a particular topic, paraphrase the ideas, and synthesize them with ideas from other authors addressing the same topic.</p> <p>E1-R2.3 Demonstrate the ability to compare and contrast universal literary themes as they are developed in works in various genres.</p> <p>E1-R2.4 Demonstrate the ability to compare and contrast authors' styles on the basis of such elements as word choice and sentence structure (syntax)...</p> <p>E1-R2-7 Begin developing and applying personal criteria for evaluating texts in a variety of genres.</p> <p>E1-R2.9 Demonstrate the ability to present interpretations of texts by using methods such as Socratic questioning, literature circles, class discussion, PowerPoint presentations, and graphic organizers.</p>	<p><i>Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Key Questions Pen in Hand X Marks the Spot I Wonder Why Idea Maps Data Chart Text Structure Expository Text Structure ROW Learning Partner Journal Brainwriting Scintillating Sentences and Quizzical Quotes Paired Guided Reading QAR Concept Collection Opinion Guide Beyond SQ3R Process Logs Note Taking, Do It Yourself</p>		<p>YA Novel Novel such as <i>I Know Why the Caged Bird Sings</i></p> <p>Nonprint Sources: Video – <i>The Miracle Worker</i></p>
<p><u>Writing</u></p> <p>E1-W1.1 Demonstrate the ability to choose a</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers:</p>	<p>Weeks 1-9</p>	

<p>topic, generate ideas, and use oral and written prewriting strategies.</p> <p>E1-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and/or purpose.</p> <p>E1-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details</p> <p>E1-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation</p> <p>E1-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.</p> <p>E1-W2.1 Demonstrate the ability to use writing to explain and inform.</p> <p>E1-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.</p> <p>E1-W3.1 Demonstrate the ability to respond to texts both orally and in writing.</p> <p>E1-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.</p> <p>E1-W4.1 Demonstrate the ability to write legibly using print or cursive handwriting.</p>	<p>Content Journal Brainstorming Brainracing Quick Write Freewriting Mysterious Possibilities What's in a Picture Question of the Day Clustering Factstorming K-W-L Key Questions Pen in Hand I Wonder Why Venn Diagram Idea Maps Data Chart Text Structure Expository Text Structure ROW Cubing Learning Partner Journal Brainwriting Pass It On QAR Concept Collection Opinion Guide Process Logs Focus Sentences Note Taking, Do It Yourself</p> <p><i>Writer's Choice:</i> Peer Editing Webbing Outlining Sentence Combining</p>		
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<p><u>Research</u></p> <p>E1-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.</p> <p>E1-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it.</p> <p>E1-RS2.1 Demonstrate the ability to distinguish between primary and secondary sources.</p> <p>E1-RS2.2 Demonstrate the ability to evaluate the credibility of sources, including consideration of accuracy and bias.</p> <p>E1-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources.</p> <p>E1-RS3.6 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others.</p>		<p>Weeks 1-9</p>	
<p><u>Communication/Speaking</u></p> <p>E1-C1.2 Demonstrate the ability to express and explain ideas orally with fluency and confidence.</p> <p>E1-C1.3 Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade, and to compare and contrast different viewpoints.</p> <p>E1-C1.6 Demonstrate the ability to present information in formats such as panel discussions, oral reports, speeches, and debates.</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Brainstorming Quick Write Mysterious Possibilities I'm Curious Question of the Day Fact Storming K-W-L Find Someone Who Key Questions I Wonder Why Data Chart Brainwriting Pass It On Scintillating Sentences and</p>	<p>Weeks 1-9</p>	

<p>E1-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates.</p> <p>E1-C1.8 Demonstrate the ability to present dramatic readings of literary selections with a clarity and force that show an understanding of the meaning of the selection.</p> <p>E1-C1.9 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.</p> <p>E1-C1.10 Demonstrate the ability to use Standard American English (SAE) in formal speaking situations and in the classroom.</p> <p>E1-C1.12 Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts.</p> <p>E1-C2.2 Demonstrate the ability to analyze historically significant speeches to identify the rhetorical devices and features that make them memorable.</p> <p>E1-C2.3 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.</p> <p>E1-C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses through accurate and detailed references to texts.</p>	<p>Quizzical Quotes Paired Guided Reading QAR Concept Collection Opinion Guide Note Taking, Do It Yourself</p>		
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<p>E1-C3.1 Demonstrate the ability to analyze and evaluate the effectiveness of the techniques used in nonprint sources for a particular audience.</p> <p>E1-C3.2 Demonstrate the ability to interpret and evaluate the various ways events are presented and information is communicated in nonprint sources.</p> <p>E1-C3.3 Demonstrate the ability to identify the aesthetic effects that appear in nonprint sources and to evaluate the techniques used to create them.</p> <p>E1-C3.5 Demonstrate the ability compare and contrast different viewpoints that he or she encounters in nonprint sources.</p> <p>E1-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in nonprint sources.</p> <p>E1-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.</p>			
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Standards	Reading Strategies	Pacing	Possible Selections
<p><u>Reading</u></p> <p>E1-R1.3 Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.</p> <p>E1-R1.4 Demonstrate the ability to evaluate the clarity or accuracy of information as indicators of an author’s bias.</p> <p>E1-R1.5 Demonstrate the ability to define the purpose of a variety of communication formats such as poetry, drama, fiction, essays, business letters, memos, instructions, policy statements, user manuals, lab reports, and Web sites.</p> <p>E1-R1.6 Demonstrate the ability to explain how layout is handled in variety of informational texts.</p> <p>E1-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> <p>E1-R1.9 Demonstrate the ability to read several works on a particular topic, paraphrase the ideas, and synthesize them with ideas from other works addressing the same topic.</p> <p>E1-R2.1 Begin showing how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the plots, characters, settings, and themes of literary works written during that period.</p> <p>E1-R2.5 Demonstrate the ability to describe with specific examples how the narrator’s point of view or an author’s choice of narrator affects a work of fiction.</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Action With Facts: A Planning Guide</p> <p>Ask the Expert I-Search Paper Ethical Choices Project Journal From the Source Do You Know... Bridging Picture Books The 5 Minute Book Talk Memory Box Explorer’s Kit Dialogue Journals VIP Maps Values Mapping Infofiction Investigative Teams Create a Talisman Character Home Pages People Portraits Author Home Pages Clues for You Across the Years Creating Content-related Picture Books Honoring Excellence in...</p>	<p>Weeks 10-18</p>	<p>Weeks 10-13 <i>Elements of Literature</i>, Holt, Rinehart & Winston: Fables and Folk Tales Collections 1 & 3</p> <ul style="list-style-type: none"> • “The Trapper Trapped” • The Princess and the Tin Box” • “The Talking Skull” <p>Nonfiction Unit “A Place Called Home” – Collection 6 Poetry Unit “The Way We Are” – Collection 10 Poetry Unit “Say It!” – Collection 11</p> <p>Weeks 14-18 <i>Romeo and Juliet</i> – Collection 13 Thematic Unit “The Human Spirit” – Collection 2 Thematic Unit “Discoveries” – Collection 4 YA Novel</p>

E1-R2-7 Demonstrate the ability to apply personal criteria for evaluating texts in a variety of genres .			
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<p><u>Writing</u></p> <p>E1-W1.6 Demonstrate the ability to write and publish in a variety of formats.</p> <p>E1-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.</p> <p>E1-W1.6.2 Demonstrate the ability to write memos and business letters.</p> <p>E1-W1.6.3 Demonstrate the ability to write essays, reports, articles, and proposals.</p> <p>E1-W1.6.4 Begin writing resumes and job applications.</p> <p>E1-W1.6.5 Demonstrate the ability to use the Internet to communicate with others.</p> <p>E1-W2.3 Demonstrate the ability to use writing to persuade, analyze, and transact business.</p> <p>E1-W3.2 Demonstrate the ability to use literary models to refine his or her own writing style.</p> <p>E1-W4.2 Demonstrate the ability to use keyboarding skills to produce texts.</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas, Stephens and Brown, Christopher-Gordon Publishers:</i></p> <p>Action With Facts: A Planning Guide</p> <p>RAFT</p> <p>Ask the Expert</p> <p>I-Search Paper</p> <p>Ethical Choices</p> <p>Project Journal</p> <p>Observational Notebook</p> <p>From the Source</p> <p>The 5 Minute Book Talk</p> <p>Dialogue Journals</p> <p>VIP Maps</p> <p>Infofiction</p> <p>Investigative Teams</p> <p>Create a Talisman</p> <p>Character Home Pages</p> <p>People Portraits</p> <p>Author Home Pages</p> <p>Clues for You</p> <p>Across the Years</p> <p>Creating Content-related Picture Books</p> <p>Honoring Excellence in...</p>	<p>Weeks 10-18</p>	
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<p><u>Communications/Speaking</u></p> <p>E1-C1.1 Demonstrate the ability to use language, vocabulary, images, sensory details, and presentation techniques including multimedia that are appropriate for the purpose and audience.</p> <p>E1-C1.4 Demonstrate the ability to use effective organizational strategies, techniques, and methods including technology to develop oral presentations.</p> <p>E1-C1.5 Demonstrate the ability to choose appropriate patterns of organization to inform and to persuade in oral presentations.</p> <p>E1-C1.11 Demonstrate the ability to deliver effective oral presentations to unfamiliar audiences.</p> <p>E1-C1.13 Demonstrate the ability to analyze and refine varied presentations through collaboration, conferencing, and self-evaluation.</p> <p>E1-C2.1 Demonstrate the ability to evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, word choice, and syntax.</p> <p>E1-C2.4 Demonstrate the ability to analyze the types of arguments used by speakers.</p> <p>E1-C2.5 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.</p> <p>E1-C3.7 Demonstrate the ability to analyze nonprint sources for accuracy, bias, intent, and purpose.</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas, Stephens and Brown, Christopher-Gordon Publishers:</i></p> <p>Action With Facts: A Planning Guide</p> <p>Discussion Continuum</p> <p>Ask the Expert</p> <p>I-Search Paper</p> <p>Ethical Choices</p> <p>Project Journal</p> <p>Teacher Read-Aloud</p> <p>From the Source</p> <p>Do You Know...</p> <p>Bridging</p> <p>Picture Books</p> <p>The 5 Minute Book Talk</p> <p>Memory Box</p> <p>Explorer's Kit</p> <p>Infofiction</p> <p>Investigative Teams</p> <p>Create a Talisman</p> <p>Clues for You</p> <p>Creating Content-related Picture Books</p> <p>Honoring Excellence in...</p>	<p>Weeks 10-18</p>	
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<p><u>Research</u></p> <p>E1-RS2.3 Demonstrate the ability to respond to document sources by using a standardized system of documentation.</p> <p>E1-RS2.4 Demonstrate the ability to gather and evaluate information for its relevance to his or her research questions.</p> <p>E1-RS2.5 Demonstrate the ability to refine a topic and ask additional questions based on the information that he or she has gathered.</p> <p>E1-RS3.1 Demonstrate the ability to synthesize information from a variety of sources, including those accessed through the use of technology.</p> <p>E1-RS3.2 Demonstrate the ability to draw conclusions from synthesized information to create a documented research project with teacher support.</p> <p>E1-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.</p> <p>E1-RS3.4 Demonstrate the ability to differentiate among standardized systems of documentation.</p> <p>E1-RS3.5 Demonstrate the ability prepare a Works Cited list.</p>		<p>Weeks 10-18</p>	
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Appendix A

Level Differentiations

English I Essentials	English I Seminar	English I Honors
Literature circles optional Teacher-led round table discussions	Literature circles Open-ended seminar discussions	Literature circles Socratic Seminar
Integrate explicit reading strategy instruction noted in pacing guide	Use reading strategies as instructional support	Use reading strategies as instructional support
Research Project	Research Project	Multi-genre Research Project
Young Adult summer reading	Young Adult summer reading	Young Adult summer reading Additional summer reading is required
Emphasis on reading with teacher support	Moderate independent reading	Extensive independent reading
<p>Note: Red squares by the summaries of each story in the literature book show story difficulty. One = easy, two = medium, and three = difficult.</p>		

Resources for Teacher and Classroom Use

English I – IV State Standards and Attached Glossary
A Handbook of Content Literacy Strategies, Stevens and Brown
Writing for an Audience
Writer’s Choice
MLA Handbook
APA Handbook

St. Martin's Handbook
Handbook of Literary Terms
Reading Reminders
Writing Reminders
The Word Within the Word, Thompson
When Kids Can't Read, Kyleene Beers
Janet Allen's List of Affixes

English II Essentials Parts I and II
Year Long
Pacing Guide
Revised 7-2-2004

English II Essentials Parts I and II Year-long

Enrollment in this course occurs only with teacher recommendation. This course is designed for students who have not met state-defined standards necessary to pass the South Carolina High School Assessment Program (HSAP). Instruction includes emphasis on essential standards in the context of literature and composition studies. Students may not select this course as a personal preference.

Prerequisite: English I

English II Essentials Part One 10th Grade – 1 unit (elective credit)

This course continues to develop reading and writing skills through a sustained and structured study of classic and contemporary literature. Students learn the similarities and differences in literary structures as well as universal themes from literature of different cultures. Students continue to synthesize, analyze, and critique reading selections and build an extended and specialized vocabulary. Students are expected to become competent at interpreting, comparing and contrasting, analyzing, and applying information from printed consumer materials. Students continue to adjust their use of spoken and visual language to communicate effectively to a variety of audiences. They make formal and extemporaneous presentations in the narrative and expository modes. This course also emphasizes the strategies students need to achieve proficiency on standardized tests and classroom assessments.

English II Essentials Part Two 10th Grade – 1 unit

This course focuses on writing expository essays and creative pieces in which word choice, descriptions, and dialogue are emphasized. Students critique professional and peer writing and utilize these analyses to refine their personal communication style. Students select a topic for exploration, gather information from a variety of sources, and present information in a variety of formats. This course also emphasizes the strategies students need to achieve proficiency on standardized tests and classroom assessments.

English II Essentials Literature/Composition Part I			
Standards	Reading Strategies	Pacing	Possible Selections
<p>Reading</p> <p>E2-R1.1 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.</p> <p>E2-R1.4 Demonstrate the ability to evaluate the clarity or accuracy of information as indicators of an author's bias.</p> <p>E2-R1.6 Demonstrate the ability to explain how layout is handled in variety of informational texts.</p> <p>E2-R1.7 Demonstrate the ability to analyze the relationships among thesis (main idea), evidence (concrete supporting details), and argument to evaluate claims made in informational texts such as newspaper editorials and campaign speeches.</p> <p>E2-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> <p>E2-R2.1 Demonstrate the ability to show how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the plots, characters, settings, and themes of literary works written during that period.</p> <p>E2-R2.2 Demonstrate the ability to evaluate an author's use of stylistic elements such as foreshadowing, flashback, soliloquy, irony, dialect, asides, tone, and figurative language.</p> <p>E2-R2.5 Demonstrate the ability to describe with specific examples how the narrator's point of view or an</p>	<p><i>Elements of Literature</i>, Holt, Rinehart & Winston: Most Important Word Think Aloud Save the Last Word for Me Somebody Wanted But So Sketch to Stretch</p> <p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Clustering Factstorming K-W-L Reaction Guide Two-Minute Preview Key Questions Pen in Hand X Marks the Spot I Wonder Why Idea Maps Data Chart Text Structure Expository Text Structure ROW Learning Partner Journal Brainwriting Scintillating Sentences and Quizzical Quotes Paired Guided Reading QAR Concept Collection Opinion Guide Beyond SQ3R Process Logs Note Taking, Do It Yourself</p>	<p>Weeks 1-9</p>	<p>Summer YA Reading Activity <i>Elements of Literature</i>, Holt, Rinehart & Winston:</p> <ul style="list-style-type: none"> • Hard Choices Thematic Unit (Short Stories) – Collection 1 • Exiles, Castaways, and Strangers Thematic Unit (Short Stories) – Collection 3 • Being There Thematic Unit (Nonfiction) – Collection 6

<p>author's choice of narrator affects a work of fiction.</p> <p>E2-R2.8 Demonstrate the ability to analyze the impact of conflict (internal and external) on plot and character in a literary work.</p>			
<p>Reading E2-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> <p>E2-R1.3 Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.</p> <p>E2-R1.5 Demonstrate the ability to define the purpose of a variety of communication formats such as poetry, drama, fiction, essays, business letters, memos, instructions, policy statements, user manuals, lab reports, and Web sites.</p> <p>E2-R1.9 Demonstrate the ability to read several works on a particular topic, paraphrase the ideas, and synthesize them with ideas from other works addressing the same topic.</p> <p>E2-R2.3 Demonstrate the ability to compare and contrast universal literary themes as they are developed in works in various genres.</p> <p>E2-R2.4 Demonstrate the ability to compare and contrast authors' styles on the basis of such elements as word choice and sentence structure (syntax)</p> <p>E2-R2-7 Demonstrate the ability to apply personal criteria for evaluating texts in a variety of genres.</p>	<p><i>Elements of Literature</i>, Holt, Rinehart & Winston: Probable Passage It Says, I Say Retellings Say Something Text Reformulation</p> <p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Action With Facts: A Planning Guide Ask the Expert I-Search Paper Ethical Choices Project Journal From the Source Do You Know... Bridging Picture Books The 5 Minute Book Talk Memory Box Explorer's Kit Dialogue Journals VIP Maps Values Mapping Infofiction Investigative Teams Create a Talisman Character Home Pages People Portraits Author Home Pages Clues for You Across the Years Creating Content-related Picture Books Honoring Excellence in...</p>	<p>Weeks 10-18</p>	<p>Novel such as <i>Night</i> Becoming Myself Thematic Unit (Nonfiction) - Collection 5 How to Live Thematic Unit (Poetry) - Collection 8 Finding Our Heroes Thematic Unit (Legends and Epics) – Collection 14</p>

<p>E2-R2.9 Demonstrate the ability to present interpretations of texts by using methods such as Socratic questioning, literature circles, class discussion, PowerPoint presentations, and graphic organizers.</p>			
<p><u>Writing</u></p> <p>E2-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies.</p> <p>E2-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and/or purpose.</p> <p>E2-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details</p> <p>E2-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation.</p> <p>E2-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.</p> <p>E2-W2.1 Demonstrate the ability to use writing to explain and inform.</p> <p>E2-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.</p> <p>E2-W3.1</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers:</p> <ul style="list-style-type: none"> Content Journal Brainstorming Brainracing Quick Write Freewriting Mysterious Possibilities What's in a Picture Question of the Day Clustering Factstorming K-W-L Key Questions Pen in Hand I Wonder Why Venn Diagram Idea Maps Data Chart Text Structure Expository Text Structure ROW Cubing Learning Partner Journal Brainwriting Pass It On QAR Concept Collection Opinion Guide Process Logs Focus Sentences Note Taking, Do It Yourself <p><i>Writer's Choice:</i></p> <ul style="list-style-type: none"> Peer Editing Webbing Outlining Sentence Combining 	<p>Weeks 1-18</p>	

<p>Demonstrate the ability to respond to texts both orally and in writing.</p> <p>E2-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.</p> <p>E2-W4.1 Demonstrate the ability to write legibly using print or cursive handwriting.</p>			
<p><u>Research</u></p> <p>E2-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.</p> <p>E2-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it.</p> <p>E2-RS2.1 Demonstrate the ability to distinguish between primary and secondary sources.</p> <p>E2-RS2.2 Demonstrate the ability to evaluate the credibility of sources, including consideration of accuracy and bias.</p> <p>E2-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources.</p> <p>E2-RS3.6 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others.</p>		<p>Weeks 1-18</p>	
<p><u>Communication/Speaking</u></p> <p>E2-C1.1 Demonstrate the ability to use language, vocabulary, images, sensory details, and presentation techniques including multimedia that</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Brainstorming Quick Write</p>	<p>Weeks 1-18</p>	

<p>are appropriate for the purpose and audience.</p> <p>E2-C1.2 Demonstrate the ability to express and explain ideas orally with fluency and confidence.</p> <p>E2-C1.3 Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade, and to compare and contrast different viewpoints.</p> <p>E2-C1.4 Demonstrate the ability to use effective organizational strategies, techniques, and methods including technology to develop oral presentations.</p> <p>E2-C1.6 Demonstrate the ability to present information in formats such as panel discussions, oral reports, speeches, and debates.</p> <p>E2-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates.</p> <p>E2-C1.8 Demonstrate the ability to present dramatic readings of literary selections with a clarity and force that show an understanding of the meaning of the selection.</p> <p>E2-C1.9 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.</p> <p>E2-C1.10 Demonstrate the ability to use Standard American English (SAE) in formal speaking situations and in the classroom.</p> <p>E2-C1.12 Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts.</p>	<p>Mysterious Possibilities I'm Curious Question of the Day Fact Storming K-W-L Find Someone Who Key Questions I Wonder Why Data Chart Brainwriting Pass It On Scintillating Sentences and Quizzical Quotes Paired Guided Reading QAR Concept Collection Opinion Guide Note Taking, Do It Yourself</p>		
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<p>E2-C2.2 Demonstrate the ability to analyze historically significant speeches to identify the rhetorical devices and features that make them memorable.</p> <p>E2-C2.3 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.</p> <p>E2-C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses through accurate and detailed references to texts.</p> <p>E2-C3.1 Demonstrate the ability to analyze and evaluate the effectiveness of the techniques used in nonprint sources for a particular audience.</p> <p>E2-C3.2 Demonstrate the ability to interpret and evaluate the various ways events are presented and information is communicated in nonprint sources.</p> <p>E2-C3.3 Demonstrate the ability to identify the aesthetic effects that appear in nonprint sources and to evaluate the techniques used to create them.</p> <p>E2-C3.4 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.</p> <p>E2-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in nonprint sources.</p> <p>E2-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in nonprint</p>			
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<p>sources.</p> <p>E2-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.</p>			
<p><u>Word Study</u></p> <p>E2-R3.1 Demonstrate the ability to analyze the origin and meaning of new words by using a knowledge of culture, or mythology.</p> <p>E2-R3.2 Demonstrate the ability to use context analysis to determine the meanings of unfamiliar and multiple-meaning words.</p> <p>E2-R3.3 Demonstrate the ability to use a general dictionary, a specialized dictionary, and a thesaurus.</p> <p>E2-R3.4 Demonstrate the ability to use analogies, idioms, and words with precise connotations and denotations in a variety of oral, written, and graphic presentations.</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Vocab Alert 4 Square Vocab Approach 10 Most Important Words Word Bank Analogies VocabMarks Word of the Week Word Chains Missing Words</p>	<p>Weeks 1-18</p>	<p>Vocabulary from reading <i>Words to Own</i>, Holt-Rinehart Word Stems List</p>

English II Essentials Literature/Composition Part II

Standards	Strategies	Pacing	Possible Selections
<p>Reading</p> <p>E2-R1.3 Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.</p> <p>E2-R1.4 Demonstrate the ability to evaluate the clarity or accuracy of information as indicators of an author’s bias.</p> <p>E2-R1.5 Demonstrate the ability to define the purpose of a variety of communication formats such as poetry, drama, fiction, essays, business letters, memos, instructions, policy statements, user manuals, lab reports, and Web sites.</p> <p>E2-R1.6 Demonstrate the ability to explain how layout is handled in variety of informational texts.</p> <p>E2-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> <p>E2-R1.9 Demonstrate the ability to read several works on a particular topic, paraphrase the ideas, and synthesize them with ideas from other works addressing the same topic.</p> <p>E2-R2.1 Begin showing how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the plots, characters, settings, and themes of literary works written during that period.</p> <p>E2-R2.5 Demonstrate the ability to describe with specific examples how the narrator’s point of view or an author’s choice of narrator affects a work of fiction.</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers:</p> <p>Action With Facts: A Planning Guide</p> <p>Ask the Expert</p> <p>I-Search Paper</p> <p>Ethical Choices</p> <p>Project Journal</p> <p>From the Source</p> <p>Do You Know...</p> <p>Bridging</p> <p>Picture Books</p> <p>The 5 Minute Book Talk</p> <p>Memory Box</p> <p>Explorer’s Kit</p> <p>Dialogue Journals</p> <p>VIP Maps</p> <p>Values Mapping</p> <p>Infofiction</p> <p>Investigative Teams</p> <p>Create a Talisman</p> <p>Character Home Pages</p> <p>People Portraits</p> <p>Author Home Pages</p> <p>Clues for You</p> <p>Across the Years</p> <p>Creating Content-related Picture Books</p> <p>Honoring Excellence in...</p>	<p>Weeks 19-36</p>	<p>Weeks 19-27</p> <p>Novel such as <i>To Kill a Mockingbird</i> Elements of Literature, Holt, Rinehart & Winston:</p> <p>Can This Be Love Thematic Unit (Poetry) – Collection 9</p> <p>Dreams Lost and Found Thematic Unit (Poetry) – Collection 10</p> <p>Hearts That Love Thematic Unit (Short Stories) – Collection 2</p> <p>Breakthroughs Thematic Unit (Short Stories) – Collection 4</p> <p>Weeks 28-36</p> <p><i>Julius Caesar</i>– Ambition or Honor - Collection 12</p> <p>Sources of Wisdom Thematic Unit (Poetry) – Collection 13</p>

<p>E2-R2.6 Demonstrate the ability to use a knowledge of internal structures to compare selections from works in a variety of genres.</p> <p>E2-R2-7 Demonstrate the ability to apply personal criteria for evaluating texts in a variety of genres.</p>			
<p><u>Word Study</u></p> <p>Reinforce all standards</p>		Weeks 19-36	
<p><u>Writing</u></p> <p>E2-W1.6 Demonstrate the ability to write and publish in a variety of formats.</p> <p>E2-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.</p> <p>E2-W1.6.2 Demonstrate the ability to write memos and business letters.</p> <p>E2-W1.6.3 Demonstrate the ability to write essays, reports, articles, and proposals.</p> <p>E2-W1.6.4 Begin writing resumes and job applications.</p> <p>E2-W1.6.5 Demonstrate the ability to use the Internet to communicate with others.</p> <p>E2-W2.3 Demonstrate the ability to use writing to persuade, analyze, and transact business.</p> <p>E2-W3.2 Demonstrate the ability to use literary models to refine his or her own writing style.</p> <p>E2-W4.2</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers:</p> <p>Action With Facts: A Planning Guide RAFT Ask the Expert I-Search Paper Ethical Choices Project Journal Observational Notebook From the Source The 5 Minute Book Talk Dialogue Journals VIP Maps Infofiction Investigative Teams Create a Talisman Character Home Pages People Portraits Author Home Pages Clues for You Across the Years Creating Content-related Picture Books Honoring Excellence in...</p>	Weeks 19-36	(Research Paper)

<p>Demonstrate the ability to use keyboarding skills to produce texts.</p>			
<p><u>Communications/Speaking</u></p> <p>E2-C1.5 Demonstrate the ability to choose appropriate patterns of organization to inform and to persuade in oral presentations.</p> <p>E2-C1.11 Demonstrate the ability to deliver effective oral presentations to unfamiliar audiences.</p> <p>E2-C1.13 Demonstrate the ability to analyze and refine varied presentations through collaboration, conferencing, and self-evaluation.</p> <p>E2-C2.1 Demonstrate the ability to evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, word choice, and syntax.</p> <p>E2-C2.4 Demonstrate the ability to analyze the types of arguments used by speakers.</p> <p>E2-C2.5 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.</p> <p>E2-C3.7 Demonstrate the ability to analyze nonprint sources for accuracy, bias, intent, and purpose.</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Action With Facts: A Planning Guide Discussion Continuum Ask the Expert I-Search Paper Ethical Choices Project Journal Teacher Read-Aloud From the Source Do You Know... Bridging Picture Books The 5 Minute Book Talk Memory Box Explorer's Kit Infocfiction Investigative Teams Create a Talisman Clues for You Creating Content-related Picture Books Honoring Excellence in...</p>	<p>Weeks 19-36</p>	
<p><u>Research</u></p> <p>E2-RS2.3 Demonstrate the ability to respond to document sources by using a standardized system of documentation.</p>		<p>Weeks 19-36</p>	

<p>E2-RS2.4 Demonstrate the ability to gather and evaluate information for its relevance to his or her research questions.</p> <p>E2-RS2.5 Demonstrate the ability to refine a topic and ask additional questions based on the information that he or she has gathered.</p> <p>E2-RS3.1 Demonstrate the ability to synthesize information from a variety of sources, including those accessed through the use of technology.</p> <p>E2-RS3.2 Demonstrate the ability to draw conclusions from synthesized information to create a documented research project with teacher support.</p> <p>E2-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.</p> <p>E2-RS3.4 Demonstrate the ability to differentiate among standardized systems of documentation.</p> <p>E2-RS3.5 Demonstrate the ability to prepare a Works Cited list.</p>			
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Appendix A

Level Differentiations

English II Essentials	English II Seminar	English II Honors
Literature circles optional Teacher-led round table discussions	Literature circles Open-ended seminar discussions	Literature circles Socratic Seminar
Integrate explicit reading strategy instruction noted in pacing guide	Use reading strategies as instructional support	Use reading strategies as instructional support
Research Project	Research Project	Multi-genre Research Project
Young Adult summer reading	Young Adult summer reading	Young Adult summer reading Additional summer reading is required

Emphasis on reading with teacher support	Moderate independent reading	Extensive independent reading
<p>Note: Red squares by the summaries of each story in the literature book show story difficulty. One = easy, two = medium, and three = difficult.</p>		

Resources for Teacher and Classroom Use

English I – IV State Standards and Attached Glossary
A Handbook of Content Literacy Strategies, Stevens and Brown
Writing for an Audience
Writer’s Choice
MLA Handbook
APA Handbook
St. Martin’s Handbook
Handbook of Literary Terms
Reading Reminders
Writing Reminders
The Word Within the Word, Thompson
When Kids Can’t Read, Kyleene Beers
 Janet Allen’s List of Affixes

**English II
Pacing Guide**
Revised 7-2-2004

English II - One Semester

**English II Essentials Part One and Two
10th Grade – 1 unit**

Prerequisite: English I

This course continues to develop reading and writing skills through a sustained and structured study of classic and contemporary literature. Students learn the similarities and differences in literary structures as well as universal themes from literature of different cultures. They continue

to synthesize, analyze, and critique reading selections and build an extended and specialized vocabulary. Students are expected to become competent at interpreting, comparing and contrasting, analyzing, and applying information from printed consumer materials. They continue to adjust their use of spoken and visual language to communicate effectively to a variety of audiences. They make formal and extemporaneous presentations in the narrative and expository modes. Students focus on writings expository essays and creative pieces in which word choice, descriptions, and dialogue are emphasized. They select a topic for exploration, gather information from a variety of sources, and present information in a variety of formats. This course also emphasizes the strategies students need to achieve proficiency on standardized tests and classroom assessments.

English II Seminar 10th Grade – 1 unit

Prerequisite: English I

This course continues to develop skills in language through a sustained and structured study of classic and contemporary literature. Students learn to explain the similarities and differences in literary structures and imagery as well as universal themes from literature of different cultures. Students continue to synthesize, analyze, and critique reading selections and build an extended and specialized vocabulary. Students are expected to become competent at interpreting, comparing and contrasting, analyzing, and applying information from printed consumer materials. Their writings include expository essays and creative pieces in which word choice, descriptions, and dialogue are emphasized. Students critique professional and peer writing and utilize these analyses to refine their personal communication style. They continue to adjust their use of spoken and visual language to communicate effectively to a variety of audiences. They make formal and extemporaneous presentations in narrative and expository modes. Students engage in open-ended discussions, genre studies, author studies, and interdisciplinary studies connecting language and literature to universal themes from literature of different cultures.

English II Seminar Honors 9th, 10th Grade – 1 unit

Prerequisite: English I Seminar or Seminar Honors

Requirement: Summer reading

Recommended: Grade of 85 or better in the previous English course

This course continues to develop skills in language through a sustained and structured study of classic and contemporary literature. Students focus on the similarities and differences in literary structures and imagery as well as universal themes from literature of different cultures. Students continue to synthesize, analyze, and critique reading selections and build an extended and specialized vocabulary. Students are expected to become competent at interpreting, comparing and contrasting, analyzing, and applying information from printed consumer materials. Student writings include expository essays and creative pieces in which word choice, discussions, and dialogue are emphasized. Students critique professional and peer writing and utilize these analyses to refine their personal communication style. Students continue to adjust their use of spoken and visual language to communicate effectively to a variety of audiences. They make formal and extemporaneous presentations in the narrative and expository modes. Students engage in Socratic Seminars where they seek deeper understandings of complex ideas in text through rigorously thoughtful dialogue. Students also participate in genre studies, author studies, and interdisciplinary studies connecting language and literature to universal themes from literature of different cultures. Students hone their research skills by asking increasingly more complex questions and presenting their research in a multi-genre format.

English II Literature/Composition			
Standards	Strategies	Pacing	Possible Selections
<p><u>Word Study</u></p> <p>E2-R3.1 Demonstrate the ability to analyze the origin and meaning of new words by using a knowledge of culture or mythology.</p> <p>E2-R3.2 Demonstrate the ability to use context analysis to determine the meanings of unfamiliar and multiple-meaning words.</p> <p>E2-R3.3 Demonstrate the ability to use a general dictionary, a specialized dictionary, and a thesaurus.</p> <p>E2-R3.4 Demonstrate the ability to use analogies, idioms, and words with precise connotations and denotations in a variety of oral, written, and graphic presentations.</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Vocab Alert 4 Square Vocab Approach 10 Most Important Words Word Bank Analogies VocabMarks Word of the Week Word Chains Missing Words</p>	Weeks 1-18	<p>Vocabulary from reading <i>Words to Own</i>, Holt-Rinehart Word Stems List</p>
<p><u>Reading</u></p> <p>E2-R1.1 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.</p> <p>E2-R1.4 Demonstrate the ability to evaluate the clarity or accuracy of information as indicators of an author’s bias.</p> <p>E2-R1.6 Demonstrate the ability to explain how layout is handled in variety of informational texts.</p> <p>E2-R1.7 Demonstrate the ability to analyze the relationships among thesis (main idea), evidence (concrete supporting details), and argument to evaluate</p>	<p><i>Elements of Literature</i>, Holt, Rinehart & Winston: Most Important Word Think Aloud Save the Last Word for Me Somebody Wanted But So Sketch to Stretch</p> <p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Clustering Factstorming K-W-L Reaction Guide Two-Minute Preview</p>	Weeks 1-4	<p>Summer YA Reading Activity <i>Elements of Literature</i>, Holt, Rinehart & Winston:</p> <ul style="list-style-type: none"> • Hard Choices Thematic Unit (Short Stories) – Collection 1 • Exiles, Castaways, and Strangers Thematic Unit (Short Stories) – Collection 3 • Being There Thematic Unit (Nonfiction) – Collection 6

<p>claims made in informational texts such as newspaper editorials and campaign speeches.</p> <p>E2-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> <p>E2-R2.1 Demonstrate the ability to show how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the plots, characters, settings, and themes of literary works written during that period.</p> <p>E2-R2.2 Demonstrate the ability to evaluate an author’s use of stylistic elements such as foreshadowing, flashback, soliloquy, irony, dialect, asides, tone, and figurative language.</p> <p>E2-R2.5 Demonstrate the ability to describe with specific examples how the narrator’s point of view or an author’s choice of narrator affects a work of fiction.</p> <p>E2-R2.8 Demonstrate the ability to analyze the impact of conflict (internal and external) on plot and character in a literary work.</p>			
<p>Reading</p> <p>E2-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> <p>E2-R1.3 Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.</p> <p>E2-R1.5 Demonstrate the ability to define the purpose of a variety of</p>	<p><i>Elements of Literature</i>, Holt, Rinehart & Winston: Probable Passage It Says, I Say Retellings Say Something Text Reformulation</p> <p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Key Questions Pen in Hand X Marks the Spot I Wonder Why Idea Maps</p>	<p>Weeks 5-9</p>	<p>Novel such as <i>Night</i> <i>Elements of Literature</i>, Holt, Rinehart & Winston:</p> <ul style="list-style-type: none"> • Becoming Myself Thematic Unit (Nonfiction) - Collection 5 • How to Live Thematic Unit (Poetry) -Collection 8 • Finding Our Heroes thematic Unit (Legends and Epics) – Collection 14

<p>communication formats such as poetry, drama, fiction, essays, business letters, memos, instructions, policy statements, user manuals, lab reports, and Web sites.</p> <p>E2-R1.9 Demonstrate the ability to read several works on a particular topic, paraphrase the ideas, and synthesize them with ideas from other works addressing the same topic.</p> <p>E2-R2.3 Demonstrate the ability to compare and contrast universal literary themes as they are developed in works in various genres.</p> <p>E2-R2.4 Demonstrate the ability to compare and contrast authors' styles on the basis of such elements as word choice and sentence structure (syntax).</p> <p>E2-R2-7 Demonstrate the ability to apply personal criteria for evaluating texts in a variety of genres.</p> <p>E2-R2.9 Demonstrate the ability to present interpretations of texts by using methods such as Socratic questioning, literature circles, class discussion, PowerPoint presentations, and graphic organizers.</p>	<p>Data Chart Text Structure Expository Text Structure ROW Learning Partner Journal Brainwriting Scintillating Sentences and Quizzical Quotes Paired Guided Reading QAR Concept Collection Opinion Guide Beyond SQ3R Process Logs Note Taking, Do It Yourself</p>		
<p><u>Writing</u></p> <p>E2-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies.</p> <p>E2-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and/or purpose.</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Content Journal Brainstorming Brainracing Quick Write Freewriting Mysterious Possibilities What's in a Picture</p>	<p>Weeks 1-9</p>	

<p>E2-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.</p> <p>E2-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation.</p> <p>E2-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.</p> <p>E2-W2.1 Demonstrate the ability to use writing to explain and inform.</p> <p>E2-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.</p> <p>E2-W3.1 Demonstrate the ability to respond to texts both orally and in writing.</p> <p>E2-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.</p> <p>E2-W4.1 Demonstrate the ability to write legibly using print or cursive handwriting.</p>	<p>Question of the Day Clustering Factstorming K-W-L Key Questions Pen in Hand I Wonder Why Venn Diagram Idea Maps Data Chart Text Structure Expository Text Structure ROW Cubing Learning Partner Journal Brainwriting Pass It On QAR Concept Collection Opinion Guide Process Logs Focus Sentences Note Taking, Do It Yourself</p> <p><i>Writer's Choice:</i> Peer Editing Webbing Outlining Sentence Combining</p>		
<p><u>Research</u></p> <p>E2-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.</p> <p>E2-RS1.2 Demonstrate the ability to ask</p>		<p>Weeks 1-9</p>	

<p>questions to investigate all aspects of a topic, including various viewpoints regarding it.</p> <p>E2-RS2.1 Demonstrate the ability to distinguish between primary and secondary sources.</p> <p>E2-RS2.2 Demonstrate the ability to evaluate the credibility of sources, including consideration of accuracy and bias.</p> <p>E2-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources.</p> <p>E2-RS3.6 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others.</p>			
<p><u>Communication/Speaking</u></p> <p>E2-C1.1 Demonstrate the ability to use language, vocabulary, images, sensory details, and presentation techniques including multimedia that are appropriate for the purpose and audience.</p> <p>E2-C1.2 Demonstrate the ability to express and explain ideas orally with fluency and confidence.</p> <p>E2-C1.3 Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade, and to compare and contrast different viewpoints.</p> <p>E2-C1.4 Demonstrate the ability to use effective organizational strategies, techniques, and methods including technology to develop oral presentations.</p> <p>E2-C1.6</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Brainstorming Quick Write Mysterious Possibilities I'm Curious Question of the Day Fact Storming K-W-L Find Someone Who Key Questions I Wonder Why Data Chart Brainwriting Pass It On Scintillating Sentences and Quizzical Quotes Paired Guided Reading QAR Concept Collection Opinion Guide Note Taking, Do It Yourself</p>	<p>Weeks 1-9</p>	

<p>Demonstrate the ability to present information in formats such as panel discussions, oral reports, speeches, and debates.</p> <p>E2-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates.</p> <p>E2-C1.8 Demonstrate the ability to present dramatic readings of literary selections with a clarity and force that show an understanding of the meaning of the selection.</p> <p>E2-C1.9 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.</p> <p>E2-C1.10 Demonstrate the ability to use Standard American English (SAE) in formal speaking situations and in the classroom.</p> <p>E2-C1.12 Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts.</p> <p>E2-C2.2 Demonstrate the ability to analyze historically significant speeches to identify the rhetorical devices and features that make them memorable.</p> <p>E2-C2.3 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.</p> <p>E2-C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral</p>			
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<p>responses through accurate and detailed references to texts.</p> <p>E2-C3.1 Demonstrate the ability to analyze and evaluate the effectiveness of the techniques used in nonprint sources for a particular audience.</p> <p>E2-C3.2 Demonstrate the ability to interpret and evaluate the various ways events are presented and information is communicated in nonprint sources.</p> <p>E2-C3.3 Demonstrate the ability to identify the aesthetic effects that appear in nonprint sources and to evaluate the techniques used to create them.</p> <p>E2-C3.4 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.</p> <p>E2-C3.5 Demonstrate the ability compare and contrast different viewpoints that he or she encounters in nonprint sources.</p> <p>E2-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in nonprint sources.</p> <p>E2-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.</p>			
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Standards	Strategies	Pacing	Possible Selections
<p>Reading</p> <p>E2-R1.3 Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.</p> <p>E2-R1.4 Demonstrate the ability to evaluate the clarity or accuracy of information as indicators of an author’s bias.</p> <p>E2-R1.5 Demonstrate the ability to define the purpose of a variety of communication formats such as poetry, drama, fiction, essays, business letters, memos, instructions, policy statements, user manuals, lab reports, and Web sites.</p> <p>E2-R1.6 Demonstrate the ability to explain how layout is handled in variety of informational texts.</p> <p>E2-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> <p>E2-R1.9 Demonstrate the ability to read several works on a particular topic, paraphrase the ideas, and synthesize them with ideas from other works addressing the same topic.</p> <p>E2-R2.1 Begin showing how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the plots, characters, settings, and themes of literary works written during that period.</p> <p>E2-R2.5 Demonstrate the ability to describe with specific examples how the narrator’s point of view or an author’s choice of narrator affects a work of fiction.</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers:</p> <p>Action With Facts: A Planning Guide</p> <p>Ask the Expert</p> <p>I-Search Paper</p> <p>Ethical Choices</p> <p>Project Journal</p> <p>From the Source</p> <p>Do You Know...</p> <p>Bridging</p> <p>Picture Books</p> <p>The 5 Minute Book Talk</p> <p>Memory Box</p> <p>Explorer’s Kit</p> <p>Dialogue Journals</p> <p>VIP Maps</p> <p>Values Mapping</p> <p>Infofiction</p> <p>Investigative Teams</p> <p>Create a Talisman</p> <p>Character Home Pages</p> <p>People Portraits</p> <p>Author Home Pages</p> <p>Clues for You</p> <p>Across the Years</p> <p>Creating Content-related Picture Books</p> <p>Honoring Excellence in...</p>	<p>Weeks 10-18</p>	<p>Weeks 10-13</p> <p>Novel such as <i>To Kill a Mockingbird Elements of Literature</i>, Holt, Rinehart & Winston:</p> <ul style="list-style-type: none"> • Can This Be Love Thematic Unit (Poetry) – Collection 9 • Dreams Lost and Found Thematic Unit (Poetry) – Collection 10 • Hearts That Love Thematic Unit (Short Stories) – Collection 2 • Breakthroughs Thematic Unit (Short Stories) – Collection 4 <p>Weeks 14-18</p> <p><i>Julius Caesar</i>– Ambition or Honor - Collection 12</p> <p>Sources of Wisdom Thematic Unit (Poetry) – Collection 13</p>

<p>E2-R2.6 Demonstrate the ability to use a knowledge of internal structures to compare selections from works in a variety of genres.</p> <p>E2-R2.7 Demonstrate the ability to apply personal criteria for evaluating texts in a variety of genres.</p>			
<p><u>Writing</u></p> <p>E2-W1.6 Demonstrate the ability to write and publish in a variety of formats.</p> <p>E2-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.</p> <p>E2-W1.6.2 Demonstrate the ability to write memos and business letters.</p> <p>E2-W1.6.3 Demonstrate the ability to write essays, reports, articles, and proposals.</p> <p>E2-W1.6.4 Begin writing resumes and job applications.</p> <p>E2-W1.6.5 Demonstrate the ability to use the internet to communicate with others.</p> <p>E2-W2.3 Demonstrate the ability to use writing to persuade, analyze, and transact business.</p> <p>E2-W3.2 Demonstrate the ability to use literary models to refine his or her own writing style.</p> <p>E2-W4.2 Demonstrate the ability to use keyboarding skills to produce texts.</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers:</p> <ul style="list-style-type: none"> Action With Facts: A Planning Guide RAFT Ask the Expert I-Search Paper Ethical Choices Project Journal Observational Notebook From the Source The 5 Minute Book Talk Dialogue Journals VIP Maps Infofiction Investigative Teams Create a Talisman Character Home Pages People Portraits Author Home Pages Clues for You Across the Years Creating Content-related Picture Books Honoring Excellence in... 	<p>Weeks 10-18</p>	

<p><u>Communications/Speaking</u></p> <p>E2-C1.5 Demonstrate the ability to choose appropriate patterns of organization to inform and to persuade in oral presentations.</p> <p>E2-C1.11 Demonstrate the ability to deliver effective oral presentations to unfamiliar audiences.</p> <p>E2-C1.13 Demonstrate the ability to analyze and refine varied presentations through collaboration, conferencing, and self-evaluation.</p> <p>E2-C2.1 Demonstrate the ability to evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, word choice, and syntax.</p> <p>E2-C2.4 Demonstrate the ability to analyze the types of arguments used by speakers.</p> <p>E2-C2.5 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.</p> <p>E2-C3.7 Demonstrate the ability to analyze nonprint sources for accuracy, bias, intent, and purpose.</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers:</p> <p>Action With Facts: A Planning Guide Discussion Continuum Ask the Expert I-Search Paper Ethical Choices Project Journal Teacher Read-Aloud From the Source Do You Know... Bridging Picture Books The 5 Minute Book Talk Memory Box Explorer’s Kit Infofiction Investigative Teams Create a Talisman Clues for You Creating Content-related Picture Books Honoring Excellence in...</p>	<p>Weeks 10-18</p>	
<p><u>Research</u></p> <p>E2-RS2.3 Demonstrate the ability to respond to document sources by using a standardized system of documentation.</p> <p>E2-RS2.4 Demonstrate the ability to gather and evaluate information for its relevance to his or her research questions.</p>		<p>Weeks 10-18</p>	

<p>E2-RS2.5 Demonstrate the ability to refine a topic and ask additional questions based on the information that he or she has gathered.</p> <p>E2-RS3.1 Demonstrate the ability to synthesize information from a variety of sources, including those accessed through the use of technology.</p> <p>E2-RS3.2 Demonstrate the ability to draw conclusions from synthesized information to create a documented research project with teacher support.</p> <p>E2-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.</p> <p>E2-RS3.4 Demonstrate the ability to differentiate among standardized systems of documentation.</p> <p>E2-RS3.5 Demonstrate the ability prepare a Works Cited list.</p>			
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Appendix A
Level Differentiations

English II Essentials	English II Seminar	English II Honors
Literature circles optional Teacher-led round table discussions	Literature circles Open-ended seminar discussions	Literature circles Socratic Seminar
Integrate explicit reading strategy instruction noted in pacing guide	Use reading strategies as instructional support	Use reading strategies as instructional support
Research Project	Research Project	Multi-genre Research Project
Young Adult summer reading	Young Adult summer reading	Young Adult summer reading Additional summer reading is required
Emphasis on reading with teacher support	Moderate independent reading	Extensive independent reading

Note: Red squares by the summaries of each story in the literature book show story difficulty. One = easy, two = medium, and three = difficult.

Resources for Teacher and Classroom Use

English I – IV State Standards and Attached Glossary
A Handbook of Content Literacy Strategies, Stevens and Brown
Writing for an Audience
Writer's Choice
MLA Handbook
APA Handbook
St. Martin's Handbook
Handbook of Literary Terms
Reading Reminders
Writing Reminders
The Word Within the Word, Thompson
When Kids Can't Read, Kyleene Beers
Janet Allen's List of Affixes

English III
Pacing Guide
Revised 7-2-2004

English III - One Semester

English III Essentials

11th Grade – 1 unit

Prerequisite: English II

This course focuses on real-world applications of learning and career-related skills in reading and writing. Students become independent readers, learning to negotiate meaning and extend their vocabulary through a wide range of texts. Their writing should display a greater depth of information, accuracy, and a clear organization that supports the purpose of the writing. Students are required to develop a thorough understanding of the themes and periods in the development of American literature. Students conduct research to answer questions and solve problems. They gather and evaluate data from a variety of sources, analyze and synthesize their research information, and cite their sources appropriately. They communicate this information in ways that are appropriate to their purpose and audience. Students use effective oral presentation techniques in formal and informal situations.

English III Seminar

11th Grade – 1 unit

Prerequisite: English II

This course extends the study of classic and contemporary literature by requiring students to read works of increasing complexity. Students become independent readers, learning to negotiate meaning and extend their vocabulary through a wide range of texts. Students develop a thorough understanding of the themes and periods in the development of American literature. Students evaluate the impact and use of literary elements such as conflict, plot, characterization, and irony, as well as imagery and other forms of figurative language. Their writing emphasizes a greater depth of information, accuracy, and a clear organization that supports the purpose of the writing. Students conduct research to answer questions and solve problems. They communicate this information in ways that are appropriate to their purpose and audience. Students use effective oral presentation techniques in formal and informal situations, and they demonstrate an understanding of the impact of language on the expression of an idea. Students engage in open-ended discussions, genre studies, author studies, and interdisciplinary studies connecting language and literature to themes in American Literature.

English III Seminar Honors

10th, 11th Grade – 1 unit

Prerequisite: English II Seminar or Seminar Honors

Requirement: Summer reading

Recommended: Grade of 85 or better in the previous English course

This course is a study of classic and contemporary literature and requires students to analyze works of increasing complexity. Students develop a thorough understanding of the themes and periods in the development of American literature. They evaluate the impact and use of literary elements such as conflict, plot, characterization, and irony, as well as imagery and other forms of figurative language. Their writing should display a greater depth of information, accuracy, and a clear organization that supports the purpose of the writing. Students engage in Socratic Seminars where students seek deeper understandings of complex ideas in text through rigorously thoughtful dialogue. Students participate in genre studies, author studies, and interdisciplinary studies connecting language and literature to themes and periods in American Literature. Students hone

their research skills by asking increasingly more complex questions and presenting their research in a multi-genre format.

English III Literature/Composition			
Standards	Strategies	Pacing	Possible Selections
<p><u>Research</u></p> <p>E3-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.</p> <p>E3-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it.</p> <p>E3-RS2.1 Demonstrate the ability to distinguish between primary and secondary sources.</p> <p>E3-RS2.2 Demonstrate the ability to evaluate the credibility of sources, including consideration of accuracy and bias.</p> <p>E3-RS2.3 Demonstrate the ability to document sources by using a standardized system of documentation.</p> <p>E3-RS2.4 Demonstrate the ability to gather and evaluate information for its relevance to his or her research questions.</p> <p>E3-RS2.5 Demonstrate the ability to refine a topic and ask additional questions based on the information that he or she has gathered.</p> <p>E3-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources.</p> <p>E3-RS3.1 Demonstrate the ability to synthesize</p>		Weeks 1-18	

<p>information from a variety of sources, including those accessed through the use of technology.</p> <p>E3-RS3.2 Demonstrate the ability to draw conclusions from synthesized information to create a documented research project.</p> <p>E2-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.</p> <p>E3-RS3.4 Demonstrate the ability to differentiate among standardized systems of documentation.</p> <p>E3-RS3.5 Demonstrate the ability to prepare a Works Cited list.</p> <p>E3-RS3.6 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others.</p>			
<p><u>Word Study</u></p> <p>E3-R3.1 Demonstrate the ability to analyze the origin and meaning of new words by using a knowledge of culture, mythology, or literature.</p> <p>E3-R3.2 Demonstrate the ability to use context analysis to determine the meanings of unfamiliar and multiple-meaning words.</p> <p>E3-R3.3 Demonstrate the ability to use a general dictionary, a specialized dictionary, and a thesaurus.</p> <p>E3-R3.4 Demonstrate the ability to use analogies, idioms, and words with precise connotations and denotations in a variety of oral, written, and graphic presentations.</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Vocab Alert 4 Square Vocab Approach 10 Most Important Words Word Bank Analogies VocabMarks Word of the Week Word Chains Missing Words</p>	<p>Weeks 1-18</p>	<p>Vocabulary from reading <i>Words to Own</i>, Holt-Rinehart Word Stems List</p>

<p>Reading</p> <p>E3-R1.1 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.</p> <p>E3-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> <p>E3-R1.3 Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.</p> <p>E3-R1.4 Demonstrate the ability to evaluate the clarity or accuracy of information as indicators of an author’s bias.</p> <p>E3-R1.5 Demonstrate the ability to define the purpose of a variety of communication formats such as poetry, drama, fiction, essays, business letters, memos, instructions, policy statements, user manuals, lab reports, and Web sites.</p> <p>E3-R1.7 Demonstrate the ability to analyze the relationships among thesis (main idea), evidence (concrete supporting details), and argument to evaluate claims made in informational texts such as newspaper editorials and campaign speeches.</p> <p>E3-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> <p>E3-R2.1 Demonstrate the ability to show how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the plots, characters, settings, and themes of literary works written during that period.</p> <p>E3-R2.2</p>	<p><i>Elements of Literature</i>, Holt, Rinehart & Winston: Most Important Word Think Aloud Sketch to Stretch Save the Last Word for Me Probable Passage It Says, I Say</p> <p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Clustering Factstorming K-W-L Reaction Guide Two-Minute Preview Key Questions Pen in Hand X Marks the Spot I Wonder Why Idea Maps Data Chart Text Structure Expository Text Structure ROW Learning Partner Journal Brainwriting Scintillating Sentences and Quizzical Quotes Paired Guided Reading QAR Concept Collection Opinion Guide Beyond SQ3R Process Logs Note Taking, Do It Yourself</p>	<p>Weeks 1-9</p>	<p>Summer YA Reading Activity <i>Elements of Literature</i>, Holt, Rinehart & Winston:</p> <ul style="list-style-type: none"> • Visions and Voyages Thematic Unit – Collection 1 • The Examined Life Thematic Unit – Collection 2 • The American Dream Thematic Unit – Collection 3 • The Breaking of Charity Thematic Unit – Collection 17 <p>Novel such as <i>The Scarlet Letter</i></p>
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<p>Demonstrate the ability to contrast the principal periods in American literature in reference to themes, styles, or trends.</p> <p>E3-R2.3 Demonstrate the ability to evaluate an author’s use of stylistic elements such foreshadowing, flashback, soliloquy, irony, dialect, sides, tone and figurative language.</p> <p>E3-R2.4 Demonstrate the ability to compare and contrast universal literary themes as they are developed in works in various genres.</p> <p>E3-R2.6 Demonstrate the ability to describe with specific examples how the narrator’s point of view or an author’s choice of narrator affects a work of fiction.</p> <p>E3-R2-9 Demonstrate the ability to analyze the impact of conflict (internal and external) on plot and character in a literary work.</p> <p>E3-R2.10 Demonstrate the ability to present interpretations of texts by using methods such as Socratic questioning, literature circles, class discussion, PowerPoint presentations, and graphic organizers.</p>			
<p><u>Writing</u></p> <p>E3-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies.</p> <p>E3-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and/or purpose.</p> <p>E3-W1.3 Demonstrate the ability to develop an extended response around a central</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Content Journal Brainstorming Brainracing Quick Write Freewriting Mysterious Possibiities What’s in a Picture Question of the Day Clustering Factstorming K-W-L</p>	<p>Weeks 1-9</p>	

<p>idea, using relevant supporting details.</p> <p>E3-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation.</p> <p>E3-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.</p> <p>E3-W1.6 Demonstrate the ability to write and publish in a variety of formats.</p> <p>E3-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.</p> <p>E3-W1.6.2 Demonstrate the ability to write memos and business letters.</p> <p>E3-W1.6.3 Demonstrate the ability to write essays, reports, articles, and proposals.</p> <p>E3-W1.6.5 Demonstrate the ability to use the internet to communicate with others.</p> <p>E3-W2.1 Demonstrate the ability to use writing to explain and inform.</p> <p>E3-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.</p> <p>E3-W3.1 Demonstrate the ability to respond to texts both orally and in writing.</p> <p>E3-W3.2 Demonstrate the ability to use literary models to refine his or her own writing style.</p>	<p>Key Questions Pen in Hand I Wonder Why Venn Diagram Idea Maps Data Chart Text Structure Expository Text Structure ROW Cubing Learning Partner Journal Brainwriting Pass It On QAR Concept Collection Opinion Guide Process Logs Focus Sentences Note Taking, Do It Yourself</p> <p><i>Writer's Choice:</i> Peer Editing Webbing Outlining Sentence Combining</p>		
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<p>E3-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.</p> <p>E3-W4.1 Demonstrate the ability to write legibly using print or cursive handwriting.</p>			
<p><u>Communication/Speaking</u></p> <p>E3-C1.1 Demonstrate the ability to use language, vocabulary, images, sensory details, and presentation techniques including multimedia that are appropriate for the purpose and audience.</p> <p>E3-C1.2 Demonstrate the ability to express and explain ideas orally with fluency and confidence.</p> <p>E3-C1.3 Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade, and to compare and contrast different viewpoints.</p> <p>E3-C1.4 Demonstrate the ability to use effective organizational strategies, techniques, and methods including technology to develop oral presentations.</p> <p>E3-C1.5 Demonstrate the ability to choose appropriate patterns of organization to inform and to persuade in oral presentations.</p> <p>E3-C1.6 Demonstrate the ability to present information in formats such as panel discussions, oral reports, speeches, and debates.</p> <p>E3.C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates.</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Brainstorming Quick Write Mysterious Possibilities I'm Curious Question of the Day Fact Storming K-W-L Find Someone Who Key Questions I Wonder Why Data Chart Brainwriting Pass It On Scintillating Sentences and Quizzical Quotes Paired Guided Reading QAR Concept Collection Opinion Guide Note Taking, Do It Yourself</p>	<p>Weeks 1-9</p>	

<p>E3-C1.8 Demonstrate the ability to present dramatic readings of literary selections with a clarity and force that show an understanding of the meaning of the selection.</p> <p>E3-C1.9 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.</p> <p>E3-C1.10 Demonstrate the ability to use Standard American English (SAE) in formal speaking situations and in the classroom.</p> <p>E3-C1.11 Demonstrate the ability to deliver effective oral presentations to unfamiliar audiences.</p> <p>E1-C1.12 Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts.</p> <p>E3-C1.13 Demonstrate the ability to analyze and refine varied presentations through collaboration, conferencing, and self-evaluation.</p> <p>E3-C2.1 Demonstrate the ability to evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, word choice, and syntax.</p> <p>E3-C2.2 Demonstrate the ability to analyze historically significant speeches to identify the rhetorical devices and features that make them memorable.</p> <p>E3-C2.3 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what</p>			
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<p>he or she has heard.</p> <p>E3-C2.4 Demonstrate the ability to analyze the types of arguments used by speakers.</p> <p>E3-C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses through accurate and detailed references to texts.</p> <p>E3-C3.4 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.</p> <p>E3-C3.7 Demonstrate the ability to analyze nonprint sources for accuracy, bias, intent, and purpose.</p> <p>E3-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.</p>			
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Standards	Strategies	Pacing	Possible Selections
<p>Reading</p> <p>E3-R1.6 Demonstrate the ability to explain how layout is handled in variety of informational texts.</p> <p>E3-R1.9 Demonstrate the ability to read several works on a particular topic, paraphrase the ideas, and synthesize them with ideas from other works addressing the same topic.</p> <p>E3-R2.5 Demonstrate the ability to compare and contrast authors’ styles on the basis of such elements as word choice and sentence structure (syntax).</p> <p>E3-R2.7 Demonstrate the ability to use a knowledge of internal structures to compare selections from works in a variety of genres.</p> <p>E3-R2.8 Demonstrate the ability to apply personal criteria for evaluating texts in a variety of genres.</p>	<p><i>Elements of Literature</i>, Holt, Rinehart & Winston: Retellings Say Something Text Reformulation Somebody Wanted But So</p> <p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Action With Facts: A Planning Guide Ask the Expert I-Search Paper Ethical Choices Project Journal From the Source Do You Know... Bridging Picture Books The 5 Minute Book Talk Memory Box Explorer’s Kit Dialogue Journals VIP Maps Values Mapping Infocfiction Investigative Teams Create a Talisman Character Home Pages People Portraits Author Home Pages Clues for You Across the Years Creating Content-related Picture Books Honoring Excellence in...</p>	<p>Weeks 10-18</p>	<p><i>Huckleberry Finn</i></p> <p><i>Elements of Literature</i>, Holt, Rinehart & Winston: American Romanticism: 1800-1860</p> <ul style="list-style-type: none"> • The Transforming Imagination Thematic Unit – Collection 4 • The Life Worth Living Thematic Unit – Collection 5 • The Realms of Darkness Thematic Unit – Collection 6 <p>A New American Poetry: Whitman and Dickenson</p> <ul style="list-style-type: none"> • The Large Hearts of Heroes Thematic Unit – Collection 7 • Tell It Slant Thematic Unit – Collection 8 <p>Rise of Realism: The Civil War and Postwar Period 1850-1900</p> <ul style="list-style-type: none"> • Shackles Thematic Unit – Collection 9 • From Innocence to Experience Thematic Unit – Collection 10 <p>The Moderns 1900-1950</p> <ul style="list-style-type: none"> • Loss and Redemption Thematic Unit – Collection 11 • The Dream and the Reality Thematic Unit – Collection 12 • No Time for Heroes Thematic Unit – Collection 13 <p>The Past and Future</p> <ul style="list-style-type: none"> • Shadows of the Past Thematic Unit – Collection 14 • Make It New Thematic Unit – Collection 16 <p>Self</p> <ul style="list-style-type: none"> • Discoveries and Awakenings Thematic Unit – Collection 19 • From Generation to Generation Thematic Unit – Collection 20 • The Created Self Thematic Unit – Collection 21 <p>Novel such as <i>The Great Gatsby</i></p>
<p>Writing</p> <p>E3-W1.6.4 Demonstrate the ability to write resumes and job applications.</p> <p>E3-W2.3 Demonstrate the ability to use writing to persuade, analyze, and transact</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Action With Facts: A Planning Guide RAFT</p>	<p>Weeks 10-18</p>	

<p>business.</p> <p>E3-W4.2 Demonstrate the ability to use keyboarding skills to produce texts.</p>	<p>Ask the Expert I-Search Paper Ethical Choices Project Journal Observational Notebook From the Source The 5 Minute Book Talk Dialogue Journals VIP Maps Infofiction Investigative Teams Create a Talisman Character Home Pages People Portraits Author Home Pages Clues for You Across the Years Creating Content-related Picture Books Honoring Excellence in...</p>		
<p><u>Communications/Speaking</u></p> <p>E3-C2.5 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.</p> <p>E3-C3.1 Demonstrate the ability to analyze and evaluate the effectiveness of the techniques used in nonprint sources for a particular audience.</p> <p>E3-C3.2 Demonstrate the ability to interpret and evaluate the various ways events are presented and information is communicated in nonprint sources.</p> <p>E3-C3.3 Demonstrate the ability to identify the aesthetic effects that appear in nonprint sources and to evaluate the techniques used to create them.</p> <p>E3-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in nonprint sources.</p> <p>E3-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in nonprint sources.</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas, Stephens and Brown, Christopher-Gordon Publishers:</i> Action With Facts: A Planning Guide Discussion Continuum Ask the Expert I-Search Paper Ethical Choices Project Journal Teacher Read-Aloud From the Source Do You Know... Bridging Picture Books The 5 Minute Book Talk Memory Box Explorer's Kit Infofiction Investigative Teams Create a Talisman Clues for You Creating Content-related Picture Books Honoring Excellence in...</p>	<p>Weeks 10-18</p>	

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Appendix A

Level Differentiations

English III Essentials	English III Seminar	English III Honors
Literature circles optional Teacher-led round table discussions	Literature circles Socratic seminar optional Open-ended seminar discussion	Literature circles Socratic seminar
Integrate explicit reading strategy instruction noted in pacing guide	Use reading strategies as instructional support	Use reading strategies as instructional support
Research Project	Research Project	Multi-genre Research Project
Young Adult summer reading	Young Adult summer reading	Young Adult summer reading Additional summer reading is required
Complete overview of British Literature	Thorough survey of American Literature	Intensive study and critical analysis of American Literature
Emphasis on reading with teacher support	Moderate independent reading	Extensive independent reading
<p>Note: Red squares by the summaries of each story in the literature book show story difficulty. One = easy, two = medium, and three = difficult.</p>		

Resources for Teacher and Classroom Use

English I – IV State Standards and Attached Glossary
A Handbook of Content Literacy Strategies, Stevens and Brown
Writing for an Audience
Writer's Choice
MLA Handbook
APA Handbook
St. Martin's Handbook
Handbook of Literary Terms
Reading Reminders
Writing Reminders
The Word Within the Word, Thompson
When Kids Can't Read, Kyleene Beers
Janet Allen's List of Affixes

English IV
Pacing Guide
Revised 7-2-2004

English IV - One Semester

English IV Essentials

12th Grade – 1 unit

Prerequisite: English III

This course focuses on real-world applications of learning and career-related skills in reading and writing. Students become independent readers, learning to negotiate meaning and extend their vocabulary through a wide range of texts. Their writing should display a depth of information, accuracy, and a clear organization that supports the purpose of the writing. Students extend their study of classic and contemporary literature and informational texts. Students are exposed to the major genres, themes, and periods of British literature and continue to analyze the operation of literary elements such as conflict, plot, characterization, irony, and figurative language. Students conduct a research inquiry to synthesize and apply information from various sources in order to support the ideas they are examining in their writing. Students write in a variety of genres and evaluate their own work for effectiveness. Students are expected to demonstrate a command of Standard American English (SAE) and should demonstrate the ability to determine the oral presentation style and the technique that is appropriate for their purpose and audience.

English IV Seminar

12th Grade – 1 unit

Prerequisite: English IV

Requirement: English IV writing portfolio

This course continues to extend the study of classic and contemporary literature and informational texts by requiring students to read works of increasing complexity. Students are exposed to the major genres, themes, and periods of British literature. They continue to analyze the operation of literary elements such as conflict, plot, characterization, irony, and figurative language. Students conduct a research inquiry to synthesize and apply information from various sources in order to support the ideas they are examining in their writing. Students write in a variety of genres and should evaluate their own work for effectiveness. Students are expected to demonstrate a command of Standard American English (SAE) and should demonstrate the ability to determine the oral presentation style and the technique that is appropriate for their purpose and audience. Students engage in open-ended discussions, genre studies, author studies, and interdisciplinary studies connecting language and literature to themes in British Literature.

English IV Seminar Honors

11th, 12th Grade – 1 unit

Prerequisite: English III Seminar or Seminar Honors

Requirement: Summer reading, English IV writing portfolio

Recommended: Grade of 85 or better in the previous English course

This course is an in-depth study of classic and contemporary literature requiring students to analyze works of increasing complexity. Students develop a thorough understanding of the themes and periods in the development of British literature. They evaluate the impact and use of literary elements such as conflict, plot, characterization, and irony, as well as imagery and other forms of figurative language. Their writing should display a greater depth of information, accuracy, and a clear organization that supports the purpose of the writing. Students engage in Socratic Seminars where students seek deeper understandings of complex ideas in text through rigorously thoughtful

dialogue. Students participate in genre studies, author studies, and interdisciplinary studies connecting language and literature to themes and periods in British Literature. Students hone their research skills by asking increasingly more complex questions and presenting their research in a multi-genre format.

English IV Literature/Composition			
Standards	Strategies	Pacing	Possible Selections
<p><u>Research</u></p> <p>E4-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.</p> <p>E4-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it.</p> <p>E4-RS2.1 Demonstrate the ability to distinguish between primary and secondary sources.</p> <p>E4-RS2.2 Demonstrate the ability to evaluate the credibility of sources, including consideration of accuracy and bias.</p> <p>E4-RS2.3 Demonstrate the ability to respond to document sources by using a standardized system of documentation.</p> <p>E4-RS2.4 Demonstrate the ability to gather and evaluate information for its relevance to his or her research questions.</p> <p>E4-RS2.5 Demonstrate the ability to refine a topic and ask additional questions based on the information that he or she has gathered.</p> <p>E4-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources.</p>		Weeks 1-18	

<p>E4-RS3.1 Demonstrate the ability to synthesize information from a variety of sources, including those accessed through the use of technology.</p> <p>E4-RS3.2 Demonstrate the ability to draw conclusions from synthesized information to create a documented research project.</p> <p>E4-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.</p> <p>E4-RS3.4 Demonstrate the ability to differentiate among standardized systems of documentation.</p> <p>E4-RS3.5 Demonstrate the ability to prepare a Works Cited list.</p> <p>E4-RS3.6 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others.</p> <p>(Reading Standard) E4-R1.9 Demonstrate the ability to read several works on a particular topic, paraphrase the ideas, and synthesize them with ideas from other works addressing the same topic.</p> <p>(Writing Standard) E4-W4.2 Demonstrate the ability to use keyboarding skills to produce texts.</p>	<p><i>Elements of Literature,</i> Holt, Rinehart & Winston: Retellings Say Something Text Reformulation</p>		
<p><u>Word Study</u></p> <p>E4-R3.1 Demonstrate the ability to analyze the origin and meaning of new words by using a knowledge of culture, mythology, or literature.</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas,</i> Stephens and Brown, Christopher-Gordon Publishers: Vocab Alert 4 Square Vocab Approach</p>	<p>Weeks 1-18</p>	<p>Vocabulary from reading <i>Words to Own,</i> Holt-Rinehart Word Stems List</p>

<p>E4-R3.2 Demonstrate the ability to use context analysis to determine the meanings of unfamiliar and multiple-meaning words.</p> <p>E4-R3.3 Demonstrate the ability to use a general dictionary, a specialized dictionary, and a thesaurus.</p> <p>E4-R3.4 Demonstrate the ability to use analogies, idioms, and words with precise connotations and denotations in a variety of oral, written, and graphic presentations.</p>	<p>10 Most Important Words Word Bank Analogies VocabMarks Word of the Week Word Chains Missing Words</p>		
<p><u>Reading</u> E3-R1.1 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.</p> <p>E4-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> <p>E4-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> <p>E4-R2.1 Demonstrate the ability to show how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the plots, characters, settings, and themes of literary works written during that period.</p> <p>E4-R2.2 Demonstrate the ability to contrast the principal periods in British literature in reference to themes, styles, or trends.</p> <p>E4-R2.3 Demonstrate the ability to evaluate an author's use of</p>	<p><i>Elements of Literature</i>, Holt, Rinehart & Winston: Most Important Word Think Aloud Sketch to Stretch Save the Last Word for Me Probable Passage It Says, I Say</p> <p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Clustering Factstorming K-W-L Reaction Guide Two-Minute Preview Key Questions Pen in Hand X Marks the Spot I Wonder Why Idea Maps Data Chart Text Structure Expository Text Structure ROW Learning Partner Journal Brainwriting Scintillating Sentences and</p>		

<p>stylistic elements such foreshadowing, flashback, soliloquy, irony, dialect, asides, tone and figurative language.</p> <p>E4-R2.4 Demonstrate the ability to compare and contrast universal literary themes as they are developed in works in various genres.</p> <p>E4-R2.5 Demonstrate the ability to compare and contrast authors' styles on the basis of such elements as word choice and sentence structure (syntax).</p> <p>E4-R2.6 Demonstrate the ability to describe with specific examples how the narrator's point of view or an author's choice of narrator affects a work of fiction.</p> <p>E4-R2-8 Demonstrate the ability to apply personal criteria for evaluating texts in a variety of genres.</p> <p>E4-R2-9 Demonstrate the ability to analyze the impact of conflict (internal and external) on plot and character in a literary work.</p> <p>E4-R2.10 Demonstrate the ability to present interpretations of texts by using methods such as Socratic questioning, literature circles, class discussion, PowerPoint presentations, and graphic organizers.</p>	<p>Quizzical Quotes Paired Guided Reading QAR Concept Collection Opinion Guide Beyond SQ3R Process Logs Note Taking, Do It Yourself</p>		
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<p><u>Writing</u></p> <p>E4-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies.</p> <p>E4-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and/or purpose.</p> <p>E4-W1.6.3 Demonstrate the ability to write essays, reports, articles, and proposals.</p> <p>E4-W1.6.5 Demonstrate the ability to use the internet to communicate with others.</p> <p>E4-W2.1 Demonstrate the ability to use writing to explain and inform.</p> <p>E4-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.</p> <p>E4-W3.1 Demonstrate the ability to respond to texts both orally and in writing.</p> <p>E4-W3.2 Demonstrate the ability to use literary models to refine his or her own writing style.</p> <p>E4-W4.1 Demonstrate the ability to write legibly using print or cursive handwriting.</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Content Journal Brainstorming Brainracing Quick Write Freewriting Mysterious Possibilities What’s in a Picture Question of the Day Clustering Factstorming K-W-L Key Questions Pen in Hand I Wonder Why Venn Diagram Idea Maps Data Chart Text Structure Expository Text Structure ROW Cubing Learning Partner Journal Brainwriting Pass It On QAR Concept Collection Opinion Guide Process Logs Focus Sentences Note Taking, Do It Yourself</p> <p><i>Writer’s Choice:</i> Peer Editing Webbing Outlining Sentence Combining</p>	<p>Weeks 1-9</p>	
<p><u>Communication/Speaking</u></p> <p>E4-C1.2 Demonstrate the ability to express and explain ideas orally with fluency and confidence.</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Brainstorming</p>	<p>Weeks 1-9</p>	

<p>E4-C1.3 Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade, and to compare and contrast different viewpoints.</p> <p>E4-C1.5 Demonstrate the ability to choose appropriate patterns of organization to inform and to persuade in oral presentations.</p> <p>E4.C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates.</p> <p>E4-C1.8 Demonstrate the ability to present dramatic readings of literary selections with a clarity and force that show an understanding of the meaning of the selection.</p> <p>E4-C1.9 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.</p> <p>E4-C1.10 Demonstrate the ability to use Standard American English (SAE) in formal speaking situations and in the classroom.</p> <p>E4-C1.12 Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts.</p> <p>E4-C2.2 Demonstrate the ability to analyze historically significant speeches to identify the rhetorical devices and features that make them memorable.</p> <p>E4-C2.3</p>	<p>Quick Write Mysterious Possibilities I'm Curious Question of the Day Fact Storming K-W-L Find Someone Who Key Questions I Wonder Why Data Chart Brainwriting Pass It On Scintillating Sentences and Quizzical Quotes Paired Guided Reading QAR Concept Collection Opinion Guide Note Taking, Do It Yourself</p>		
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<p>Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.</p> <p>E4-C2.4 Demonstrate the ability to analyze the types of arguments used by speakers.</p> <p>E4-C3.4 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.</p> <p>E4-C3.7 Demonstrate the ability to analyze nonprint sources for accuracy, bias, intent, and purpose.</p> <p>E4-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.</p>			
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Standards	Strategies	Pacing	Possible Selections
<p><u>Reading</u></p> <p>E4-R1.3 Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.</p> <p>E4-R1.4 Demonstrate the ability to evaluate the clarity or accuracy of information as indicators of an author's bias.</p> <p>E4-R1.5 Demonstrate the ability to define the purpose of a variety of communication formats such as poetry, drama, fiction, essays, business letters, memos, instructions, policy statements, user manuals, lab reports, and Web sites.</p> <p>E4-R1.6 Demonstrate the ability to explain how layout is handled in variety of informational texts.</p> <p>E4-R1.7 Demonstrate the ability to analyze the relationships among thesis (main idea), evidence (concrete</p>	<p><i>Elements of Literature</i>, Holt, Rinehart & Winston: Retellings Say Something Text Reformulation Somebody Wanted But So</p> <p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Action With Facts: A Planning Guide Ask the Expert I-Search Paper Ethical Choices Project Journal From the Source Do You Know... Bridging Picture Books The 5 Minute Book Talk Memory Box Explorer's Kit Dialogue Journals VIP Maps Values Mapping Infofiction</p>	<p>Weeks 10-18</p>	<p><i>Elements of Literature</i>, Holt, Rinehart & Winston:</p> <ul style="list-style-type: none"> • Restoration and 18th Century – Collections 6 and 7 • Romanticism – Collections 8 and 9 • Victorian Era – Collections 10 and 11 <p>Twentieth Century – Collections 12 through 15</p>

<p>supporting details), and argument to evaluate claims made in informational texts such as newspaper editorials and campaign speeches.</p> <p><i>E4-R2.7</i> Demonstrate the ability to use a knowledge of internal structures to compare selections from works in a variety of genres.</p> <p><i>E4-R3.4</i> Demonstrate the ability to use analogies, idioms, and words with precise connotations and denotations in a variety of oral, written, and graphic presentations.</p>	<p>Investigative Teams Create a Talisman Character Home Pages People Portraits Author Home Pages Clues for You Across the Years Creating Content-related Picture Books Honoring Excellence in...</p>		
<p>Writing</p> <p><i>E4-W1.3</i> Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.</p> <p><i>E4-W1.4</i> Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation.</p> <p><i>E4-W1.5</i> Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.</p> <p><i>E4-W1.6</i> Demonstrate the ability to write and publish in a variety of formats.</p> <p><i>E4-W1.61.1</i> Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.</p> <p><i>E4-W1.6.2</i></p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas, Stephens and Brown, Christopher-Gordon Publishers:</i> Action With Facts: A Planning Guide RAFT Ask the Expert I-Search Paper Ethical Choices Project Journal Observational Notebook From the Source The 5 Minute Book Talk Dialogue Journals VIP Maps Infofiction Investigative Teams Create a Talisman Character Home Pages People Portraits Author Home Pages Clues for You Across the Years Creating Content-related Picture Books Honoring Excellence in...</p>	<p>Weeks 10-18</p>	

<p>Demonstrate the ability to write memos and business letters.</p> <p>E4-W1.6.4 Demonstrate the ability to write resumes and job applications.</p> <p>E4-W2.3 Demonstrate the ability to use writing to persuade, analyze, and transact business.</p> <p>E4-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.</p>			
<p><u>Communications/Speaking</u></p> <p>E4-C1.1 Demonstrate the ability to use language, vocabulary, images, sensory details, and presentation techniques including multimedia that are appropriate for the purpose and audience.</p> <p>E4-C1.4 Demonstrate the ability to use effective organizational strategies, techniques, and methods including technology to develop oral presentations.</p> <p>E4-C1.6 Demonstrate the ability to present information in formats such as panel discussions, oral reports, speeches, and debates.</p> <p>E4-C1.11 Demonstrate the ability to deliver effective oral presentations to unfamiliar audiences.</p> <p>E4-C1.13 Demonstrate the ability to analyze and refine varied presentations through collaboration, conferencing, and self-evaluation.</p> <p>E4-C2.1 Demonstrate the ability to</p>	<p><i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>, Stephens and Brown, Christopher-Gordon Publishers: Action With Facts: A Planning Guide Discussion Continuum Ask the Expert I-Search Paper Ethical Choices Project Journal Teacher Read-Aloud From the Source Do You Know... Bridging Picture Books The 5 Minute Book Talk Memory Box Explorer's Kit Infofiction Investigative Teams Create a Talisman Clues for You Creating Content-related Picture Books Honoring Excellence in...</p>	<p>Weeks 10-18</p>	

<p>evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, word choice, and syntax.</p> <p>E4-C2.5 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.</p> <p>E4-C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses through accurate and detailed references to texts.</p> <p>E4-C3.1 Demonstrate the ability to analyze and evaluate the effectiveness of the techniques used in nonprint sources for a particular audience.</p> <p>E4-C3.2 Demonstrate the ability to interpret and evaluate the various ways events are presented and information is communicated in nonprint sources.</p> <p>E4-C3.3 Demonstrate the ability to identify the aesthetic effects that appear in nonprint sources and to evaluate the techniques used to create them.</p> <p>E4-C3.5 Demonstrate the ability compare and contrast different viewpoints that he or she encounters in nonprint sources.</p> <p>E4-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in nonprint sources.</p>			
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Appendix A

Level Differentiations

English IV Essentials	English IV Seminar	English IV Honors
Literature Circles Optional Teacher-led Round Table Discussions	Literature Circles Socratic Seminar Optional Open-ended Seminar Discussion	Literature Circles Socratic Seminar
Integrate explicit reading strategy instruction noted in pacing guide		
Research Project	Research Project	Multi-genre Research Project
Young Adult Summer Reading	Young Adult Summer Reading	Young Adult Summer Reading Additional Summer Reading is required
Complete overview of British Literature	Thorough survey of British Literature	Intensive study and critical analysis of British Literature
	English IV Writing Portfolio	English IV Writing Portfolio
Emphasis on reading with teacher support	Moderate Independent Reading	Extensive Independent Reading
<p>Note: Red squares by the summaries of each story in the literature book show story difficulty. One = easy, two = medium, and three = difficult.</p>		

Resources for Teacher and Classroom Use

English I – IV State Standards and Attached Glossary
A Handbook of Content Literacy Strategies, Stevens and Brown
Writing for an Audience
Writer’s Choice
MLA Handbook
APA Handbook
St. Martin’s Handbook
Handbook of Literary Terms

Reading Reminders

Writing Reminders

The Word Within the Word, Thompson

When Kids Can't Read, Kyleene Beers

Janet Allen's List of Affixes

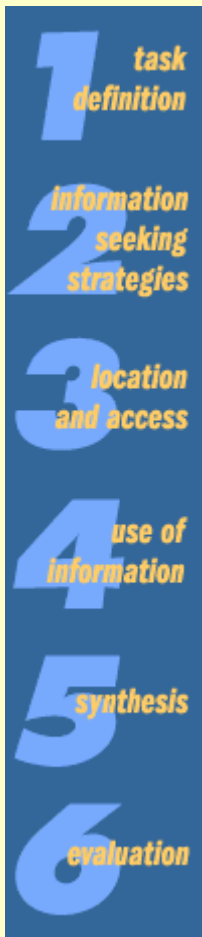


The Big6™

A Big6™ Skills Overview

by: [Mike Eisenberg](#), Added on Monday, November 19th 2001.

The Big6™ Skills



Developed by Mike Eisenberg and Bob Berkowitz, the Big6 is the most widely known and widely used approach to teaching information and technology skills in the world. Used in thousands of K-12 schools, higher education institutions, and corporate and adult training programs, the Big6 information problem-solving model is applicable whenever people need and use information. The Big6 integrates information search and use skills along with technology tools in a systematic process to find, use, apply, and evaluate information for specific needs and tasks.

Why Big6™?

We all suffer from information overload. There's just too much "stuff" out there, and it's not easy to keep up. At the same time, there's an irony—yes, we are surrounded by information, but we can never seem to find what we want, when we want it, and in a form we want it so that we can use it effectively.

One solution to the information problem—the one that seems to be most often adopted in schools (as well as in business and society in general)—is to speed things up. We try to pack in more and more content, to work faster to get more done. But, this is a losing proposition. Speeding things up can only work for so long. Instead, we need to think about helping students to work smarter, not faster. There is an alternative to speeding things up. It's the smarter solution—one that helps students develop the skills and understandings they need to find, process, and use information effectively. This smarter solution focuses on process as well as content. Some people call this smarter solution information literacy or information skills instruction. We call it the Big6.

The Big6™ Skills

The Big6 is a process model of how people of all ages solve

an information problem. From practice and study, we found that successful information problem-solving encompasses six stages with two sub-stages under each:

1. Task Definition

1.1 Define the information problem

1.2 Identify information needed

2. Information Seeking Strategies

2.1 Determine all possible sources

2.2 Select the best sources

3. Location and Access

3.1 Locate sources (intellectually and physically)

3.2 Find information within sources

4. Use of Information

4.1 Engage (e.g., read, hear, view, touch)

4.2 Extract relevant information

5. Synthesis

5.1 Organize from multiple sources

5.2 Present the information

6. Evaluation

6.1 Judge the product (effectiveness)

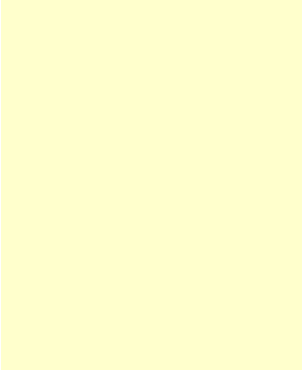
6.2 Judge the process (efficiency)

People go through these Big6 stages—consciously or not—when they seek or apply information to solve a problem or make a decision. It's not necessary to complete these stages in a linear order, and a given stage doesn't have to take a lot of time. We have found that in almost all successful problem-solving situations, all stages are addressed.

In addition to considering the Big6 as a process, another useful way to view the Big6 is as a set of basic, essential life skills. These skills can be applied across situations—to school, personal, and work settings. The Big6 Skills are applicable to all subject areas across the full range of grade levels. Students use the Big6 Skills whenever they need information to solve a problem, make a decision, or complete a task.

The Big6 Skills are best learned when integrated with classroom curriculum and activities. Teachers and library media specialists can begin to use the Big6 immediately by:

- Using the Big6 terminology when giving various tasks and assignments
- Talking students through the process for a particular assignment
- Asking key questions and focusing attention on specific



Big6 actions to accomplish.

Various computer and information technology skills are integral parts of the Big6 Skills. For example, when students use word processing to compose a letter, that's Big6 #5, Synthesis. When they search for information on the World Wide Web, that's Big6 #3, Location & Access. When they use e-mail to discuss an assignment with another student or the teacher, that's Big6 #1, Task Definition. Using computers can "turbo-boost" students' abilities.

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<http://www.big6.com/showarticle.php?id=16>

Research Assignment Organizer

Name _____

Today's Date:

Class:

.....
Big6 #1 Task Definition

Determine a purpose and need for information

What am I supposed to do? Describe your project in your own words.

List questions in each category to help develop your search.

Level 1 - Memory (Who, What, Where, When)

1 - A

1 - B

1 - C

Level 2 - Convergent Thinking (Why, How, In What Way)

2 - A

2 - B

2 - C

Level 3 - Divergent Thinking (Imagine, Suppose, Predict, If...then, How might..., Can you create..., What are some possible consequences...)

3 - A

3 - B

3 - C

Level 4 - Evaluative Thinking (Defend, Judge, Justify, What do you think about..., What is your opinion about...)

4 - A

4 - B

4 - C

.....
Big6 #2 Information Seeking Strategies *Examine alternative approaches to acquiring information*

List the best sources the find this information. Don't forget traditional print and human resources as appropriate.

1. _____
2. _____
3. _____
4. _____
5. _____

.....
Big6 #3 Location and Access

Locate sources and access the information within them.

How will I locate these sources?

- School Library Media Center
 - Public or University Library
 - Provided by my teachers
 - Internet
 - Other
-

Key Words to use in search engines

.....
Big6 #4 Use of Information

Use of a source to gain information

How will I record the information that I find?

- take notes using cards
 - take notes on notebook paper
 - take notes using a word processor
 - take notes using a data chart or other graphic organizer
 - illustrate concepts
 - use a tape recorder, video, or digital camera
 - other:
-

How will I give credit to my sources?

Use MLA format
Use APA format
Use footnotes

Big 6 #5 Synthesis *Integrate information from a variety of sources* How will I show my results?

- _____ Written paper
- _____ Oral presentation
- _____ Multimedia presentation
- _____ Performance
- _____ Other:

How much time do I estimate it will take to find the information and create the product?

Timeline for assignment

- Ideas for project (task definition) completed by: _____
- Information searching (note taking) completed by: _____
- First draft due: _____
- Completed assignment due: _____

Include here any other information needed to successfully complete the assignment:

Big6 #6 Evaluation

Before turning in my assignment, I need to check off *all* of these items:

- _____ What I created to finish the assignment is appropriate for what I was supposed to do in Big6 #1
- _____ All of my questions from Big6 part 1 have been answered
- _____ Credit is given to my sources, written in standard citation format
- _____ I am in compliance of copyright laws and fair use guidelines
- _____ My work is neat
- _____ My work is complete and includes heading information (name, date, etc.)
- _____ I would be proud for anyone to view this work

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For more information, visit: www.big6.com
JBoltjes 7/05

Requirements for English 1-4 Research Projects

English 1

Each student will use the school library media center to locate a variety of possible resources for use in research projects.

Focus = In-depth study of resources
Identify→Locate→Document Resources
Evaluation of resources

Projects

1. **Annotated Bibliography** consisting of a **minimum of 3 to 5 sources on a topic related to English 1 readings** (list generated by classroom teacher and library media specialist).
2. A well constructed, well supported, and well developed **multi-paragraph Compare & Contrast research paper (using a minimum of 2 sources from Annotated Bibliography)** that **focuses on evaluation of research resources**—i.e., reliable website vs. unreliable website or primary vs. secondary sources or source written with bias vs. impartial source or coverage of current event in two different publications.

*Teacher will provide students with rubrics for and a checklist of all required items to be submitted for grading, including Works Cited page.

**For students having difficulty with structure or organization, the 5x5 model may be advisable.

***Honors-level students will also produce a Multigenre Research Project. The teacher will provide students with rubrics for and a checklist of all required items to be submitted for grading.

English 2

Each student will use the library media center to locate a variety of possible resources for use in research projects.

Focus = Use of a variety of resources
Identify→ Locate→ Document→ Evaluate→ Apply Resources→ Create
Original Product (not a report) comparing topics

Projects

1. **Annotated bibliography** consisting of a **minimum of 5 to 7 sources on a topic related to English 2 readings** (list generated by classroom teacher and library media specialist).

2. A **3- to 5-page Compare & Contrast research paper (using a minimum of 3 sources from Annotated Bibliography)** that **focuses on a theme or topic related to English 2 readings**—i.e., compare the themes of two short stories or compare a literary character in text with a movie or comic book hero or contrast an issue in assigned reading with the same issue in our lives today or contrast a character in assigned reading at beginning of story with same character at end of story (character development).

*Teacher will provide students with rubrics for and a checklist of all required items to be submitted for grading, including bibliography, Works Cited page, all notes taken, 1st and 2nd drafts of paper, comments from peer-editing sessions, etc.

**Honors-level students will also produce a Multigenre Research Project. The teacher will provide students with rubrics for and a checklist of all required items to be submitted for grading

English 3, American Literature

Each student will use the library media center to locate a variety of possible resources for use in research projects.

Focus = Use of a variety of resources to defend position

Find→Document→Evaluate→Synthesize Resources→Media literacy (savvy use of resources to defend a position)

Projects

1. **Annotated bibliography of a minimum of 8 to 10 sources on a theme or issue found in English 3 readings** (list generated by classroom teacher and library media specialist).
2. A **5- to 7-page Persuasive/Argumentative or Cause & Effect research paper (using a minimum of 5 sources from Annotated Bibliography) (OR two 3- to 4- page papers, using at least 3 sources each) focusing on a theme or issue found in English 3 readings**—i.e., argue that intolerance reflected in assigned reading still exists today or determine the reason(s) a character in assigned reading behaved as he/she did or examine the impact a certain event in history had on characters in assigned reading.

*Teacher will provide students with rubrics for and a checklist of all required items to be submitted for grading, including bibliography, Works Cited page, all notes taken, 1st and 2nd drafts of paper, comments from peer-editing sessions, etc.

**Honors-level students will also produce a Multigenre Research Project. The teacher will provide students with rubrics for and a checklist of all required items to be submitted for grading.

English 4, British Literature

Each student will use the library media center to locate a variety of possible resources for use in research projects. The research paper and/or Senior Project and/or multigenre research project (for Honors-level students) will be components of the Senior Writing Portfolio to be created by each English 4 student.

Focus = Use of a variety of resources

Find→ Document→ Evaluate→ Synthesize Resources→ Critical thinking
Literary Criticism

Projects

1. Annotated bibliography of a minimum of 10 to 15 sources on a theme or issue found in English 4 readings (list generated by classroom teacher and library media specialist).
2. A **6- to 8-page research paper focusing on literary criticism (using a minimum of 7 sources from the Annotated Bibliography) (OR two 3- to 4-page papers, using at least 3 sources each) based on a theme or issue found in English 4 readings**--i.e., discuss how the author of an assigned reading reveals the social structure of the time period in which the story is set or examine how a certain group of people in the assigned reading react against the status quo or evaluate how the author of an assigned reading manipulates his/her readers' responses through literary devices.

*Teacher will provide students with rubrics for and a checklist of all required items to be submitted for grading, including bibliography, Works Cited page, all notes taken, 1st and 2nd drafts of paper, comments from peer-editing sessions, etc.

**May substitute research paper required in Senior Project

***Honors-level students will also produce a Multigenre Research Project. The teacher will provide students with rubrics for and a checklist of all required items to be submitted for grading.

Writing an Annotated Bibliography

A bibliography is a list of sources (books, journals, websites, periodicals, etc.) used for researching a topic. A bibliography only includes the bibliographic information (i.e., the author, title, publisher, etc.). An annotation is a summary and/or evaluation. The annotated bibliography can help the student learn about his or her topic, help formulate a thesis, or help other researchers. Therefore, an annotated bibliography includes a summary and/or evaluation of each of the sources. Annotations may do one or more of the following:

- **Summarize:** Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered?
- **Assess:** After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in the bibliography? Is the information reliable? Is it this source biased or objective? What is the goal of this source?
- **Reflect:** Once the source is summarized and assessed, reflect upon its relevance to the research. Was this source helpful? How does it help shape the argument? How can this source be used in the research project?

Step One: Pre-writing

Begin the annotated bibliography by identifying a topic for research. Visit the media center at school and search for print and/or electronic sources pertaining to the topic. Survey the sources and select the appropriate number for annotation.

Step Two: Writing the Annotations:

The annotation that will accompany each bibliographic entry is simply a four or five sentence summary about the contents of each book, article, or other publication consulted. An annotation may include:

- The main purpose of the work
- A description of the contents.
- The possible audience for the work.
- Any special features.
- Any defect, weakness, or bias.

Step Three: Editing

Each citation should be formatted MLA style and each annotation should be written using correct conventions.

Source:

Stacks, Geoff and Erin Karper. "Annotated Bibliographies." Purdue Online Writing Lab. 2001. Purdue University. 8 December 2004 <http://owl.english.purdue.edu>

Created by: Sara Register
Lexington High School
2004

ANNOTATED BIBLIOGRAPHY ASSIGNMENT

RESEARCH TOPIC:

LIBRARY VISIT(S):

ANNOTATED BIBLIOGRAPHY DUE:

For this assignment, you will collect 8 sources and document those sources, using MLA documentation format, in an annotated bibliography.

“Annotated” means that you will include a short (3+ sentences), original summary of the source following the citation for each source. You will need to find sources about and relating to your research topic.

You will include the following sources:

1. DISCUS source
 2. DISCUS source
 3. DISCUS source
 4. Professional web page
 5. Online encyclopedia
 6. Print encyclopedia
 7. Book on your topic
 8. Your choice
- REMEMBER: this will be typed using MLA format

FORMAT:

1. Center the heading *Annotated Bibliography* one inch from the top of the first page only.
2. Do not number the entries!
3. Begin each listing flush with the left margin. If the listing is longer than one line, be sure to indent the remaining lines five spaces (hanging indent).
4. Don't forget to double-space the entire bibliography.
5. List your sources in alphabetical order by the author's last name (or if no author is listed, by the first important word in the title of the work).

GRADING SCALE:

- Citation (*30 points total*)
 - 1 pt/citation = **10 pts**
 - 2 pts/citation (correct format) = **20 pts**
- Annotation (*60 points total*)
 - 3 pt/annotation (1 pt per sentence – max 3 pts per annotation) = **30 pts**
 - 3 pt/conventions = **30 pts**
 - No errors = 3 pts.
 - 1-2 errors = 2 pts.
 - 3 errors = 1 pt.
 - 4+ errors = 0 pts.
- Correct page layout (format) = **10 pts**

Created by: Sara Register
Lexington High School
2004

Rubric for Annotated Bibliography

	Points available	Points received	Comments
10 citations provided (1 pt./ citation)	10		
Each citation formatted correctly (2 pts./citation)	20		
10 annotations clearly written (3 pts. max/ annotation; 1 point/sentence)	30		
Each annotation uses conventions correctly No errors=3 pts. 1-2 errors=2 pts. 3 errors=1 pt. 4+ errors=0 pts.	30		
Page is correctly formatted	10		
Grade received	100		

Libby Newman

July 14, 2005

Midlands Writing Project

Annotated Bibliography on the Multigenre Approach to Writing Instruction

Allen, Camille. *The Multigenre Research Paper: Voice, Passion, and Discovery in Grades 4-6*.

Portsmouth, New Hampshire: Heinemann, 2001. This is my “touchstone” piece. The book outlines the theory and the steps to good multigenre papers. The book is written from the point of view of both an elementary teacher and a college professor, who both are using multigenre projects in their classes.

Allen, Janet. *It's Never Too Late Literacy Institute. 2003 Source Book and Program Guide for West Columbia, SC 2004*. SDE.

This source offers tips on evaluating student writing. It also shows how multigenre project requirements meet particular South Carolina writing standards. The correlation to the South Carolina standards makes this source uniquely valuable to SC teachers incorporating multigenre papers into their curriculum.

Allen, Janet. *Tools for Teaching Content Literacy*. Portland, Maine: Stenhouse Publishers, 2004.

This book includes a chapter on inquiry. There are lots of ideas on the necessary preparation of students by teachers that must take place prior to the assignment of a multigenre project. This will be a very useful source for my topic because of the steps outlined to prepare students for multigenre projects.

Anderson, Thayne and Kent Forrester. *Reading, then Writing: From Source to Essay*. New York:

McGraw-Hill, Inc., 1992. This college textbook includes many helpful elements that can be emulated in classrooms of all grades. However, it focuses primarily on high schools.

Chapters on synthesis and on topics well suited to multigenre projects will be particularly helpful.

“Art and Craft of Writing, The.” *The College Board Review*. No. 202. Spring 2004. This publication includes articles that support the endeavors of NWP. Professionals from all levels of education write about the necessary elements and philosophy behind teaching writing craft through models and practice. This source will help me clarify my philosophy about teaching the writing process to high school students.

Atwell, Nancie. *Lessons that Change Writers*. Portsmouth, New Hampshire: Heinemann, 2000. Atwell includes an entire unit of genre lessons, including memoir, fiction, and poetry in various formats such as books reviews and essays. These lessons are useful for all grade levels. This source would be helpful for giving specific examples and ideas to teachers who want to develop multigenre projects with their students.

Axelrod, Rise B. and Charles R. Cooper. *Reading Critically, Writing Well: A Reader and Guide*. 2nd edition. New York: St. Martin’s Press, 1990. This source offers a guide to analyzing genres. It also offers a good variety of examples of genres. It is very general, but could be useful in generating a good list of genre ideas.

Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*. Portsmouth, New Hampshire: Heinemann, 2000. Burke provides genre lessons for upper grades. He includes a chapter on “read[ing] a variety of texts for different purposes,” which can help students see how choices of genres must match purpose. This would be a good source to give specific examples of multigenre projects to students.

Burke, Jim. *Writing Reminders: Tools, Tips, and Techniques*. Portsmouth, New Hampshire: Heinemann, 2003. This source consists of two hundred pages divided into twenty-two

chapters addressing “What Students Must Be Able to Do: Write in Many Genres”. Each chapter focuses on how to teach a particular genre, including samples of professional writing from which to work. This is the best source I have come across.

College Board, The. *The College Board Report of the National Commission on Writing in America’s Schools and Colleges: The Neglected “R”: The Need for a Writing Revolution*. 2003. This report provides awesome facts from extensive research on writing instruction in American schools. These facts paint a grim picture, but the National Commission, in partnership with NWP, offers concrete advice on correcting the situation. This is a good source for making the argument for using the multigenre approach to writing papers.

Romano, Tom. *Blending Genre: Altering Style: Writing Multigenre Papers*. Portsmouth, New Hampshire: Heinemann, 2000. Romano is the guru of the multigenre approach to writing. He provides the nuts and bolts of multigenre endeavors. This is excellent for an overview of writing the multigenre paper.

Short, Kathy G. and Jerome C. Harste. *Creating Classrooms for Authors and Inquirers*. 2nd edition. Portsmouth, New Hampshire: Heinemann, 1996. Short and Harste provide genre lessons for early grades. This will not be a very useful source since I am focusing on high school writing projects. Primary and elementary grade teachers would find this source helpful.

Zinnser, William. *On Writing Well: An Informal Guide to Writing Nonfiction*. Revised and Enlarged 3rd edition. New York: Harper and Rowe, Publishers, 1985. While this is a college text, it is applicable to high school instruction as well. Zinnser offers chapters on style and follows with eight chapters on the writing of specific genres of nonfiction. This will be helpful in providing examples of genre writing to students.

Revised by E. Harrell, LHS, 7/06

Writing Expository Research Papers

Expository papers explain a subject, process, or issue and use the following formats:

- **Compare or Contrast:** Describes the similarities and differences between two or more subjects
- **Cause and Effect:** Examines the relationship between events, explaining how one event or situation causes another
- **Problem and Solution:** Examines a subject and explains it, then offers an idea for changing it

Step One: Pre-write

Decide on the appropriate format for the paper and the topic to be researched.

Step Two: Draft a thesis statement and an introduction

The thesis statement should state the purpose of the paper and what the reader will know or understand upon finishing the paper.

Step Three: The Body

If the writer chooses a **problem and solution** format, the writer should clearly establish details and the significance of the problem. He or she must also provide a logical solution and provide specific explanation of the solution's effectiveness.

If the writer chooses to **compare and contrast**, adequate details must be provided to describe both the first and the second element. Similarities and differences between the elements must be established.

If the writer chooses to evaluate **cause and effect**, he or she must clearly develop both the cause and the effect and explain the relationship between them.

Step Four: Conclusion

The writer should restate the thesis statement in an interesting way and remind the reader of the main points he or she has explored in the paper.

The Five-Paragraph Essay or Five-Part Research Model

Paragraph # 1	Paragraph #2	Paragraph #3	Paragraph #4	Paragraph #5
<p>Introduction Write an interest grabber—a “hook” Include the thesis statement. Prepare the reader for what is about to be accomplished in the paper.</p>	<p>Point/Support</p>	<p>Point/Support</p>	<p>Point/Support</p>	<p>Conclusion A conclusion should reiterate what has been covered in the essay. In all cases the theses should be restated in a new and creative way, yet leaving the reader with a clear idea of what the writer was trying to accomplish in the essay</p>
	<p>The middle paragraphs of the essay should contain the support for the topic the writer has introduced in the introduction. Each of these paragraphs should contain the facts, statistics, and arguments that have been well researched and thought through by the writer.</p>			
<p>Persuasive essays: Include a statement of opinion or a position statement, choose a side, or define the argument</p>	<p>Persuasive essays:</p>	<p>Persuasive essays:</p>	<p>Persuasive essays:</p>	<p>Persuasive essays: Restate the thesis and remind the reader of main points and the best argument. End with encouragement to act.</p>
	<p>Make three positive statements or state three reasons about the argument that show why the position stated in the thesis is the favorable one. Provide details, which address the opposition and rebuttal.</p>			
<p>Expository Essays: State the purpose of the paper and what will be explained. Explain to the reader that the purpose of the paper will take the form of compare/contrast, problem /solution, or cause/effect.</p>	<p>Expository Essays:</p>	<p>Expository Essays:</p>	<p>Expository Essays:</p>	<p>Expository Essays: Use the conclusion to sum up the essay, restate the thesis, and leave the reader with the knowledge that the topic has been covered completely and thoroughly.</p>
	<p>Each paragraph in the supporting section of the essay should make three clear points, which attempt to explain and support the thesis of the paper. Use details, definitions, personal examples, and research that can be verified.</p>			

C. Honeycutt, LHS 7/05

Hints For the Writing Process:

Draft # 1 (The ROUGH Draft)

1. Write the introduction first and the conclusion second. This prewriting strategy allows the writer to know that the paper is taking the right direction and will “conclude” where the writer intends.
2. Using the ideas generated by using the chart above, continue writing the first draft, making every effort to include most of the research in the paper.

Draft # 2

1. Rewrite the paper paying attention to the correct inclusion of facts, reasons, and statistics.
2. Make sure points in paragraphs 2, 3, and 4 are well-supported.
3. Check that each paragraph has a clear transition.

Draft # 3

4. Revise and proofread the paper.
 - a. Read the paper aloud to yourself with a colored pen in hand to edit.
 - b. Read the paper aloud to a partner then have a partner read the paper aloud, with a colored pen in hand to edit.
5. Check to make sure the thesis statement is restated in a new and creative way in the conclusion of the paper.

Draft # 4 (The FINAL Draft)

1. Word-process the paper in MLA style.
2. Make sure in-text citations are formatted correctly,
3. Works-Cited page complete with all the sources used in the paper

Compare/Contrast Methods of Organization

BLOCK METHOD = best for shorter papers

- I. Introduction
- II. Subject: 1
 - a.
 - b.
 - c.
- III. Subject: 2
 - a.
 - b.
 - c.
- IV. Conclusion

POINT-BY-POINT METHOD = best for longer papers

- * Arrange by relevant features
- * Focus on one feature at a time

- I. Introduction
- II. Feature 1
 - a.
 - b.
- III. Feature 2
 - a.
 - b.
- IV. Feature 3
 - a.
 - b.
- V. Conclusion

Created by: Sara Register
Lexington High School
2004

POSSIBLE TOPICS FOR COMPARE/CONTRAST

English I

1. Compare and contrast a character from work #1 with another from work #2. Make sure to consider their environments, their physical appearances, their actions, their words, and their thoughts—if provided. Discuss ways in which the two are alike and also ways in which they are different. Determine if they are ultimately more similar or more different.
2. Compare and contrast the points of view used in two different retellings of a particular event—perhaps retellings done in two different genres.
3. Compare and contrast a modern version of *Romeo and Juliet* with the version written by Shakespeare.

English II

1. Consider the motives of Brutus and Cassius in assassinating Julius Caesar. How were their reasons similar? How were they different? Is either (or were both) justified in assassinating him?
2. Compare and contrast the historical Marcus Brutus to Shakespeare's version of Marcus Brutus. Was he as noble as Shakespeare makes him? Remember to look at Plutarch's histories since this was Shakespeare's source for the play?
3. Compare and contrast the Holocaust to a current or more recent genocide (such as Rwanda).
4. Compare and contrast the ancient Greek afterlife to the ancient Egyptian afterlife: burial practices and views of the afterlife.
5. Research the 1930s trials of the Scottsboro Boys and compare how the justice system worked in this case to the trial of Tom Robinson.
6. Investigate the various groups involved in the Civil Rights Movement of the 1950s and 1960s and compare their programs to the community supports found in Lee's imaginary town of Maycomb.
7. Indian reservations: Are they a kind of concentration camp? Compare the American government's treatment of Native Americans in the 19th Century to the treatment of Jews in the 20th Century.
8. American concentration camps (There were concentration camps for Japanese Americans in the United States during World War II): Discuss how the American camps compare to German concentration camps? Were they created for the same reasons?
9. Compare and contrast the ancient Greek afterlife to the ancient Egyptian afterlife. You should focus on burial practices and views of the afterlife.
10. Compare and contrast the Holocaust to a current or more recent genocide (such as Rwanda or Armenia).
11. Discuss the Neo-Nazi movements in the late 20th Century vs. the original Nazi movement.
12. Compare and contrast the historical Marcus Brutus to Shakespeare's version of Marcus Brutus. Was he as noble as Shakespeare makes him? Remember to look at Plutarch's histories since this was Shakespeare's source for the play.
13. How does Dante's journey in the *Commedia* reflect Joseph Campbell's archetype of the Hero's Journey?

Compare/Contrast Research Paper Assignment

You will choose a topic from the following list. You will research that topic and write a paper using proper MLA documentation procedures. Your final paper must be 3 to 5 pages, double-spaced (12 point font, Times New Roman). Your paper will use internal citation format. Your research will also be used to present an oral presentation to your classmates.

Things to be included:

Annotated Bibliography

Outline (Include thesis statement on the outline page)

Rough draft (title page, outline, body, bibliography page)

Final paper with hard copies

Topics

1. Compare and contrast the leadership qualities of Lord Capulet and Lord Montague with those of a world leader today. You choose the leader, but get my approval first.
Question to consider: What do you think are the qualities that make a good leader?
2. Compare and contrast feuding in *Romeo and Juliet* with feuding in today's world.
3. Compare and contrast the expectations and opportunities for women in the 1600's (time period of Shakespeare's writings and *Romeo and Juliet*) to the expectations and opportunities for women today.
Question to consider: how have advances and opportunities changed for women today?
How have the expectations for women changed?
4. Compare and contrast the social levels in *Romeo and Juliet* with our social levels of today.
Questions to consider: What has the government done in terms of welfare advances and helping those less fortunate? What are our society's responsibilities in terms of helping the poor?
5. Compare and contrast the gang mentality in *Romeo and Juliet* with gangs in America today.
Questions to consider: Explain how the feud divided Verona up into being either for or against the Montague's or the Capulet's. What impact did this have on their society? How do gangs today divide society? What impact does it have on our society?
6. Compare and contrast the social customs and morals of the Elizabethan Period (Shakespeare's day) with the customs and values in today's society.
Questions to consider: How have society's values changed? Have these changes in customs and social and moral values been for the better or for the worse?
7. Compare and contrast the use of herbs as medicine and poisons in the Elizabethan Era with herbal remedies of this era.
Questions to consider: Who was in charge of medicine in the Elizabethan era? How important were herbal remedies? Who has access to this type of care?

8. Compare and contrast dueling methods of the 1600's with dueling method in the South and the United States in the mid 1800's, when dueling was outlawed.
9. Compare and contrast marriage and engagements in the 1600's with marriage and engagement practices of modern times.
10. Compare and contrast burial rites of the 1600's with burial rites of modern times.
11. Compare and contrast the role boys played in the Elizabethan theatre and the attitude society had towards actors in general to present day.

S. Hobson, LHS, Spring 2006

Topics for Compare and Contrast Research Projects

1. Leadership:
Compare and contrast the leadership qualities of King Arthur (Idylls of the King) or Atticus Finch (To Kill a Mockingbird) with those of a world leader today. You choose the leader, but get my approval first.
Question to consider: What do you think are the qualities that make a good leader?
2. Compare and contrast racism and prejudice in the South of the 1950's With racism and prejudice in today's world. (Remember these injustices Caused Harper Lee to drop out of law school early and write To Kill a Mockingbird.)
Question: Does prejudice still exist today? Give evidence.
3. Compare and contrast the expectations and opportunities for women in the 1920's to 1950's (time period of To Kill a Mockingbird as well as Harper Lee's life) to the expectations and opportunities for women today.
Question: How have advances and opportunities changed for women today? How have the expectations for women changed?
4. Compare and contrast the economy of the Great Depression era with our Economy today.
Questions: What has the government done in terms of welfare advances and aid to those less fortunate? What are our society's responsibilities In terms of helping the poor?
5. Treatment of abused and handicapped people:
Compare and contrast the laws concerning these people during the 1920's to 1950's (time period of To Kill a Mockingbird and Harper Lee's life) with the laws today.
Questions: Should more be done about physical and mental abuse? Should more be done for the handicapped (physically and mentally)? Should the disabled be mainstreamed into schools and society?
6. Compare and contrast the social customs and morals of the Victorian Period (Tennyson's day) with the customs and values in today's society.
Question: How have society's values changed? Have these changes in customs and social and moral values been for the better or for the worse?

B. Berry, LHS, Spring 2006

Rubric for Compare/Contrast Research Paper

	Points available	Points received	Comments
Provides a clear thesis	10		
Provides adequate details of first element	10		
Provides adequate details of second element	10		
Clearly establishes differences between the elements	20		
Clearly establishes similarities between the elements	20		
Uses correct internal citation	10		
Provides correct works-cited information	10		
Uses correct spelling, grammar, punctuation, MLA style	10		
Grade received	100		

C.Honeycutt, LHS & L.Newman, GHS 7/05

Writing a Literary Analysis

This paper is a written interpretation of a work of literature based on research and the student's evaluation of literary devices within the work. A literary analysis might do one or more of the following:

- Analyze the literary devices and explain why they are unusual or particularly effective
- Analyze the use of sound effects (rhyme, rhythm, etc.) and explain how sound contributes to meaning
- Explain the work's theme and show how the writer develops it through images and figures of speech
- Provide effective analysis using support from either the work or a secondary source

Step One: Pre-Write

Decide what will be explained or proven in the analysis. Target the two or three focus elements. Write a thesis statement based on the purpose that includes the selected elements.

Step Two: Draft a thesis statement and write an introduction

Introduce your paper in one or more paragraphs. Identify the work, briefly describe the work, and establish the focus of the analysis. *Do not paraphrase the entire work.*

Step Three: Body

Review the work of literature by looking for details and quotations that can be used to support the thesis of the paper. Identify the line (for poetry) or the page (for fiction) where supporting details are found. Avoid plagiarism by either citing the work itself or the secondary source used in the analysis.

The body of the paper should also explore and explain the analysis, give reasons and support for the analysis, and clarify the writer's reaction to the work.

Step Four: Conclusion

The conclusion restates the thesis in a new and creative way and reiterates the main points of the literary analysis.

LITERARY CRITICISM

FORMALISM:

- Stresses the analysis of literature as a self-sufficient entity, independent of references to the author or outside world.
- The text is more important than the author
- Treat the work of literature as a self-contained object
- Formalists concentrate on the relationships within a text that give it its own distinctive character or form.
- Special attention is paid to repetition, particularly of images or symbols, but also of sound effects and rhythms in poetry.
- This is a kind of scientific approach

NEW HISTORICISM (GENETICISM)

- Places a work in its historical context
- Considers historical forces and how they impacted the work
- Believe that all literary critics must develop a high degree of historical consciousness
- Evaluate both the “point of origin” and the “point of reception”
- Have an awareness of author’s biography and author’s stated intentions when available.

READER RESPONSE (est. 1970s)

- Interested in how the reader is moved emotionally
- Asks: How does the author control the reader?
- Looks at literary devices that lead the reader to certain responses
- Focuses on what texts do to, or in, the mind of the reader.
- Interpretation may change as the reader matures.
- Raises the questions:
- Are our responses to a work the same as its meaning?
- Can a work have as many meanings as we have responses?
- Are some responses more valid than others?
- Most critics believe there is no one right answer
- ALL RESPONSES MUST HAVE VALID EVIDENCE FROM THE TEXT!

FEMINIST THEORY

- Evaluates work in terms of how it represents women’s struggle against patriarchy (institutionalized male oppression)
- Basic view is that Western Civilization is male-centered and controlled and organized and conducted in a way to subordinate women to men in all cultural domains.
- Want to create a climate in which women’s creativity may be fully appreciated
- NOT EVERYTHING IS ABOUT WOMEN!
- NOT ABOUT BASHING MEN!

MARXIST THEORY

- Focuses on conflict between the classes – believes as long as resources and money are not evenly distributed then the conflict will exist
- Looks for class struggle in text
- Talks a lot about Karl Marx and socialism/communism

PSYCHOLANALYTIC CRITICISM

- Based on writings of Sigmund Freud
- Analyzes the work in terms of the id, ego, and superego
- This focuses mostly on a character study
- Freudian Psychology summary:
 - **ID** = wants pleasure (irrational and unknown)
 - **EGO** = area of compromise (rational and logical, part of the conscious)
 - **SUPEREGO** = the conscience
 - A projection of the ego
 - Outside of the self, telling the self what is okay, making moral judgements
 - Usually based on what we have been taught

MULTICULARLISM

- Looks at marginalized groups
- Interested in either:
 - How other groups are presented
 - Or, if they aren't presented, why not?
- These groups usually include:
 - Women
 - Working class
 - Ethnic groups
 - Colonial society
 - Post-colonial society
 - Third-world countries

Possible Topics For Literary Analysis

English I

1. Select one character from a short story we've read. Identify the main traits of this character and show how his/her actions, words, and thoughts, as well as other characters' responses to this person reveal these traits.
2. Discuss a tragic flaw in either Romeo or Juliet. Examine the ways in which this flaw leads to his or her destruction.

English II

1. Did Shakespeare really write his own plays, or did he put his name to someone else's work? Who is theorized to have written Shakespeare's work if he did not write it?
2. What literary devices used in *To Kill a Mockingbird* contribute to the development of theme? Select three-five of these and write an essay showing the precise ways each device affected thematic development.
3. Harper Lee studied law and was not doubt influenced in writing her novel by some of the spectacular court cases that were revealing America's highly conflicted feelings about race. Research the Scottsboro Trial (1931), in which eight African American males were falsely accused of raping two white women while on a train to Memphis. What parallels do you find between the Scottsboro case and the fictional trial of Tom Robinson? How has Lee used material from real life to make her novel more powerful and relevant?

English III

1. What elements of characterization does Arthur Miller use to create the themes of paranoia and social injustice in *The Crucible*?
2. What is the tragic flaw of Jay Gatsby? How does this flaw contribute to the destruction and loss in the novel?

English IV

1. In *Lord of the Flies*, how does Golding demonstrate one of the following: the need for social order, the loss of innocence, and the fear of the unknown.
2. How does *Sir Gawain and the Green Knight* reveal the social structure, customs and religious beliefs of medieval Britain?

English III Research Paper Topics

Name _____

Class _____

If you choose to read.....	...You Must Choose a Topic Below
<i>Cold Mountain</i>	<ul style="list-style-type: none"> ➤ American democracy as it is depicted in the novel ➤ The theme of equality among races represented in the novel ➤ The comparison/contrast of social classes in the South ➤ The sacrifices of war ➤ The historical accuracy of the novel
<i>Gods and Generals</i>	<ul style="list-style-type: none"> ➤ The US preparation/readiness to wage a war on itself in 1861 ➤ The actual hero of the novel ➤ Comparison to the sequel, <i>The Killer Angels</i>, or another similar novel ➤ The historical accuracy of the novel ➤ Compare/Contrast Emerson's and Thoreau's view John Brown to that of Shaara
<i>Gone With the Wind</i>	<ul style="list-style-type: none"> ➤ Gender/race stereotyping ➤ The effects of war ➤ Historical accuracy of the novel ➤ The depiction of social classes in the South ➤ The novel as an example of Realism or Romanticism
<i>The Red Badge of Courage</i>	<ul style="list-style-type: none"> ➤ Compare/Contrast Crane's war poetry to this novel ➤ Irony in the novel ➤ Crane as an "expert" in a war he did not see ➤ The concept that every individual is capable of heroism ➤ Compare/Contrast main character to main characters from other war novels
<i>Uncle Tom's Cabin</i>	<ul style="list-style-type: none"> ➤ The role of women in the main character's world ➤ The core of controversy ➤ Moral question that are raised and answered ➤ The power of perspective ➤ The influence of Stowe's personal live/experiences on the novel

Assignment by Beth Moore @ LHS, 2006

Topics Related to English III Readings

Pre-Revolutionary American Literature

The Cavaliers and the Roundheads in the English Civil War
The Salem Witch Trials
Jamestown
The Great Awakening
Crime and Punishment in Colonial America

Revolutionary Era Literature

The Deists
Rationalism
The Battle of Lexington and Concord
Pamphleteers and the Revolution
The Writing of the Declaration of Independence

Romanticism

Henry Hudson
The Boston Brahmin
Early History of New York
James Fennimore Cooper and his Work

Dark Romanticism and Transcendentalism

The Gothic Tradition
The Whaling Industry of the Nineteenth Century
Plato's Idealism
Immanuel Kant's Transcendentalism
Utopian Experiments of the Nineteenth Century

Realism and Naturalism

Medical Practices during the Civil War
The Battle of Chancellorsville
Small Arms of the Civil War
Charles Darwin and *Origin of Species*

Modernism

The Jazz Age
Bootlegging
Woodrow Wilson
The Nineteenth Amendment and the Suffragettes
The American Involvement in World War I

English III—American Authors List

Alvarez, Julia
Baldwin, James
Barthelme, Donald
Bishop, Elizabeth
Brooks, Gwendolyn
Carver, Raymond
Cather, Willa
Chopin, Kate
Cisneros, Sandra
Cullen, Countee
Cummings, E. E.
Dickey, James
Dickinson, Emily
Dove, Rita
Eliot, T. S.
Faulkner, William
Fitzgerald, F. Scott
Frost, Robert
Hargo, Garrett
Harjo, Joy
Hawthorne, Nathaniel
Hemingway, Ernest
Hersey, John
Hughes, Langston
Hurst, Zora Neale
Jarrell, Randall
Jeffers, Robinson
Johnson, James Weldon
Kingston, Maxine Hong
Lee, Andrea
London, Jack
Lowell, Robert
Master, Edgar Lee
McKay, Claude
Millay, Edna St. Vincent
Miller, Arthur
Momeday, N. Scott
Moon, William Dedst Heat
Moore, Marianne
Morrison, Toni
O'Connor, Flannery
Platt, Sylvia
Poe, Edgar Allen
Porter, Katherine Anne
Pound, Ezra
Ransom, John Crowe
Robinson, Edward Arlington
Roethke, Theodor

Sandburg, Carl
Sexton, Anne
Shapiro, Karl
Shulz, Charles
Steinbeck, John
Stevens, Wallace
Tan, Amy
Thurber, James
Timrod, Henry
Tyler, Anne
Updike, John
Walker, Alice
Welty, Eudora
Wiesel, Elie
Wilbur, Richard
Williams, William Carlos
Wolfe, Thomas
Wright, Richard

List compiled by K. Cooper @ LHS, 2005

Topics Related to English IV Readings

British Literature/History

Medieval weapons, armor, and/or battle strategies
Amusements in the Middle Ages
The Crusades
The 100 Years War
Queen Elizabeth
Anglo Saxon Art
Religious reference in *Beowulf*
Suspense, irony, or the supernatural in *Macbeth*
Elizabethan/Renaissance fashion
Renaissance/Medieval medicine

Social/Psychological/Law

Legalization of drugs
Gender differences at birth
Welfare reform
Physician-assisted suicide
Domestic violence legislation
Gun control
War in Iraq
Gangs
Steroids in professional or collegiate athletics
Women in the Islamic World
Religious cults
Compulsory education
HIV/AIDS
Post-partum depression

General History

Presidential assassinations
Scopes Monkey Trial
South African Apartheid
Resignation of Nixon
Fall of Communism
Political scandals
Whitewater
Desert Shield
Political parties
Child Labor

Rubric for Literary Analysis Research Paper

	Points available	Points received	Comments
Provides a clear thesis—selects appropriate elements and explains or proves their use in the literary selection	10		
Correct and effective analysis of the literary selection or a secondary source	20		
Organizes information logically and effectively, using a topic sentence for each body paragraph and a transition	20		
Provides adequate support from the piece of literature and/or a secondary source	20		
Uses correct internal citation (identifying the page # or line # from which information is taken)	10		
Provides correct works-cited information (if secondary source is used)	10		
Uses correct spelling, grammar, punctuation, MLA style	10		
Grade received	100		

C.Honeycutt, LHS & L.Newman, GHS, 7/05

Lesson Plan: Contemporary American Literature Research Project

Goals and Objectives:

- ✓ *Students will meet the following South Carolina State Standards addressed in Research Goals: RS1.0, 1.2;RS2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2,; RS3.3, 3.4, 3.5*
- ✓ *Students will conduct research and write a research paper on a literary figure of the modern era.*
- ✓ *Students will compare and contrast two works by the literary figure and discuss how the writer's early life may have influenced his/her work.*
- ✓ *Students will read critical theory related to the writer and his/her works.*
- ✓ *Students will prepare an oral presentation for the class utilizing a Power Point Presentation.*
- ✓ *Students will conduct a class discussion based on the work the class has read in preparation for the presentations.*
- ✓ *Students will create a five-question reading quiz based on the reading and grade them.*

Procedure:

(Time spent on this project, the number of pages, slides for the Power Point, and the weight of the class presentation should be determined by the level of each individual class.)

Day 1:

- Introduce students to the writers of the modern era using the biographical information in the textbook and the historical background of the time period.
- Allow students to peruse the information and choose a writer on which to conduct research.
- If time permits students should begin taking notes on their writers and prepare to begin research in the library.

Day 2:

- Students conduct research in the library on the writer's background, writing style, and critical analysis of his/her work(s)
- Students will have a thesis statement and an outline by the end of the block.

Day 3:

- Continue research using reference materials related to contemporary literary criticism.

Day 4:

- Continue research and begin writing first draft of paper. Begin work on oral presentation
- Set date to check Draft #1.

Day 5 and following:

- Continue work on Power Point presentations in computer lab
- Set due date for Draft #2.
- Peer Edit Draft #2
- Set due date for Final Draft (Student should turn in a final draft of his/her paper and keep a final draft for themselves to plan power point.
- Assign dates for oral presentations.

Adaptations:

Teachers may consider two separate assignments for the modern literature research paper and project. This project would adapt well to other historical eras in literature. Emphasize the importance of reading outside of class for in preparation for the presentations by their fellow students. A class participation grade might be appropriate.

C.Honeycutt, LHS, 7/05

Lesson Plan/Research Project Idea

Lesson Plan:

Goals and Objectives: (Include specific South Carolina standards met)

Procedures:

Adaptations:

C.Honeycutt, LHS 7/05

Contemporary American Literature Research Project

Goals and Objectives:

- ✓ *Students will meet the following South Carolina State Standards addressed in Research Goals: RS1.0, 1.2;RS2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2,; RS3.3, 3.4, 3.5*
- ✓ *Students will conduct research and write a research paper on on a literary figure of the modern era.*
- ✓ *Students will compare and contrast two works by the literary figure and discuss how the writer's early life may have influenced his/her work.*
- ✓ *Students will prepare an oral presentation for the class utilizing a Power Point Presentation.*
- ✓ *Students will conduct a class discussion based on the work the class has read in preparation for the presentations.*
- ✓ *Students will create a five-question reading quiz based on the reading and grade them.*

Part 1: The Research Paper (150 points)

- Must be a minimum of five pages
- Must include five sources
- Must have ten "in-text" citations
- Paper must be formatted in MLA style
- Must include the following:
 - ✓ *A short biographical background on the writer*
 - ✓ *Explanation of the influence of American History on the writer's work*
 - ✓ *Analysis of two works—one included in the textbook, and one found in our library*
 - ✓ *Critical analysis of the writer's works*

Part 2: Oral Presentation and Power Point (60 points)

- Minimum of nine slides: One title slide, at least seven slides of information, and one Works Cited slide (all information, graphics, and photos must be included on a Works Cited slide)
- Your visual will be graded on the following components:
 - Sound (One)
 - Graphic from site other than power point file (one)
 - Color/Font
 - Background
 - Animation (one)
 - Grammar
 - Oral presentation to the class

Part 3: Class Participation (50 points)

- Read the selection from the textbook in preparation for your classmates' presentations the following day
- Take a 5-10 question quiz on the selection (Student presenting will prepare a quiz, administer it and grade. Students will receive a composite grade for quizzes)
- Prepare for and lead class discussion based on at least three level two and level three questions.

Research Project Rubric

Name: _____ Class: _____

Part 1: The Research Paper

20	<i>Thesis Statement and Outline</i>	
20	<i>Draft # 1</i>	
40	<i>Draft # 2 (Peer Edit)</i>	
70	<p>Final Draft (<i>Be sure to make two copies of your final draft: One for me and one for you</i>)</p> <ul style="list-style-type: none"> • Must be a <u>minimum</u> of five pages • Must include five sources • Must have ten "in-text" citations • Must be formatted in MLA style <p>Must include the following:</p> <ul style="list-style-type: none"> ✓ <i>A short biographical background on the writer</i> ✓ <i>Explanation of the influence of American History on the writer's work</i> ✓ <i>Analysis of two works—one included in the textbook, and one found in our library</i> ✓ <i>Critical analysis</i> <ul style="list-style-type: none"> • Grammar, organization and MLA Style 	

Part 2: Oral Presentation and Power Point

30	<p>Slides</p> <ul style="list-style-type: none"> • One title slide, at least seven slides of information, and one Works Cited slide (all information, graphics, and photos must be included on a Works Cited slide) • Your visual will be graded on the following components: <ul style="list-style-type: none"> ○ Sound (One) ○ Graphic from site other than power point file (one) ○ Color/Font ○ Background ○ Animation (one) ○ Grammar 	
30		

Part 3: Class Participation

50	<ul style="list-style-type: none"> • Each student will read the selection from the textbook in preparation for your presentation the following day • Prepare a 5-10 question quiz on the selection (composite points will be totaled for one test grade for each student) • Prepare five good level 2 or 3 discussion questions and conduct class discussion 	
260	Total	

POSSIBLE TOPICS FOR CAUSE AND EFFECT

English I

1. Analyze the causes of the discord between the Montagues and Capulets. Within the play, what positive or negative effects can be identified?
2. After reading "Blues Ain't No Mockingbird," identify the reasons for either (1) the Cain family's frequent moving or (2) the presence of the filmmakers. Research the time in which the story is set to examine the reasons you have identified. What social issues were prevalent? What resulted from these problems? Have these problems been resolved? Has that made a difference in the world?

English II

1. Explore the psychology of the persecutors of Nazi Germany. What events caused Germans and other occupied countries to persecute the Jews?
2. What influenced Hitler to persecute the Jews? What are some of the continuing results of his reign of terror?
3. How did Thurgood Marshall influence the Civil Rights movement? What has the Civil Rights movement accomplished in this country?
4. How did the Holocaust influence the development of international standards of moral and legal conduct for nations and individuals?
5. How did a specific person or event affect the course of history? (i.e. Ghandi, John F. Kennedy, the moon landing, the Civil War) How would the world be different if they/it had not occurred? You must look at historical analysis for this piece; it is not a report or a biography.
6. How did the Holocaust influence the development of international standards of moral and legal conduct for nations and individuals?
7. Was Julius Caesar a good or a bad leader? Were Brutus and Cassius justified in assassinating him? Research the historical information about Julius Caesar's assassination and argue for or against the justification for the act.
8. Discuss how mythology influences fairy tales (Victorian or others).
9. Explore the government programs of President Franklin D. Roosevelt's "New Deal" and explain how they could have helped specific characters in *To Kill*
10. *A Mockingbird*.
11. What influenced/caused Hitler to persecute the Jews?
12. Explore the psychology of concentration camp survivors. What allowed some people to survive the camps, while others did not?
13. Explore the psychology of the persecutors of Nazi Germany. What events caused Germans and other occupied countries to persecute the Jews?
14. In what ways did Dante's exile from Florence influence the writing of the *Commedia*? What were the other influences on Dante's writing?

English III

1. How does birth order affect academic achievement? Behavior problems? Creativity? What other factors contribute to these areas of development?
2. What are some possible punishments for drunk drivers? Which consequence would be more effective: revoking driver's licenses or requiring remedial instruction and intervention?
3. Select one eating disorder that plagues teenagers. Identify its causes. Also, look at possible treatments and discuss the benefits and dangers associated with those. Select the solution that is most beneficial based on your research.
4. How did a specific person or event affect the course of history (i. e. John F. Kennedy? The moon landing?)

English IV

1. Discuss ways in which Victor Frankenstein's irresponsibility in the pursuit of knowledge resulted in tragedy in the novel. Be sure to identify particular elements of tragedy within your discussion.
2. How was the Industrial Revolution responsible for the themes and issues of *Frankenstein*?
3. How did the Crusades contribute to the development of society—its art and customs—in England?

L.Newman, GHS 7/05

Rubric for Cause and Effect Research Paper

	Points available	Points received	Comments
Provides a clear thesis	10		
Clearly develops the cause(s)	10		
Clearly develops the effect	10		
Provides clear explanation of the relationship between the cause(s) and effect	30		
Provides adequate researched details	10		
Uses correct internal citation	10		
Provides correct works-cited information	10		
Uses correct spelling, grammar, punctuation	10		
Grade received	100		

C.Honeycutt, LHS & L.Newman, GHS, 7/05

Possible Topics For Problem/Solution Research Projects

English I

1. Romeo and Juliet find themselves in a very difficult situation, as they believe they are in love and should be wed; however, their rash decisions lead to tragic ends. Identify the problems that underlie their “star-crossed” situation and through research, suggest possible solutions to their dilemma.
2. Research the causes of the bombing that serves as the background for Dudley Randall’s “Ballad of Birmingham.” Identify two problems that existed then that are still prevalent today. Research modern-day efforts to eliminate these problems and determine which solutions offer the most hope.

English II

1. Examine the conditions of American Indian Reservations and identify problems that plague them. Research solutions to these problems and write a paper proposing the most beneficial of these.
2. Explore the problems that led to President Franklin D. Roosevelt’s “New Deal.” Which of these problems also existed in *To Kill a Mockingbird*? Explain ways in which Roosevelt’s social reforms would have benefited the characters of this novel.

English III

1. Examine the reasons why American public education is compulsory and explore the current trends in school attendance and drop out rates. Through research, explain possible solutions for improving these statistics.
2. Under what circumstances are juvenile criminals tried as adults? What problems surround this issue? What possible alternatives could eliminate this problem?

English IV

1. Examine the problems that have been identified in crediting Shakespeare with the writing of all of his plays. What information can be given to refute these doubts?
2. After reading “A Modest Proposal,” select some modern issue that plagues our society. Create your own brochure offering a satirical solution and then presenting truly plausible suggestions to remedy the issue.

Rubric for Problem/Solution Research Paper

	Points available	Points received	Comments
Provides a clear thesis	10		
Clearly establishes details and significance of the problem	20		
Provides a logical solution	20		
Provides specific explanation of the solution's effectiveness	20		
Uses correct internal citation	10		
Provides correct works-cited information	10		
Uses correct spelling, grammar, punctuation, MLA style	10		
Grade received	100		

C.Honeycutt, LHS & L.Newman, GHS 7/05

Writing a Persuasive Research Paper

Persuasive Essays present a position on an issue, urge readers to accept that position, and to take action. An effective persuasive essay will:

- Explore an issue of importance to the writer.
- Address an issue that is arguable.
- Uses facts, examples, statistics, or personal experiences to support a position.
- Attempt to influence its audience through appeals to the reader's knowledge, experiences, or emotions.
- Uses clear organization to present a logical argument.
- Effectively use persuasive devices such as:
 - Rhetorical questions
 - Acknowledgement of the opposition
 - Repetition
 - Parallelism
 - Emotional Appeals

Step One: Pre-write

Begin the persuasive paper by generating ideas and narrowing the topic. Decide on a strategy for the argument. For instance, is it most appropriate to begin the paper with the least or the most convincing argument? Are there persuasive devices that will support the thesis and further the argument? How will the writer go about researching support for the argument?

Step Two: Draft a thesis statement and an introduction

The thesis statement should state the purpose of the paper. It should make clear the writer's stand on an issue and acknowledge that he/she is aware that there is opposition to the stand that is being taken. The introduction should "hook" the reader and generate interest in the topic.

Step Three: The Body

There should be at least three points or reasons the writer feels his/her position is right. Each point must be well supported and developed. Smooth transitions should be made between paragraphs. Attention should also be given to the use of correct documentation for both in-text citations and works cited entries. The paper should be free of all spelling, mechanical, and grammatical errors and formatted in MLA style.

Step Four: Conclusion

The paper concludes with a creative restatement of the thesis and reiterates the main points in the paper. The paper should end with encouragement to act.

C.Honeycutt, LHS 7/05

Rubric for Argumentative/Persuasive Research Paper

	Points available	Points received	Comments
Provides a clear thesis—presenting a position, urging readers to take action, or to take that position	10		
Develops a logical argument/persuasion	15		
Organizes information in an effective manner	15		
Provides adequate facts, examples, statistics, or personal experiences as support	15		
Uses correct internal citation	15		
Provides correct works-cited information	15		
Uses correct spelling, grammar, punctuation, MLA style	15		
Grade received	100		

C.Honeycutt, LHS & L.Newman, GHS 7/05

What is a multi-genre research project?

In the words of Tom Romano, a multigenre research paper:

... “arises from research, experience, and imagination. It is not an uninterrupted, expository monolog nor a seamless narrative nor collection of poems. A multigenre paper is composed of many genres and subgenres, each piece self-contained, making a point of its own, yet connected by theme or topic and sometimes by language, images, and content. In addition to many genres, a multigenre paper may also contain many voices, not just the author’s. The trick is to make such a paper hang together.

Creating a Multi-genre Project for Your Students

1. Before you begin, you must provide your students with an adequate (and appropriate for grade level) background in:
 - a. Reading a great variety of genres
 - b. Writing in a great variety of genres
 - c. Writing from (emulating) models
 - d. The process skills of research
 - i. Locating information
 - ii. Synthesizing information
 - iii. Citing information correctly
2. You must allow students to select their own topics for research, considering the following:
 - a. Zissner: “All writing is ultimately a question of solving a problem.”
 - b. Students should have some amount of prior knowledge of their subjects.
 - c. Camille Allen: Places, events, and people make the best subjects for multi-genre projects.
 - d. Students may need some guidance in topic selection (For example, I limit my British literature students to topics that deal with the writings or history of our course.).
3. Students should probably write an expository piece of limited length because:
 - a. This will provide practice with those skills necessary to incorporate text material and to use citations.
 - b. This piece will provide the background information for the reader of the multi-genre research project.
 - c. Students are likely to use these skills throughout their school years (even if no where else) and you want them to be prepared for this kind of assignment.
 - d. Limiting its length will free the student to explore other means of reporting information (most of which are more real-to-life ways of reporting information).

4. Students should then select 3-7 additional genres with which to communicate the researched information.
 - a. Students should be allowed to select their own genres by considering
 - i. Their strengths
 - ii. The most appropriate means by which to express the voice/emotion/tone of the events or facts being related.
 - iii. Genres that have been studied in the class
 - iv. Genres that may have been used by the person being studied or during his lifetime; genres that were popular during this event; genres that are currently used to convey this information today.
 - b. The teacher should provide the following opportunities for student success:
 - i. Access to materials
 1. writing paper
 2. computers
 3. samples of former students' work
 4. samples of genres
 5. ongoing demonstrations of writing various genres and writing from models
 - ii. Access to ongoing instruction
 1. conferencing with teacher
 2. peer discussion/feedback
 - iii. Time
2. Presenting the project
 - a. The finished product should be "published" in an attractive manner, such as
 - i. A binder
 - ii. A decorative folder
 - iii. Colorful paper
 - iv. Artwork/interesting and appropriate fonts
 - v. Binding into a spiral notebook
 - b. Students should also share their work orally.
 - i. Oral/expository presentations
 - ii. Creative presentations
 1. skits
 2. plays
 3. assuming the character's persona and speaking
 4. music
 - iii. Benefits
3. Evaluating the students' work
 - a. Forms/sources of evaluation

- i. Self-evaluation
 - ii. Peer evaluation
 - iii. Parent feedback
 - iv. Teacher assessment
- b. Sample Rubrics
 - i. Holistic rubrics—Romano’s book
 - ii. Item-specific rubrics—Camille Allen’s book
 - iii. A personal example (attached)
- c. Comments from those who’ve used this assignment
 - i. The teacher should consider the students’ feelings in giving a “grade” on such a time-consuming and likely personal work.
 - ii. The teacher should allow students to formulate (or play a role in the formulation of) the criteria by which their work will be assessed.

Two very helpful books:

Allen, Camille. *The Multigenre Research Paper: Voice, Passion, and Discovery in Grades 4-6*. Portsmouth, New Hampshire: Heinemann, 2001.

Romano, Tom. *Blending Genre: Altering Style: Writing Multigenre Papers*. Portsmouth, New Hampshire: Heinemann, 2000.

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7/05

Possible Genres

Poem	Newspaper	Will	Home Page
Recipe	Math Problems	Restaurant Menu	Play
Song	Found Poem	Report Card	Poem For Two Voices
Crossword Puzzle	Ad	Picture Book	Narrative
Tombstone	Warning Sign	Comic Book	Character Sketch
News Article	Business Card	Computer Game	Travel Ad
Quiz	Funeral Note	Computer Game Ad	Travel Brochure
Diary	Recipe Book	Game Instructions	Haiku
Survival Kit	Map	Greeting Card	Dialogue
Obituary	Movie Poster	Action Figure Ad	Monologue
T-Shirt	Finishing School Brochure	Sports Story	Letter
Wanted Poster	Trading Cards	Contract	Personal Ad
Short Story	Informative Essay	Expository Essay	Persuasive Essay
Newspaper Interview	Eulogy	Rap Song	Other

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English II Multi-Genre Research Project on The Holocaust

Assignment:

1. Choose a topic/theme that has to do with your readings on The Holocaust.
2. Research the “who, what, why, when, where, why and how” of your topic.
3. Write in at least 5 genres (at least 4 different genres must be used and one must be an annotated bibliography).
4. Include bibliography cards, note cards, and an annotated index for each entry that includes the sources used and an explanation of how the entry fits with your theme.

Explanation:

A multi-genre research project involves as much of the writer as it involves sources. You will first choose a theme (this can be a character, event, place, etc.) that you specifically want to research. You will pose 10 essential questions that will help guide your research. You will find out as much as you can about these questions, but you can also find additional information. As you find your research, you will create bibliography cards and notes cards that you will use for the final product of your research. As you are reading and taking notes, begin thinking about how you can express your findings through different genres. Everything you create must be based on the reality found in your research. At the end of your multi-genre project, you will develop an annotated index, which will include:

- Each piece (in order) of your project—each should have a title and the annotated bibliography should go on top
- The sources each piece is based on
- An explanation of how it fits into your theme

Themes:

You will need to think about people, places, events, etc. that intrigue you as you read your book. What did you think was interesting? What did you have questions about? Use this theme as a basis for your research. Your theme must run through your entire project: clippings, letters, journal entries, poetry, dialogue, photographs, drawings, songs, cartoons, character sketches, personal narratives, encyclopedia entries, lists, memos, obituaries, and epitaphs.

Fall 2004

I. Research Process

	<u>Points</u>	Due Dates
a. Daily self-evaluations	_____ 12	
b. Topic/theme selected	_____ 5	
c. Research questions	_____ 10	
d. Bibliography cards (at least 7)	_____ 15	
e. Note Cards (35)	_____ 25	
f. Rough Draft of annotated bibliography	_____ 35	
Total _____(out of_____)		

II. Format for Annotated Bibliography

	<u>Points</u>	Due Dates
a. Title page (title, name, block, date)	_____ 5	
b. Works cited—correct MLA	_____ 15	
c. Required sources (at least 7)	_____ 5	
d. Typed	_____ 5	
e. 12 point type font	_____ 5	
f. 1" margins	_____ 5	
g. Double-spaces	_____ 5	
h. Gives adequate summary and explanation of source	_____ 35	

III. Mechanics

	<u>Points</u>	Due Dates
a. Spelling	_____ 5	
b. Grammar	_____ 5	
c. Punctuation	_____ 5	
d. Capitalization	_____ 5	

Total _____(out of _____)
Late penalty _____(10 points per day)

Total points (paper/mechanics/format) _____(out of _____)

IV. Multi-genre entries	<u>Points</u>	Due date
a. Ideas approved on or before	_____ 10	
b. Rough draft of written items	_____ 15	
c. Single theme runs throughout entries	_____ 15	
d. Annotated Index (sources & explanations)	_____ 30	
e. Voice (sounds like the genre should)	_____ 15	
f. Creativity	_____ 15	
g. Personality (I want to see you in the entries)	_____ 10	
h. Mechanics and grammar	_____ 10	
i. Based on research	_____ 15	
Total _____		(out of _____)

Late penalty (10 points per day) _____

Total: _____

Overall Comments:

More Information of the Annotated Index...

The Annotated Index goes along with the genres. It should include a description of what you created, a description of what facts were used to make up the genre, and a list of the sources that were used. The sources should be listed in alphabetical order underneath the description.

Please include a title for each genre and number them as well.

Assignment by Cathy Carter and Amanda Howard @ WKHS, 2006

English IV Multi-Genre Research Project

You will choose a British Romantic, 20th Century or Victorian poet from our literature book.

Your project consists of the following parts:

I. Research

You will then research and write a three-four page double spaced biography of this poet. When was this poet born, where was he or she born, what kind of poetry did he or she write? Please include other accomplishments in his or her life, his or her education, spouse, children, death, and any other details you think are important for this person.

II. Poetry analysis

You will then choose THREE poems written by this author. You need to re-type the poems and analyze them in a discussion of at least one page. You are looking for the genre of the poem, the theme of the poem, the devices used to convey the meaning of the poem.

III. Poetry Response

For each poem, you will write a response in another type of GENRE (see list below). The response must indicate your understanding of the poem. You can be as creative as you like; just don't forget to have meaning in your writing.

Here are some ideas for writing responses (but you are not limited to these ideas):

- If your poet is writing a poem to a "lost love," you could write a love letter in reply from the "lover" to the poet.
- If it is a love poem, you could write a wedding announcement proclaiming details of the upcoming nuptials for the happy couple. (Check out the Sunday paper to see how these are written.)
- If the poem is about the poet's life, you could write a resume for your poet using real details you found about the poet during your research or you could write an obituary for your poet detailing lifetime accomplishments. (Read the daily newspaper to see how these are written.)
- You could "interview" the speaker of the poem writing dialogue for the interviewer and the interviewee.

Here is a list of other genres you could choose from:

Acrostics	advertisements	allegories	announcements
Autobiographies	awards	baseball cards	bedtime stories
Billboards	biographies	book jackets	book reviews
Brochures	bulletins	bumper stickers	calendars
Campaign speeches	captions	cartoons	certificates
Character sketches	children's books	comic strips	contracts
Conversations	critiques	crossword puzzles	dedications
Definitions	diaries	diplomas	directions
Directories	editorials	eulogies	fables
Family trees	flip books	headlines	how-to stories
Interviews	job applications	journals	letters
Lyrics	magazines	maps	memos
Memoirs	myths	newscasts	newsletters
Newspapers	obituaries	pamphlets	parodies

Plays	poems	posters	postcards
Prayers	propaganda	puzzles	questionnaires
Quizzes	quotations	recipes	remedies
Resumes	riddles	schedules	slogans
Speeches	TV commercials	telegrams	time lines
Tombstones	tributes	Web pages	word searches
Wills			

IV. Cooking for the class

You will then choose a recipe and make the food or drink item to share during our “Time To Share” days. You want to share a recipe that would be appropriate for the time in which your author lived. If you are selecting a Victorian writer, you may go to the Lexington Middle School homepage, click on Useful Links and then select Victorian recipes. There is a long list of cookies, cakes, muffins, sandwiches and other recipes to choose from. You may also find recipes in other places as well. Look carefully at the ingredients needed and the TIME needed to make your recipe – you don’t want to spend a fortune on this or be up until the wee hours the night before!

You will need to print out a copy of the recipe you are making and attach that to your research project as well.

V. Presenting your findings

On the day of our sharing, each student must “present” his or her poet – tell us whom you researched, read one of his or her poems, and present your analysis. You may be as creative as you please in presenting your information. Please plan to present in a way that will keep everyone’s interest. Everyone else will be quietly munching and enjoying the poetry and literary conversation. ☺

Half of the class will bring their food or drink on Wednesday, May 11 and the rest of you will bring your food or drink on Thursday, May 12, so we will have two days of food and fun. You MUST make the food or drink – you cannot just go to the store and buy something! I will pull your names out of a hat to assign days.

Biography =	25%	Did you include all significant details?
Three poems and analysis	25	Retype each poem and analyze each one.
Three other genre entries	25 %	One other genre work for each poem.
Recipe =	5 %	Copy recipe and prepare.
Presentation =	10 %	Tell about your poet, read poem and analysis.
Bibliography=	10%	Correct format and punctuation; complete

L.Newman, GHS 7/05

Rubric for English IV Multigenre Research Project

	Explanation of requirement	Total point value available	Your score
Biography	Adequate information	5	
	Information documented	5	
	Format of documentation	5	
	Correct grammar, spelling, punctuation	5	
	Organization and logic	5	
Analysis of three poems	Three poems are included in project	1	
Poem one:	Correct interpretation	3	
	Adequate support	3	
	Correct grammar, spelling, punctuation	2	
Poem two:	Correct interpretation	3	
	Adequate support	3	
	Correct grammar, spelling, punctuation	2	
Poem three:	Correct interpretation	3	
	Adequate support	3	
	Correct grammar, spelling, punctuation	2	
Genre entries			
Genre one:	Genre reflects understanding of the poem	3	
	Genre is unique and interesting	2	
Genre two:	Genre reflects understanding of the poem	3	
	Genre is unique and interesting	2	
Genre three:	Genre reflects understanding of the poem	3	
	Genre is unique and interesting	2	
Recipe	Recipe provided	2	
	Food prepared and served	3	
Presentation	Demonstrates adequate knowledge and level of research	7	
	Spoken with confidence and organization is obvious	3	
Bibliography	Includes all works used in project	5	
	Uses correct format and punctuation	5	

L.Newman, 7/05

General Overview of Senior Research Project

First/Third Nine Weeks

I. Topic Selection

You will fill out your preliminary Senior Project Proposal.

II. Letter of Intent

You will write a letter to your Senior Project Committee explaining what you intend to research, what you plan to complete as a product, and why this subject interests you.

III. Sign of Commitment

You will create a sign (8 ½" x 11") with text and graphics illustrating your paper topic and proposed product. These will be displayed in the school to show everyone what the seniors are doing.

IV. Working with an Adviser

You will select a certified faculty member at White Knoll High School. You will meet with the adviser monthly during the Senior Project process. You will be responsible for locating and setting up appointments with your adviser.

V. Working with a Mentor

In selecting your mentor from the community, you will have to find a person who is not a family member and who has work experience or other "expert" level qualifications in your research field. You will meet with this person at least three times during the Senior Project process. You will be responsible for locating and setting up appointments with this person as well as conducting an interview with this person. We hope that you will build a relationship with this person so he or she can help you with your product and presentation.

VI. Annotated Bibliography

You will complete a bibliography of 8-10 sources that you can use for your paper.

VII. Research Paper

You will complete a research paper on your approved topic. You are required to complete a 5-7-page paper (not including the Works Cited page).

Second/Fourth Nine Weeks

VIII. Job Shadowing

You will choose a person from the community in your research field to job shadow for one workday. This person may not be a family member but can be your mentor.

IX. The Product

You will work on a product that reflects the application of your research. You will be required to document the process of your product. The product should reflect your hard work, creativity, and newly developed knowledge.

X. The Portfolio

Throughout the semester, you will create a portfolio of your work. This portfolio documents all the work, time, and money that you put into your project through the course of the year. The portfolio should reflect your “journey” through the process and document your work.

XI. The Presentation

You will make a presentation at the conclusion of your senior project to a panel of community members and teachers who will grade your presentation.

<http://www.lexington1.net/wkh/seniorproject.htm>

M.Bydalek 7/05

English IV Writing Portfolio

During your English IV course you will create a writing portfolio to showcase your writing ability.

Special Considerations

- Your teacher will provide appropriate grading rubric for this portfolio assignment at the beginning of the semester.
- You must include this assignment sheet with your portfolio.

As you complete each selection, check off the requirements. The following should be included in your portfolio:

Writing Selections

- A total of 6 selections
- Minimum of 4 selections from English IV
- 2 selections may come from other courses during the current school year
- Minimum of 3 genres represented
- At least 1 selection should show the entire writing process (i.e. brainstorming, notes, prewriting, rough draft, editing, peer and self-evaluations, and final draft)

Suggested Genres (Check off the genres below that you have included in your portfolio)

<input type="checkbox"/> Research papers	<input type="checkbox"/> Essays from tests
<input type="checkbox"/> Poems	<input type="checkbox"/> Analysis
<input type="checkbox"/> Speeches	<input type="checkbox"/> Short stories
<input type="checkbox"/> Editorials	<input type="checkbox"/> Journal entries
<input type="checkbox"/> Biographies	<input type="checkbox"/> Lab reports
<input type="checkbox"/> Memos	<input type="checkbox"/> Letters
<input type="checkbox"/> PowerPoint presentations	<input type="checkbox"/> Newspaper/yearbook articles
<input type="checkbox"/> Scripts	<input type="checkbox"/> Autobiographies
<input type="checkbox"/> Critical reviews	<input type="checkbox"/> Myths/legends
<input type="checkbox"/> Brochures	

Teacher-Student Conference

- Before the portfolio is turned in, you will be expected to conference with your teacher to discuss possible selections and rationales for writing pieces.

Cover Letter

At the beginning of your portfolio you will need to write a typed cover letter that reflects on your writing selections and the process you went through to create your portfolio.

Please answer all of the following questions in a formal letter using the correct format:

- How does this collection of work demonstrate your strengths and weaknesses as a writer?
- How will the skills you have developed in your portfolio be useful to you?
- Which selection do you value the most? Explain why.

- Explain how this portfolio process has been helpful to you.

Rationales for Writing Selections

In addition to each writing selection you will need to include a typed paragraph that answers all of the following:

- Why did you choose this selection?
- What is the genre of this selection and when was it completed?
- What was the purpose of this selection?
- What was the audience of this selection?
- How could this selection be improved?

Parent or Adult Reflection

Once you have completed your portfolio, you will need to share it with a parent or other teacher-approved adult. At the end of your portfolio, include a short reflection written by the person who read through your portfolio. Possible questions to consider are:

- Which selection do you think shows this student's best work? Why?
- What did you discover about the student through his or her writing?
- Do you think this portfolio process has been a valuable experience for the student? Why or why not?

Student Checklist (Complete checklist before you turn in your project to verify that all the pieces of your portfolio are included).

- _____ 6 Writing Selections
- _____ Teacher-Student Conference
- _____ Cover Letter
- _____ Rationales for Writing Selections
- _____ Parent or Adult Reflection
- _____ Signed Honor Statement

Honor Statement

Everything in this portfolio is my own work. _____ (Signature)

Rubric for Writing Portfolio

	Points available	Points received	Comments
Cover Letter: --Answers all four questions --Uses correct letter format --Is neatly typed	10		
Student rationales --1 rationale per work (6 total) --Each answers all four questions --Are neatly typed	30 (5 points per rationale)		
Student selections --6 selections --1 selection shows writing process --Minimum of 4 selections from English IV --Uses a minimum of 3 genres	30 (5 points per selection)		
Parent/ approved adult Reflection	10		
Signed honor statement	10		
Teacher/student writing conference	10		
Grade received	100		

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Generating Ideas for a Research Project

Completing a research project is a significant time commitment. As well as requiring a solid time management plan in order to use time efficiently, it is important to choose a topic that will generate interest, enthusiasm, and dedication. The following steps will be helpful in choosing a topic.

Step 1: Decide on the type of assignment to be completed

- **Report:** This type of paper does exactly what it says. It reports on a topic the student has read and researched. It is objective and is concerned only the facts.
- **Research paper:** This project is a more complicated kind of report. It compiles facts from several different types of resources. The writer uses these facts to write a final coherent paper. A research paper can also use numerous sources, both primary and secondary, to address solutions to a specific issue or problem, determine causes and effects, formulate evidence to prove or disprove, compare and contrast, assess, analyze, interpret, or persuade. When this project is complete, the reader should gain a new point of view about the topic the paper addresses.
- **Annotated Bibliography:** An annotated bibliography is a list of sources (books, journals, websites, periodicals, etc.) one has used for researching a topic. A bibliography usually only includes the bibliographic information (i.e. the author, title, publisher, etc.) An annotation is a summary and or evaluation of each source in the list of sources. Annotated bibliographies help the writer learn more about his or her topic, help formulate a thesis, and help other researchers. Depending on one's project or the assignment, the annotations may:
 - **Summarize:** *Some annotations merely summarize the source by analyzing the main arguments, discussing the main point of the book or article, and listing the topics covered in the source.*
 - **Assess:** *After summarizing a source, it may be helpful to evaluate it by determining whether or not it is a useful source, judging the source as reliable or unreliable and biased or objective, and stating the goal of the source.*
 - **Reflect:** *Once the writer has summarized the source, the writer may evaluate the source as to how the source was beneficial to the writer, how it helps shape the argument or determine the thesis, and whether or not the writer's opinion on the subject has changed as a result of the exploration of this source.*
- **Expository Papers:** Expository papers instruct and inform. The thesis statement of an expository paper states a fact and the paper's goal is to support the thesis with verifiable details.
 - **Compare and Contrast:** *This paper approaches two topics and highlights the similarities and differences in each.*
 - **Cause and Effect:** *Examines the relationship between events, explaining how one event or situation causes another.*

- **Problem and Solution:** This paper examines a subject and explains it, then offers and idea for changing it.

Multigenre Research Project: This research project is a collection of different types of writing. Students, in addition to the formal research paper or essay, may choose another type of writing that will also support the thesis of the paper.

Step Two: Choose a Topic

The topics for a research project may be:

Assigned: This paper will require the writer to distinguish him or herself from the rest of the class. It will require specific research on a specific topic assigned by the teacher.

General Subject Assigned: This paper will allow the student some freedom to choose topics within a general subject area. For instance: the general subject assigned might be World War II; however, the student could choose to research weapons, Hemmingway's literary portrayal of the war, the home front, Rosie the Riveter, etc.

Topic Unassigned: The writer has the freedom to choose the topic. The tricky part is that the writer must choose the general as well as the specific topics for the paper.

Characteristics of Good Topics

A good topic is interesting. Since the writer will be working with the topic for an extended length of time, it is essential that the writer have some interest in the subject and some desire to know more about the subject. The wrong topic may be one in which the writer is thoroughly knowledgeable. It won't be challenging or enjoyable to research a topic that the writer already knows everything there is to know about it.

A good topic is manageable. When there are too many resources or information and the writer cannot develop adequate support within the assigned length of the paper, then the topic is unmanageable, too broad, or too vague.

A good topic is available. There must be sources available and obtainable. If they are not, then the topic is possibly too narrow.

A good topic is worthwhile. The paper must say something of substance. Although the writer may be the best judge of whether or not a subject is worthwhile, it is a value judgment and the paper must still make an impact on the reader.

A good topic is original. Simply recounting the well-known facts is not a good topic or does it make for interesting reading. For instance, recounting Abraham Lincoln's biography lacks original thought, but the writer can show original ideas by focusing on how a single aspect of his life, like the books he read as a boy, seems to have influenced his later political decisions.

Characteristics of Poor Topics

A poor topic is too broad. If a topic is too broad, the topic cannot be developed adequately. If there are entire books on the subject, or if there are dozens of subheadings in periodical guides or card catalogs, then the topic is too broad.

A poor topic is too narrow. If the writer is unable to find adequate sources for research, then the topic is too narrow; however, the writer must make sure that it isn't a lack of experiences in digging up references. It is often helpful to look up the general topic related to the narrower topic and then see if more is available.

A poor topic is too trivial. If a subject lacks worth, then it is too trivial. If every source contains the same information about the topic or supports only the writer's opinion, then the topic is too trivial.

A poor topic is too subjective. A subjective topic is one that is biased or personal and because of that bias, it also lacks the objectivity of a "disinterested party." A research paper should not focus on ly on personal opinion and is supported with facts and statistics.

A poor topic is too controversial. Writers can often find themselves bogged down in the arguments of a hotly debated controversy. Objectivity can vanish.

A poor topic is too familiar. Choose a topic that maintains curiosity. The student writer should gain insights in the subject as the paper is written.

A poor topic is too technical. Watch out for topics that involve too much technical language or descriptions.

A poor topic is too factual. A good paper is not just a recitation of facts.

A poor topic is new. For instance, a late breaking news item, no matter how interesting will be an inappropriate topic. Most likely, there will not be sufficient research material available to support a thesis.

Adapted from:

Sorenson, Sharon. *The Research Paper: A Contemporary Approach*. Amsco School Publications. New York, New York. 1999

Created by:
Cindy Honeycutt, LHS

Writing a Thesis Statement

A thesis statement is a one-sentence (or occasionally, two sentences) statement of intent for the research paper. The thesis statement may be revised as the research continues and may change several times during the course of the writing of the paper. It should only cover what is to be discussed in the paper and can be supported with specific evidence. A thesis statement usually appears at the end of the first paragraph, but may also appear in the second paragraph of the paper.

- 1. A thesis statement is an assertion, not a statement of fact or an observation.**
- 2. A thesis statement takes a stand rather than announcing a subject.**
- 3. A thesis is the main idea, not the title. It must be a complete sentence that explains in some detail what you expect to write about.**
- 4. A thesis statement is narrow, rather than broad. If the thesis statement is sufficiently narrow, it can be fully supported.**
- 5. A thesis statement is specific rather than vague or general.**
- 6. A thesis statement has one main point rather than several main points. More than one point may be too difficult for the reader to understand and the writer to support.**

Sample thesis statements

trite, irrelevant	Shakespeare was the world's greatest playwright.
intriguing	The success of the last scene in <i>Midsummer Night's Dream</i> comes from subtle linguistic and theatrical references to Elizabeth's position as queen
emotional, vague	This essay will show that the North American Free Trade agreement was a disaster for the Canadian furniture industry.
worth attention	Neither neo-protectionism nor post-industrial theory explains the steep reversal of fortune for the Canadian furniture industry in the period 1988-1994. Data on productivity, profits, and employment, however, can be closely correlated with provisions of the North American Free Trade Agreement that took effect in the same period.
sweeping, vague	Having an official policy on euthanasia just causes problems, as the Dutch example shows.
suitably complex	Dutch laws on euthanasia have been rightly praised for their attention to the principles of self-determination. Recent cases, however, show that they have not been able to deal adequately with issues involving technological intervention of unconscious patients. Hamarckian strategies can solve at least the question of assignation of rights.

Procter, Dr. Margaret. "Using Thesis Statements." Writing at the University of Toronto. 15 December 2004.
<http://www.utoronto.ca/writing/thesis.html>.

Young, P. West Hill Collegiate Institute. Toronto District School Board. 15 December 2004
<http://schools.tdsb.on.ca/westhill/THESIS.HTM>

For more information about thesis statements: www.owl.english.purdue.edu

C.Honeycutt, LHS

THESIS STATEMENTS

A thesis statement is generally expressed in one or two sentences. It often has two parts. One part presents your paper's limited subject; the other presents your point of view, or attitude, about the subject.

Thesis Statements are not announcements. *Some writers use the thesis statement merely to announce the limited subject of their paper and forget to indicate their attitude toward the subject. Such statements are announcements of intent, not thesis statements.*

- **Announcement:** The thesis of this paper is the difficulty of solving our environmental problems.
- ✓ **Thesis:** Solving our environmental problems is more difficult than many environmentalists believe.

Thesis Statements are not factual statements. *Your thesis and thus your essay should focus on an issue capable of being developed. Your point should be arguable. If a fact is used as a thesis, you have no place to go; a fact generally doesn't invite much discussion.*

- **Fact or observation:** People use many lawn chemicals.
- ✓ **Thesis (factual):** People are poisoning the environment with chemicals merely to keep their lawns clean.

Thesis Statements are narrow rather than broad statements and specific rather than vague. *Avoid stating your thesis in vague, general, or sweeping terms. Broad statements make it difficult for readers to grasp your essay's point. Moreover, if you start with a broad thesis, you're saddled with the impossible task of trying to develop a book-length idea in an essay that runs only several pages.*

- **Broad:** The American steel industry has many problems.
- ✓ **Thesis (narrow):** The primary problem in the American steel industry is the lack of funds to renovate outdated plants and equipment.
- **Vague:** Hemingway's war stories are very good.
- ✓ **Thesis (specific):** Hemingway's stories helped create a new prose style by employing extensive dialogue, shorter sentences, and strong Anglo-Saxon words.

Thesis Statements have one main point rather than several main points. *More than one point may be too difficult for the reader to understand and the writer to support.*

- **More than one main point:** Stephen Hawking's physical disability has not prevented him from becoming a world-renowned physicist, and his book is the subject of a movie.
- ✓ **Thesis (one main point):** Stephen Hawking's physical disability has not prevented him from becoming a world-renowned physicist.

Thesis statements show the emphasis and indicate the methodology of the argument:

- **Emotional, vague:** This essay will show that the North American Free Trade agreement was a disaster for the Canadian furniture industry.
- ✓ **Thesis (worth attention):** Neither neo-protectionism nor post-industrial theory explains the steep reversal of fortune for the Canadian furniture industry in the period 1988-1994. Data on productivity, profits, and employment, however, can be closely correlated with provisions of the North American Free Trade Agreement that took effect in the same period.

Thesis statements make a definite and limited assertion that needs to be explained and supported by further discussion:

- **Trite, irrelevant:** Shakespeare was the world's greatest playwright.
- ✓ **Thesis (intriguing):** The success of the last scene in *Midsummer Night's Dream* comes from subtle linguistic and theatrical references to Elizabeth's position as queen.

Thesis statements show awareness of difficulties and disagreements:

- **Sweeping, vague:** Having an official policy on euthanasia just causes problems, as the Dutch example shows.
- ✓ **Thesis (suitably complex):** Dutch laws on euthanasia have been rightly praised for their attention to the principles of self-determination. Recent cases, however, show that they have not been able to deal adequately with issues involving technological intervention of unconscious patients. Hamarckian strategies can solve at least the question of assignation of rights

THESIS STATEMENT NO-NOS

- ❖ **Never write, “I believe,” “In my opinion,” or “In this paper I will.”**
- ❖ **Never write, “ I think that . . .” Always use third person: “Many people believe that...”**

FURTHER POINTS

- You may have considerable freedom regarding the placement of the thesis in an essay, but you should follow your instructor's recommendations. **The thesis is usually stated in the first paragraph.**
- Sometimes the thesis is reiterated—using fresh words—in the essay's conclusion or elsewhere.
- Once you start writing your first draft, some feelings, thoughts and examples may emerge that qualify, even contradict, your initial thesis. Don't resist these new ideas; they frequently move you toward a clearer statement of your main point.
- Remember, though, your essay must have a thesis. Without this central concept, you have no reason for writing.
- You may revise your thesis at any time while writing your paper. In fact, as you complete your research, your paper's thesis may change.

Adapted from: McMillian Reader, 4TH EDITION, www.owlenglish.com, www.leo.stcloutstate.edu

C.Honeycutt, LHS

Primary and Secondary Documents

South Carolina Language Arts Standards, Grades 9-12

- Research Goal – The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.
 - Gathering Information and Refining a Topic
 - RS2 – The student will gather information from a variety of sources.
 - RS2.1 – Demonstrate the ability to distinguish between **primary** and **secondary sources**.

What are Primary and Secondary Sources?

Historians use a wide variety of sources to answer questions about the past. In their research, history scholars use both *primary sources* and *secondary sources*. Primary sources are actual records that have survived from the past, such as letters, photographs, articles of clothing. Secondary sources are accounts of the past created by people writing about events sometime after they happened.

For example, your history textbook is a *secondary source*. Someone wrote most of your textbook long after historical events took place. Your textbook may also include some *primary sources*, such as direct quotes from people living in the past or excerpts from historical documents.

People living in the past left many clues about their lives. These clues include both primary and secondary sources in the form of books, personal papers, government documents, letters, oral accounts, diaries, maps, photographs, reports, novels and short stories, artifacts, coins, stamps, and many other things. Historians call all of these clues together the *historical record*.

The Historical Record

The historical record is huge. It contains literally billions of pieces of evidence about the past. Despite its huge size, the historical record gives us just a tiny glimpse of the past. Most of what happened in the past was never documented. Many sources of information about the past have been lost or destroyed. Some primary sources were accumulated simply by accident.

But some historical sources were created and saved by people interested in recording history. People kept journals, wrote diaries and autobiographies, recorded family trees, and saved business and personal letters and papers

Analysis of Primary Sources

Historians analyze historical sources in different ways. First, historians think about where, when and why a document was created. They consider whether a source was created close in location and time to an actual historical event. Historians also think about the purpose of a source. Was it a personal diary intended to be kept private? Was the document prepared for the public?

Some primary sources may be judged more reliable than others, but every source is biased in some way. As a result, historians read sources skeptically and critically. They also cross-check sources against other evidence and sources. Historians follow a few basic rules to help them analyze primary sources.

Time and Place Rule

To judge the quality of a primary source, historians use the **time and place rule**. This rule says the closer in time and place a source and its creator were to an event in the past, the better the source will be. Based on the time and place rule, better primary sources (starting with the most reliable) might include:

- Direct traces of the event;
- Accounts of the event, created at the time it occurred, by firsthand observers and participants;
- Accounts of the event, created after the event occurred, by firsthand observers and participants;
- Accounts of the event, created after the event occurred, by people who did not participate or witness the event, but who used interviews or evidence from the time of the event.

Bias Rule

The historians' second rule is the **bias rule**. It says that every source is biased in some way. Documents tell us only what the creator of the document thought happened, or perhaps only what the creator wants us to think happened. As a result, historians follow these bias rule guidelines when they review evidence from the past:

- Every piece of evidence and every source must be read or viewed skeptically and critically.
- No piece of evidence should be taken at face value. The creator's point of view must be considered.
- Each piece of evidence and source must be cross-checked and compared with related sources and pieces of evidence.

Questions for Analyzing Primary Sources

The following questions may help you judge the quality of primary sources:

1. Who created the source and why? Was it created through a spur-of-the-moment act, a routine transaction, or a thoughtful, deliberate process?
2. Did the recorder have firsthand knowledge of the event? Or, did the recorder report what others saw and heard?
3. Was the recorder a neutral party, or did the creator have opinions or interests that might have influenced what was recorded?
4. Did the recorder produce the source for personal use, for one or more individuals, or for a large audience?
5. Was the source meant to be public or private?

6. Did the recorder wish to inform or persuade others? (Check the words in the source. The words may tell you whether the recorder was trying to be objective or persuasive.) Did the recorder have reasons to be honest or dishonest?
7. Was the information recorded during the event, immediately after the event, or after some lapse of time? How large a lapse of time?

Types of Primary Sources

When analyzing primary sources, historians consider the type of primary source under study. Different primary sources were created for different reasons. Knowing the different types of primary sources will help you evaluate the reliability of primary sources. Read about the different types of primary sources below.

Published Documents

Some primary sources are published documents. They were created for large audiences and were distributed widely. Published documents include books, magazines, newspapers, government documents, non-government reports, literature of all kinds, advertisements, maps, pamphlets, posters, laws, and court decisions.

When reviewing published documents, remember that just because something was published does not make it truthful, accurate, or reliable. Every document has a creator, and every creator has a point of view, blind spots, and biases. Also remember that even biased and opinionated sources can tell us important things about the past.

Unpublished Documents

Many types of unpublished documents have been saved, and can be used as primary sources. These include personal letters, diaries, journals, wills, deeds, family Bibles containing family histories, school report cards, and many other sources. Unpublished business records such as correspondence, financial ledgers, information about customers, board meeting minutes, and research and development files also give clues about the past.

Unpublished documents often come from community organizations, churches, service clubs, political parties, and labor unions in the form of membership lists, meeting minutes, speeches, financial and other records. Government at all levels creates a variety of unpublished records. These include police and court records, census records, tax and voter lists, departmental reports, and classified documents.

Unlike published documents, unpublished records may be difficult to find because few copies exist. For example, personal letters may be found only in the possession of the person to whom the letters were sent. Letters of famous or remarkable people may be collected and eventually published. Keep in mind that letter writers did not intend (and perhaps could not imagine) that their letters would be read by more than one person. Because unpublished documents were seldom meant to be read by the public, they provide interesting clues about the past.

Oral Traditions/Oral Histories

Oral traditions and oral histories provide another way to learn about the past from people with firsthand knowledge of historical events. Recently, spoken words that make

up oral histories have gained importance as primary sources. Historians and others find out about the lives of ordinary people through spoken stories and tales. Oral histories provide important historical evidence about people, especially minority groups, who were excluded from mainstream publications or did not leave behind written primary sources.

Oral histories are as old as human beings. Before the invention of writing, information passed from generation to generation through the spoken word. Many people around the world continue to use oral traditions to pass along knowledge and wisdom. Interviews and recordings of community elders and witnesses to historical events provide exciting stories, anecdotes, and other information about the past.

Visual Documents and Artifacts

Visual documents include photographs, films, paintings, and other types of artwork. Because visual documents capture moments in time, they can provide evidence of changes over time. Visual documents include evidence about a culture at specific moments in history: its customs, preferences, styles, special occasions, work, and play.

Like other primary source documents, a visual document has a creator with a point of view -- such as a painter, sculptor, or film maker. Even photographs were created by photographers using film and cameras to create desired effects.

Think about the creator's point of view when you review visual documents. What was the creator's purpose? Why this pose? Why that perspective? Why that framing? Why this distance? Why this subject? What was included? What was excluded? Using visual documents as primary sources requires careful analysis of the content and the point of view of the creator.

Examples of Types of Sources

Primary	Secondary
Account of a historical event by firsthand observers	Bibliographies
Art	Biographies
Artifacts	Commentaries
Audio recordings	Critical essays
autobiographies	Criticisms
Birth certificates	Dictionaries
Court Cases	Dissertations or theses (more usually primary)
Diaries	Encyclopedias
Dissertations or theses (may also be secondary)	Handbooks and data compilations
Documents produced by government agencies	History
Film	Interpretations
Internet - Email	Journal articles
Internet - Listservs	Literature reviews
Internet - Newsgroups	Magazine articles (may be primary)
Interviews	Newspaper articles (may be primary)
Journals	Review articles
Letters	Textbooks
Manuscripts	
Memoirs	
Music	
News footage	
Newspaper account of an event	
Newspaper articles (may also be secondary) Primary if it reports events, secondary if it analyses and comments on these events	
Newspapers	
Novels	
Official memoranda	
Paintings	
Patents	
Performance	
Photographs	
Plays	
Poetry	
Proceedings of Meetings, conferences, and symposia	
Research data	

Scientific journal articles reporting experimental research results	
Sculpture	
Sets of data, such as census statistics	
Short stories	
Speeches	
Surveys	
Technical reports	
Television show	
Tools	
Trial transcripts	
Video recordings	
Weapons	

More information available from the following Internet sites:

- Handouts for Teachers and Staff Development – Library of Congress American Memory Collection - <http://lcweb2.loc.gov/learn/educators/handouts/index.html>
- Defining Primary and Secondary Sources - <http://www.collectionscanada.ca/education/008-3010-e.html>
- Using Primary Sources on the Web – <http://www.lib.washington.edu/subject/History/RUSA/>
- Evaluating Primary Sources - <http://lcweb2.loc.gov/learn/educators/workshop/primary/start.html>
- Primary, Secondary & Tertiary Sources - <http://www.library.jcu.edu.au/LibraryGuides/primsrscs.shtml>
- Primary, Secondary and Tertiary Sources - <http://www.lib.umd.edu/UES/primary-sources.html>
- The Research Process – Primary & Secondary Sources - <http://libweb.sonoma.edu/assistance/research/primary.html>
- What is the Difference Between Primary Sources and Secondary Sources? - <http://www.bhsu.edu/artsscience/writingcenter/faqs1999/fierucci/sourceshp.html>
- Primary Sources vs. Secondary Sources - http://www.bergen.cc.nj.us/Library/userguide/IV_A_prim_sec.html
- Primary and secondary sources - <http://www.ithaca.edu/library/course/primary.html>
- Middle School Lesson Plan – An Introduction to Primary and Secondary Sources - <http://www.floridamemory.com/OnlineClassroom/MaryBethune/lesson1.cfm>
- Lesson Plan – Using Primary Source Documents in the Classroom - <http://www.ohiohistory.org/resource/teachers/primary.html>
- Primary vs. Secondary Sources: What's the Difference? - <http://www.libraries.psu.edu/instruction/infolit/andyou/mod3/privssec.htm>
- Interactive Quiz – Secondary Sources - <http://www.natureshift.org/history/secondary/>

Sites reviewed 12-07-04

Janet Drafts Boltjes – GHS

Print Resources

Encyclopedias

General encyclopedias contain information on a wide range of topics that are organized alphabetically. These encyclopedias attempt to offer material in most subjects and may include data and discussions on the topics. They offer cross-references to lead the reader to other relevant articles within the encyclopedia and are a good starting place for research projects. A few examples of general subject encyclopedias are *The World Book Encyclopedia*, *Encyclopedia Americana* and *Britannica*.

Subject encyclopedias contain in-depth, specialized information on a particular topic. The *Encyclopedia of Urban Legends* and *The Ultimate Soccer Encyclopedia* are two examples of subject encyclopedia.

Almanacs

Almanacs contain concise facts and statistics on diverse subjects and are usually annual publications. Information on countries, governments and timelines can be found in general almanacs such as *The World Almanac and Book of Facts*. Specialized almanacs contain information on specific topics for instance, *Almanac of African American Heritage*.

Dictionaries

General dictionaries are lists of words arranged in alphabetical order with definitions, origins and pronunciations of words. There are unabridged (maximizing) dictionaries that claim to include every word in a language. Abridged (minimizing) dictionaries contain words that are used frequently. One of the most familiar general dictionaries is *Merriam-Webster's Collegiate Dictionary*.

There are subject-specific dictionaries that contain brief information about a single topic such as *Biographical Dictionary of Hispanic Americans* or *Dictionary of American History*.

Biographies

Information about people can be found in a variety of resources. There are the standard biographies about individuals that are written by someone other than the subject. These works contain detailed personal information as well as the basic facts.

Autobiographies are written by the subject and contain the same kind of information as biographies.

Collective biographies contain information about people who have something in common such as *African-American Poets* and *Twentieth-Century Women Politicians*. There are also reference volumes where biographical information can be found. Some examples are *The Grolier Library of Women's Biographies* and *Current Biography Yearbook*.

Maps, Graphs, Charts and Atlases

Maps are simple, two-dimensional representations of the surface of the earth or the solar system. Most, but not all, maps are drawn to scale

Graphs are diagrams such as a bar graph or a pie chart that demonstrate a quantitative relationship.

Charts are most often data displayed in columns.

Atlases are bound volumes of maps that may include informational text and statistics. An atlas may contain maps of the entire world, a particular region or road maps. There are also historical and demographic atlases. Some examples are *Atlas of American Migration* and *The Atlas of World Archaeology*.

Literary Criticism

Literary criticism resources contain evaluations and analyses of works of literature. These reference works would be used when studying written material by a particular author, a specific title or genre of literature. These works do not provide information about the authors. Some examples of literary criticism works are *Modern American Literature*, *Reference Guide to English Literature* and *American Writers: A Collection of Literary Biographies*.

Fiction

Fiction books are works of literature based on the imaginations of the authors. Many current fiction titles contain disclaimers about any similarities in the books to real people, place or events. The Harry Potter books are excellent examples of contemporary fiction created from a individual's imagination. There are many older fiction titles that are considered classics because of their wide appeal to readers a long period of time.

Some authors create fiction stories around factual information. A contemporary example is *The Da Vinci Code: a Novel* by Dan Brown.

www.answers.com

www.hyperdictionary.com

www.library.csuhayward.edu/staff/highsmith/refworks.htm

Evaluating Print Sources

Student's Name: _____

Author's Name _____

Title of Article _____

Publisher _____ Date of Publication _____

1. Authority

- a. Are the author's qualifications, such as education, occupation or position listed?

Yes | No | Don't Know

Explain _____

- b. Is a reference list included showing that the author has researched the topic?

Yes | No | Don't Know

Explain _____

2. Accuracy

- a. Does the reference list contain books and/or articles that are accurate and reliable?

Yes | No | Don't Know

Explain _____

3. Currency

- a. Based on the date of publication, will the facts or opinions given in this publication be outdated for your purposes?

Yes | No | Don't Know

Explain _____

4. Objectivity

- a. Does the information presented cover fact, opinion, or propaganda?

Fact | Opinion | Propaganda

Explain _____

- b. Does the information appear to be valid and well researched?

Yes | No | Don't Know

Explain _____

- c. Is the language free of emotion-arousing words and bias?

Yes | No | Don't Know

Explain _____

5. Purpose

- a. Is this a publication for people who are already knowledgeable about the subject?

Yes | No | Don't Know

Explain _____

- b. Is this resource of a more popular nature, written for people with no special expertise about the subject?

Yes | No | Don't Know

Explain _____

- c. Is this source too elementary, too technical, too advanced, or just right for your purposes?

Too elementary | Too technical | Too Advanced | Just right

Explain _____

Janet D. Boltjes, GHS

Electronic Resources

Web based

The Internet, also referred to as the World Wide Web, is an interconnected network of computers that communicate via telecommunications lines or satellites. The original Internet was created by the U. S. government in 1969. The Internet as we know it today became commercially available to consumers in 1995.

The Internet can be a valuable tool for personal, professional and academic purposes. Because there is not a governing agency for the World Wide Web anyone can post various types of information on a website. This information does not have to be true or authoritative. Dependable sites post the sponsoring organization, company or person prominently and include contact information.

Online Databases

Databases are collections of information that are stored in an orderly fashion, easily accessible and managed by a group or organization. For South Carolina residents, DISCUS is a free online database sponsored by the South Carolina State Library. DISCUS databases cover various topics and can be accessed from any computer with Internet connectivity. Usernames and passwords are required if not at a school or public library. Those can be obtained from librarians and media specialists. (www.scdiscus.org)

Other databases are available by subscription only such as *Facts-on-File*. *SCOIS* and *Discover* are other examples of online databases

Information in online databases is accurate, current and reliable. When conducting a research project, these databases can provide users with authoritative information without the added time and effort of searching for the sponsoring organizations or individuals.

CD-ROM / DVD-ROM

CD-ROM (compact disc-read only memory) and DVD-ROM (digital video disc-read only memory) are two formats that hold information in a variety of formats. Neither of these requires Internet access and can be purchased at electronic stores. Encyclopedias such as *The World Book* and various other reference works are available in CD or DVD format.

Streaming Video

United Streaming offers teachers in South Carolina access to digital videos and video clips for instruction. The US database also offers an image library, daily calendar facts, and a quiz center. Blackline masters and standards correlations are available for many of the videos.

Other Resources

Interviews

Interviews can be conducted face-to-face or online through email. Interviews are conducted in order to obtain information from an individual, usually for a job. These conversations can also be held to obtain facts or statements.

If conducting an interview via email, it is important to make personal contact with the interviewee first, either by phone or in person.

Additional Resources

Other useful sources of information are films, television or radio broadcasts, sound recordings and cartoons or comic strips.

www.answers.com

www.hyperdictionary.com

www.library.csuhayward.edu/staff/highsmith/refworks.htm

Evaluating Periodical (Database) Resources

Student's Name: _____

Author's Name _____

Title of Article _____

Publisher _____ Date of Publication _____

1. Authority

- a. Are the author's qualifications, such as education, occupation or position listed?

Yes | No | Don't Know

Explain _____

- b. Is a reference list included showing that the author has researched the topic?

Yes | No | Don't Know

Explain _____

2. Accuracy

- a. Does the reference list contain books and/or articles that are accurate and reliable?

Yes | No | Don't Know

Explain _____

3. Currency

- a. Based on the date of publication, will the facts or opinions given in this publication be outdated for your purposes?

Yes | No | Don't Know

Explain _____

4. Objectivity

- a. Does the information presented cover fact, opinion, or propaganda?

Fact | Opinion | Propaganda

Explain _____

- b. Does the information appear to be valid and well-researched?

Yes | No | Don't Know

Explain _____

- c. Is the language free of emotion-arousing words and bias?

Yes | No | Don't Know

Explain _____

5. Purpose

- a. Is this a publication designed for popular reading?

Yes | No | Don't Know

Explain _____

- b. Is this a publication for people who are experts in their field?

Yes | No | Don't Know

Explain _____

- c. Why was this article written?

Persuasion | Information | To prove a point

Explain _____

- d. For what type of reader is the author writing?

General reader | Students | Specialists or professionals | Researchers or scholars

Explain _____

Janet D. Boltjes, GHS

Evaluating Internet Sources

Student's Name _____

Web Address _____

Author's Name _____

Title of Page _____ Last Date of Revision _____

1. Authority

- a. Are the author's qualifications, such as education, occupation or position listed?

Yes | No | Don't Know

Explain _____

- b. Is a reference list included showing that the author has researched the topic?

Yes | No | Don't Know

Explain _____

- c. Is the sponsor of the page reputable?

Yes | No | Don't Know

Explain _____

2. Accuracy

- a. Is the information reliable and error-free?

Yes | No | Don't Know

Explain _____

- b. Is there an editor or someone who checks the information?

Yes | No | Don't Know

Explain _____

3. Currency

- a. What is the date the page was written?

Yes | No | Don't Know

Explain _____

- b. Are the links current and working?

Yes | No | Don't Know

Explain _____

4. Objectivity

- a. Does the information presented cover fact, opinion, or propaganda?

Fact | Opinion | Propaganda

Explain _____

- b. Does the information appear to be valid and well-researched?

Yes | No | Don't Know

Explain _____

- c. Is there any advertising on the page?

Yes | No | Don't Know

Explain _____

5. Purpose

- a. Why do you think this page put on the web?

Explain _____

- b. Does this page offer information that is not available elsewhere?

Yes | No | Don't Know

Explain _____

- c. For what type of reader is the author writing?


General reader | Students | Specialists or professionals | Researchers or scholars

Explain _____

J.Boltjes, GHS

Information Literacy: Search Strategies

Choose the Best Search for Your Information Need

Information need	Search strategy
I need a few good hits fast (e.g., organization's homepage, popular sites for a topic)	Google - largest index ¹ results ranked by general popularity with "blind spots." ² with cached copy when site unavailable. Yahoo!Search - redesigned search and index
I need an answer (find facts, look up words, calculate, convert)	MSN Search - find a fact/name, statistic/conversion, definition/spelling, or answer to a math problem/equation (from Encarta Answers). Ask Jeeves identifies names, weather & ready reference information. Yahoo - Shortcuts  to local, news, reference, travel, calculator
I need to preview results quickly before I investigate them further.	ZapMeta and Clusty - choose preview of metasearch result pages.
I need to search broadly - what am I missing with one engine?	Thumbshots (IE5+) results show differences between two search engines JUX2 results from one engine can be compared to others
I need a better grasp of my topic using high-quality annotated academic sites.	Librarians' Index to the Internet - "thinking person's Yahoo" ³ with weekly updates (rich California resources included) Infomine - university directory with flexible search options. Resource Discovery Network selected by subject specialists (British post-secondary focus)
I want to search on confusable (e.g. bush v. Bush) or ignored words (e.g. there v. There - a company) in a phrase (e.g., "Vitamin A" or "to be or not to be").	Google - use quotes around phrase, or +word (Soopie teaches these features)
I'm not sure how to spell (e.g. "Ku Klux Klan" or "Klu Klux Klan") or define something.	Use a dictionary for the correct spelling or definition. Google suggests alternative spellings (e.g., recieve/receive) to generate larger results, or use [define : <add your word>] for definition and context.
I need a template to focus my search .	"Advanced Search" templates prompt adding words and phrases, limiting by domain and language. Teoma Advanced - search geographic region. Google Advanced search file format and pages containing a numeric range (e.g., #...#)
I need to organize and refine my results .	Combine major engine results (metasearch) clustered by topics.

	<p>Select keywords to pinpoint your search further.</p> <ul style="list-style-type: none"> • Clusty - ranks results by relevance (like Google) and clusters hierarchically (Vivisimo). Select tabs for blogs, Wikipedia results. • Surf Wax - preview page ("SiteSnap") and locate key words "Matched in Context." Add "Focus Words" to narrow your next search.
I need to visualize relationships among ideas.	<p>Grokker (Yahoo search) KartOO (European engine) and Web Brain (small index) visually relate terms. Visual Thesaurus - connects related words and meanings. Drill down human-created dmoz directory to see context.</p>
I need a subject hub prepared by an expert.	<p>Virtual LRC - searches high-quality directories (or limit by site). AllLearn directories and learning guides (pathfinders) by academic specialists (for online courses @Oxford, Stanford and Yale). Pinakes - a subject launchpad to academic gateways. WWW Virtual Library - oldest subject-organized catalog to full-text, databases and gateways, maintained by worldwide volunteers. Search BUBL LINK directory of academic sites (European focus); drill down Dewey numbers or browse by subject terms. Teoma - suggests expert hub-sites (to the right of the results).</p>
I need balanced information from verified sources for a school research project to take home .	<p>Some research is best accomplished with print books and periodicals. Ask your local librarian.</p>
I need biographical information.	<p>Biography.com - search 25,000 popular figures Lives - links to A-Z Web biographies (dead people only), also sorted into eras, professions, regional categories, cultures, rudimentary search.</p>
I need government information.	<p>First Gov (US) DirectGov (UK) - search government, state and local, or drill down the directory.</p>
I need the current buzz or breaking news .	<p>Clusty Blog search ranked results, clustered hierarchically NewsNow UK news portal refreshes every 5 min. Technorati (weblogs) or Daypop (blogs + breaking news) Blogdex - lists fastest spreading ideas in weblogs Newsblaster - machine summary of day's major stories and images - automatically collects, categorizes, and summarizes news events, reflecting the media from a particular country. 10x10 - machine-compiled single image encapsulating a moment in time, composed hourly of 100 words and pictures that "matter most" on a global scale.</p>
I need to compare front page treatment of news.	<p>Press Display - replicas of 200 daily newspapers from 55 countries Newseum - replicates 403 daily front pages from 44 countries</p>
I need more complete news coverage .	<p>Yahoo News - categorized depth and breadth, audio/video/photos + continuously updated with 7-14 day archive + editor-selected "Full Coverage" news background Google News - 4500 machine-gathered and grouped sources (no editors) 30 day archive. World News Network - word news from 500 sources organized by region, topic, industry, breaking news, broadcasts.</p>
I need to get a overview of the media in a region or industry.	<p>Headline Spot - selected directory of established media by subject, industry or area (large cities, states, countries, regions).</p>

I need news background to understand the latest headlines.	Behind the Headlines - selected, indexed and annotated resources, by 50+ subject specialists in British educational and research organizations. US News Briefing Book - basic facts, biographies of key players, and links to relevant online documents and sites compiled by magazine staff.
I need accurate, objective information on hot topics (current and controversial).	Social Issues - K-12 topic sources chosen by public library Homework Center. BIOTIN - social issues resources, Catholic perspective Hot Topics Supersites - controversial topics, public university librarian. Public Agenda Online - facts, background, perspectives and analysis of public attitudes on social issues by opinion research organization.
I want to get opinions on current issues.	Yahoo Opinion editorials Opinions/Editorials links PollingReport - aggregates American public opinion surveys Blogstreet identifies "neighborhoods" of influence Google Usenet Advanced Search - searches newsgroups.
I need news from other countries' perspectives .	Newspaperindex.com - selective links to newspapers worldwide World Press Review - nonpartisan, contextualized reporting of international perspectives on issues All the Web News advanced - search 7 days coverage, 3000+, multilingual Search Engine Colossus - links to search engines and directories from 198 countries and 61 territories Abyz News Links - portal to international news media (newspapers, internet services, magazines, and press agencies).
I need local news.	Topix.net - machine-created local (zip code) news by topic.
I need encyclopedia information.	CIA World Factbook by country or search data. InfoNation - compare data for (up to 5) UN countries Wikipedia - volunteer-created encyclopedia (via Clusty Reference tab - results are categorized) categorize results)
I need statistical data depth .	Statistical Information help page
I need access to results from databases ("invisible Web") not easily searchable in general engines.	Turbo10 - searches user-selected deep Web resources Invisible Web - high-quality directory selected by experts Resource Discovery Network - keyword search Direct Search - links by expert Depth of Search: Choosing Invisible Web Databases - small list geared to K-12
I need primary sources .	Repositories of Primary Sources - by country, region Ready, 'Net, Go - index of archival indexes worldwide
I need a document format (pdf, ps, xls, ppt, rtf).	Google Advanced - searches formats (Acrobat, Postscript, Word, Excel, Powerpoint, Rich Text) Search Adobe PDF Online - see summary before downloading.
I need multimedia (images, audio, video) content.	Creative Commons search audio, images, text, video, and other formats that are free to share online Singingfish - large index, configurable, searches saved Yahoo!Search video , images Lycos MultiMedia - search pictures, audio, video, mp3 , AltaVista- select format, size, etc - images , mp3/audio , video Google Image Search - indexes 1billion+, advanced narrows by

	<p>size or type.</p> <p>Classroom Clipart - browse categories suitable for K-12.</p> <p><i>Fine arts:</i> ADAM, FAMSE, SILS, Richman's list of picture/art sites.</p> <p>American Memory US historical maps, motion pictures, photos and prints, sound recordings.</p> <p>FindSounds - locates sound effects, musical instruments, animals</p>
I heard part of a radio program and want to hear all of it.	<p>PublicRadioFan - directory program/station name, location, category, time.</p> <p>HP Speechbot - searches audio of programs, results include audio link and transcript of words in context, sort by date</p>
I need free or inexpensive software .	<p>CNET - meta search engine, reviews of shareware.</p>
I need a map .	<p>National Geographic's MapMachine: world physical, political print Geography Network dynamic maps, downloadable data</p> <p>World of Maps search or browse</p> <p>World Atlas and World Maps - links to maps</p> <p>Maptech MapServer - search topographical, aerial/satellite, nautical maps - place icons on locations, see latitude and longitude</p> <p>American FactFinder Maps - U.S. Census 2000 thematic and dynamic data maps</p> <p>MapQuest - U.S. driving directions.</p> <p>Cornell Digital Earth world maps: choose data (geological, geographical, geophysical), create and download image</p> <p>Infomine Maps & GIS search</p>
I need a quotation .	<p>A9 - search Inside the Book (Amazon + Google)</p> <p>Bartleby's searchable database, Respectfully Quoted - U.S. political, The Quotations Page Quoteland Quotations Archive, Creative Quotations</p>
I want to get advice from experts.	<p>Ask A+ Locator - browse (subject, name) or search high-quality experts selected by Virtual Reference Desk</p> <p>SourceNet Experts - experts useful to journalists</p> <p>Sources and Experts - maintained by news researcher (FL focus)</p> <p>AllExperts - About.com volunteer-experts (expertise in self-profile)</p>
I need a virtual librarian .	<p>24/7 - live reference from public library system.</p> <p>Ask a Librarian - chat with or e-mail Library of Congress subject-specialist</p>
I want notice of selected new sites .	<p>Scout Report subscribe to weekly e-mail of new sites (general, or in science/technology categories)</p> <p>Librarians' Index to the Internet weekly e-mail or RSS feed</p>
I need to periodically rerun a search .	<p>GoogleAlert tracks 5 interests, e-mails results</p> <p>Create custom page - Yahoo's My Sources, HotSheet, AmphetaDesk, RSS Headliner with your choice of aggregated news sources.</p>
I need sites just for kids .	<p>KidsClick! - click through librarian selected and organized subject tree, or search 600+ high-quality sites. Use Dewey classification to add sites to your library catalog.</p> <p>Yahooligans! - kid-safe results from directory, clustered by category</p> <p>Ithaki - metasearch engine (Dmoz Kids, Yahooligans, FactMonster, ArtKidsRule, AolKids, AppuKids, Discovery School)</p>

The above information about where to locate info via the Internet is located online at <http://www.noodletools.com/debbie/literacies/information/5locate/adviceengine.html>

and will be most useful by accessing this site (rather than working from this print version) because it is constantly updated and because the hot links will direct user to the selected resource. Permission to distribute in print and electronic (CD-ROM) format and to link to the web site once district guide is online has been graciously granted by Debbie Abilock, creator.

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¹ Sullivan, Danny. "[Search Engine Size Wars V Erupts](#)." 11 Nov. 2004. Search Engine Watch. <<http://blog.searchenginewatch.com/blog/041111-084221>>

² According to Steve Johnson in "[Digging for Googleholes](#)." Slate 16 July 2003. <<http://slate.msn.com/id/2085668/>>, blind spots are a function of user demographics which affect link popularity consensus:

- "Apple" when you want "apple" (computer users)
- References to articles retrieved more often than books (online favored over print)
- Shopping sites rank higher than impartial reviews (buying habits)

³ Cohen, Laura B. "The Web as a Research Tool: Teaching Strategies for Instructors." [Choice](#) Aug. 1999: 29.

For search engine features and performance see [Search Engine Watch](#) To understand how search engines search and rank results, see "[Search Engine Optimization](#)" at SearchEngines.com.

Conducting a Personal Interview

- * *Is an interview appropriate:* While interviews can be fun and interesting, they are not always the best resource for your research. First determine if an interview is appropriate for the type of research you are conducting.
- * *Determine the purpose of the interview:* This will help you to determine the best subject(s) for your interview.
- * *Make an appointment:* Always contact your interviewee well in advance of the interview to set up an appointment time. Choose a setting with little distraction. Explain the purpose of your interview. Allow plenty of time for your questions as well as time for other questions that may spring up during the interview.
- * *Do your research:* Always be well prepared with background information regarding your topic. An interview should not be resource for your research.
- * *Prepare questions:* While you may think of additional questions during the interview, always come prepared with questions (written). Avoid “yes” and “no” questions. Questions should be neutral, worded clearly, and asked one at a time. Try to keep the questions open-ended. Remember, the interviewee should talk the majority of the time, not the interviewer.
- * *Recording the interview:* Many interviewers like to use tape recorders. This is perfectly acceptable with the interviewee’s approval. However, do not rely solely on the recorder; come with paper and pencil and make notes (esp. spelling). However, do not ignore the interviewee while taking these notes; make sure to make eye contact.
- * *Write your information up within hours of the interview:* It is important to write your information while it is fresh and clear in your mind. You may also discover you have follow-up questions you would like to ask the interviewee.
- * *Write a thank you note:* It is polite and expected that you properly thank your interviewee for his/her time.
- * *Email interviews* are becoming more and more common. It is acceptable to conduct an interview by email and sometimes is easier for both parties. However, remember to follow all of the above recommendations on an email interview as well.

S.Register, LHS

USING BIBLIOGRAPHY NOTE CARDS

Many students find using note cards a helpful way to organize their research notes. When writing note cards you should use index cards. You may find it helpful to organize them by using colored note cards. Please remember that 3x5 note cards will be too small. Opt for 4x6 or 5x8 index cards.

Note cards are used to help students select relevant material and categorize it into topics.

You will create two kinds of note cards. First, there is the **source card**. This card includes the source information, which will be needed to create your *Works Cited Page* for your research paper. Each source card should be numbered separately in the upper right-hand corner. In the center of the card record your source information. At the bottom of the card record your source location, such as Lexington High School Media Center or Internet. Below, see an example of what a source card would look like:

1
Author. Title. Publishing Information, Copyright Date.
LHS Media Center

1
Jackson, Tom. Building an Airplane. New York: Harcourt Publishers, 1994.
LHS Media Center

The second kind of card is your **note-taking card**. This card will contain the actual information you intend to use in your research paper, such as direct quotes and paraphrased information. In the top right-hand corner number the card according to the source card. In other words, all information taken from source number 1 will be designated with a number 1 in the upper right-hand corner of each note-taking card.

In addition to the number, you will include the **in-text citation** for your information. Use parenthesis to note the author's last name and page number your information came from, in the case of a print source. Please refer to the handout *In-Text (Parenthetical) Citations* for the correct format for the type of source you are referencing.

Also, you should include a topic heading in the upper left-hand corner of every note-taking card. You may include subheadings if you feel they would be useful to you. These should relate to the topics listed on your outline for writing the paper.

On the rest of your card you may write your notes from your research. There should be no more than one piece of information per card.

See below for an example:

	1
Topic Heading	(Author's Page #) Last Name
One direct quote or paraphrase per card.	

	1
Famous quotes	(Register 45)
"It is not important who you think you will become, but who you are now that matters."	

Once you have collected all of your information, you will need to arrange the bibliography cards in such a way that they will be useful to you when writing the research paper. The easiest way to do this is to create an outline and divide your cards into the topics for each section in the outline.

It is possible that you may not use all of your cards or that you may change your mind about their placement as you write the paper. This is not a problem. Keep all cards, even those you do not use, until you have completed the paper and received the final grade.

S.Register, LHS



Developing an Outline

Brought to you by the Purdue University Online Writing Lab at <http://owl.english.purdue.edu>

To review a sample outline, see the OWL document Sample Outline at http://owl.english.purdue.edu/handouts/general/gl_outlinS.html. For more information about writing research papers at <http://owl.english.purdue.edu/workshops/hypertext/ResearchW/index.html>, see our overview page as well as our new, extensive research paper workshop. For general writing concerns at <http://owl.english.purdue.edu/handouts/general/index.html>, see our overview page on that topic. See the OWL document When You Start to Write for more help with the early stages of the writing process at http://owl.english.purdue.edu/handouts/general/gl_plan2.html.

Developing an Outline

An outline is:

- A logical, general description
- A schematic summary
- An organizational pattern
- A visual and conceptual design of your writing

An outline reflects logical thinking and clear classification.

Purpose

General:

- Aids in the process of writing

Specific:

- Helps you organize your ideas
- Presents your material in a logical form
- Shows the relationships among ideas in your writing
- Constructs an ordered overview of your writing
- Defines boundaries and groups

Process

Before you begin:

- Determine the **purpose** of your paper.
- Determine the **audience** you are writing for.
- Develop the **thesis** of your paper.

Then:

- **Brainstorm:** List all the ideas that you want to include in your paper.
- **Organize:** Group related ideas together.
- **Order:** Arrange material in subsections from general to specific or from abstract to concrete.
- **Label:** Create main and sub headings.

Theory

An outline has a balanced structure based on the following principles:

- Parallelism
- Coordination
- Subordination
- Division

Parallelism

Whenever possible, in writing an outline, coordinate heads should be expressed in parallel form. That is, nouns should be made parallel with nouns, verb forms with verb forms, adjectives with adjectives, and so on (Example: Nouns: computers, programs, users; Verbs: to compute, to program, to use; Adjectives: home computers, new programs, experienced users). Although parallel structure is desired, logical and clear writing should not be sacrificed simply to maintain parallelism. (For example, there are times when nouns and gerunds at the same level of an outline are acceptable.) Reasonableness and flexibility of form is preferred to rigidity.

Coordination

In outlining, those items which are of equal significance have comparable numeral or letter designations: an A is equal to a B, a 1 to a 2, an a to a b, etc. Coordinates should be seen as having the same value. Coordination is a principle that enables a writer to maintain a coherent and consistent document.

Correct coordination

- A. Word processing programs
- B. Database programs
- C. Spreadsheet programs

Faulty coordination

- A. Word processing programs
- B. Microsoft Word
- C. Page Maker

Explanation: Word is a type of word processing program and should be treated as a

subdivision. Page Maker is a type of desktop publishing program. One way to correct coordination would be:

- A. Types of programs
 - 1. Word processing
 - 2. Desktop publishing
- B. Evaluation of programs
 - 1. Word processing
 - a. Word
 - b. Word Perfect
 - 2. Desktop Publishing
 - a. Page Maker
 - b. Quark Express

Subordination

In order to indicate levels of significance, an outline uses major and minor headings. Thus in ordering ideas, you should organize it from general to specific or from abstract to concrete- the more general or abstract the term, the higher the level or rank in the outline. This principle allows your material to be ordered in terms of logic and requires a clear articulation of the relationship between component parts used in the outline. Subdivisions of each higher division should always have the same relationship to the whole.

Correct subordination

- A. Word processing programs
 - 1. Microsoft Word
 - 2. Word Perfect
- B. Desktop publishing programs
 - 1. PageMaker
 - 2. Quark Express

Faulty subordination

- A. Word processing programs
 - 1. Word
 - 2. Useful
 - 3. Obsolete

Explanation: There is an A without a B. Also 1, 2, and 3 are not equal; Word is a type of word processing program, and *useful* and *obsolete* are qualities. One way to correct

this faulty subordination is:

- A. Word
 - 1. Positive features
 - 2. Negative features
- B. Word Perfect
 - 1. Positive features
 - 2. Negative features

Division

To divide you always need at least two parts; therefore, there can never be an A without a B, a 1 without a 2, an a without a b, etc. Usually there is more than one way to divide parts; however, when dividing use only one basis of division at each rank, and make the basis of division as sharp as possible.

Correct division

- A. Personal computers: hardware
 - 1. Types
 - 2. Cost
 - 3. Maintenance
- B. Personal computers: software

Faulty division

- A. Computers
 - 1. Mainframe
 - 2. Micro
 - a. Floppy disk
 - b. Hard disk
- B. Computer uses
 - 1. Institutional
 - 2. Personal

Form

The most important rule for outlining form is to be consistent!

An outline can use **topic** or **sentence** structure.

A **topic** outline uses words or phrases for all entries and uses no punctuation after entries.

Advantages: presents a brief overview of work and is

generally easier and faster to write than a sentence outline.

A **sentence** outline uses complete sentences for all entries and uses correct punctuation.

Advantages: presents a more detailed overview of work including possible topic sentences and is easier and faster for writing the final paper.

An outline can use Roman numerals/letters or decimal form.

Roman Numeral

- I.
 - A.
 - B.
 - 1.
 - 2.
 - a.
 - b.

Decimal

- 1.0
 - 1.1
 - 1.2
 - 1.2.1
 - 1.2.2
 - 1.2.2.1
 - 1.2.2.2

See OWL handout for a sample outline at http://owl.english.purdue.edu/handouts/general/gl_outlinS.html. See next page for important info.

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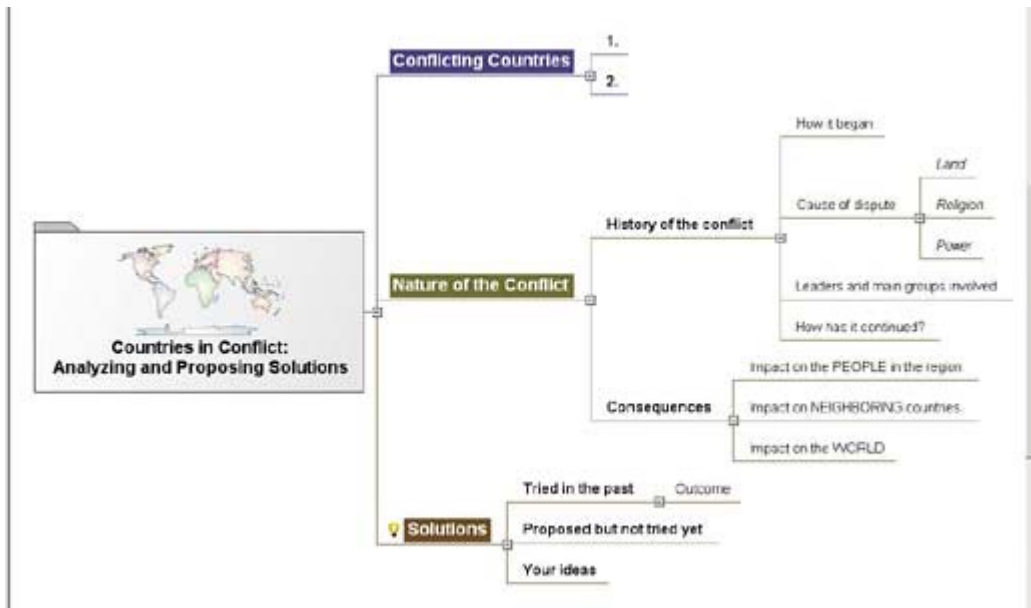
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From <http://www.matchware.net/en/products/openmind/default.htm>

TOPIC SENTENCES

What is a topic sentence?

A topic sentence states the main point of a paragraph: it serves as a mini-thesis for the paragraph.

What does a topic sentence do?

As found in MIT Online Writing and Communication Center's, "Topic Sentences: Fact Sheet and Exercises":

A topic sentence performs at least some of the following functions:

1. Announces the topic: "A polar bear walks in a way all its own." - Barry Lopez
2. Makes a transition from the previous paragraph: "Like sensations, ideas are neither true nor false." - Mortimer J. Adler
3. Asks and answers a rhetorical question: "What about motion that is too slow to be seen by the human eye? That problem has been solved by the use of the time-lapse camera." - James C. Rettie
4. Forecasts sub-topics to be dealt with in the paragraph or in a whole section of paragraphs: "Oppressed groups are denied education, economic independence, the power of office, representation, an image of dignity and self-respect, equality of status, and recognition as human beings." - Kate Millett

Where do topic sentences go?

The only clear rule on the placement of a topic sentence is that each paragraph must have one. However, most writers find that placing a topic sentence at or near the beginning of a paragraph helps lead the reader to the writer's main point.

How do I know if I have written a good topic sentence?

As found in Marques', "The Topic Sentence":

A good topic sentence is broad enough to be developed by specific details. However, if a topic sentence is too general, the remainder of the paragraph will have to be either extremely long in order to give an adequate explanation of the idea, or it will have to contain nothing but more general statements.

A topic sentence can be evaluated by asking a few questions.

1. Does the topic sentence present one--and only one--topic?
2. Is the topic sentence an overgeneralization?
3. Does the sentence give strong direction to the whole paragraph?

Usually, it is difficult to say that a topic sentence is "good" or "bad." It is possible, however, to say that one topic sentence is better than another.

Does everything in the paragraph have to relate to the topic sentence?

YES! Topic sentences state your claim or main point. All the sentences that follow must relate to the topic sentence in some way. If you find yourself straying from your topic sentence, consider beginning a new paragraph.

❖ All topic sentences must relate to your thesis statement!

Sources:

Marques, S. "The Topic Sentence." Kentridge High School. 3 March 1999. 9 Dec. 2004.

http://www.kent.k12.wa.us/KSD/KR/WRITE/GEN/topic_sent.html

MIT Online Writing and Communication Center. "Topic Sentences: Fact Sheet and Exercises." Massachusetts Institute of Technology. 2001
http://web.mit.edu/writing/Writing_Process/topicsentence.html.

TRANSITION WORDS AND PHRASES

❖ *Transitions are words and phrases that show the connection between ideas.*

To show addition:

Again	Moreover	What's more
And	Nor	In addition
And then	Too	Additionally
Besides	Next	Also
Equally important	First, second, etc.	As well
Finally	Lastly (Last)	
Further	Furthermore	

To show time:

At length	Then	Before
Immediately	Later	Concurrently
Thereafter	Previously	Currently
Soon	Formerly	During
After a few hours	First, second, next, etc.	Meanwhile
Afterwards	And then	Simultaneously
Finally		Subsequently

To show comparison:

But	On the contrary	Simultaneously
Yet	After all	Meanwhile
And yet	For all that	In the meantime
However	In contrast	Whereas
Still	At the same time	By comparison
Nevertheless	Although	Compared to
Nonetheless	Although this is true	Balanced against
Notwithstanding	While this is true	Vis a vis
On the other hand	Conversely	In conjunction with this

To give examples:

For instance	As an illustration	Namely
For example	In this case	Specifically
To demonstrate	In another case	
To illustrate	Take the case of	

To emphasize:

Obviously
In fact
As a matter of fact
Indeed
In any case
In any event

That is
Definitely
Extremely
Absolutely
Positively
Naturally

Surprisingly
Perennially
Emphatically
Without a doubt
Unquestionably
Certainly

To repeat:

In brief
In short
As has been noted
In other words

To conclude:

Hence
Therefore
Accordingly
Consequently
Thus
As a result

To summarize:

In brief
On the whole
Summing up
To conclude
In conclusion

To prove:

Because
For
Since
For the same reason
Obviously

Evidently
Furthermore
Moreover
Besides
Indeed

In fact
In addition
In any case
That is

To show exception:

Yet
Still
However

Nevertheless
In spite of
Despite

Of course
Once in a while
Sometimes

To show sequence:

First, second, third, etc.
Next
Then
Following this
At this time
Now
At this point
After

Afterward
Subsequently
Finally
Consequently
Previously
Before this
Simultaneously
Concurrently

Thus
Therefore
Hence
Next
And then
Soon

NOTE: Do not use “firstly,” “secondly,” “thirdly,” etc.

To show cause and effect:

Accordingly
Consequently
Hence
So
Therefore
Thus

To show concession:

It is true that
Granted that
It may appear that
Naturally
Of course

S. Register, LHS

CREATING PARAGRAPHS

Writers organize sentences into groups of related ideas, or paragraphs, to make their ideas easier to read and understand. Use the following guidelines when creating paragraphs in your writing:

- Paragraphs generally have at least three sentences: topic sentence, quote or example, and support or explanation.
- Each paragraph should have one main idea, usually stated in a topic sentence.
- The body of the paragraph should develop the main idea with supporting facts and examples.
- A new paragraph would begin each time the action, the speaker, the setting or the topic changes.
- Each new paragraph should be indented one tab or five spaces.

There are three qualities that make a successful paragraph:

1. **Unity** (A paragraph should focus on one main idea)
 - Has a topic sentence that clearly states the main idea
 - All other sentences must relate to the main idea of the paragraph
2. **Coherence** (Its parts should be clearly related)
 - Details fit together clearly in a way that readers can easily follow
 - You can repeat key terms, organize ideas using parallel structure, or use transitions
3. **Development** (Its main idea is supported with specifics or details)
 - Explore the topic fully using details and evidence
 - Use concrete examples from text or real life

A paragraph, like a paper, should be long enough to fully develop the idea that is being presented and advance the piece of writing. Sometimes a paragraph will be short; sometimes it will be long. Think more about the unity, coherence, and development of a paragraph than the basic length. If you are worried that a paragraph is too short, then it probably lacks sufficient development. **DO NOT ADD FLUFF WORDS TO INCREASE LENGTH; ADD IMPORTANT INFORMATION THAT FURTHER DEVELOPS THE TOPIC.**

**Note: these same characteristics should be applied to the paper as a whole.*

INTRODUCTION PARAGRAPHS:

Do:

- Always include a thesis statement
- Give general information about the paper topic
- *Use any combination of the following:*
- Use a clincher sentence
- Open with a question
- Use an anecdote

Don't

- Summarize entire paper
- Never write: "In this paper I will..."

CONCLUSION PARAGRAPHS:

“The conclusion should give the reader a feeling of completeness and finality”
(Macmillan Reader 63).

Do:	Don't:
(You may use any combination of the following.)	
<ul style="list-style-type: none">• Summary—review the thesis and topic sentences using new wording	<ul style="list-style-type: none">• Do not open up new ideas in a conclusion
<ul style="list-style-type: none">• Make a prediction	<ul style="list-style-type: none">• Avoid using quotes
<ul style="list-style-type: none">• Make a call to action	<ul style="list-style-type: none">• Do not use the same phrases as before
<ul style="list-style-type: none">• Offer a solution	<ul style="list-style-type: none">• Don't apologize for what you have written
<ul style="list-style-type: none">• Universalize	<ul style="list-style-type: none">• Avoid clichés
	<ul style="list-style-type: none">• Don't contradict your thesis
	<ul style="list-style-type: none">• Avoid being abrupt
	<ul style="list-style-type: none">• Never write: “In this paper I have....”

TYPICAL OUTLINE FOR A 5-PARAGRAPH ESSAY:

1. Introduction Paragraph

- a. Thesis statement
- b. General background or introductory material on your subject
- c. Transition sentence

2. Body Paragraph One

- a. Topic sentence
- b. Quote/Paraphrase/Example
- c. Explanation or response to your quote or paraphrase. This is where the writer should connect the information to his/her argument or opinion.
- d. Transition sentence

3. Body Paragraph Two

- a. Topic sentence
- b. Quote/Paraphrase/Example
- c. Explanation or response to your quote or paraphrase. This is where the writer should connect the information to his/her argument or opinion.
- d. Transition sentence

4. Body Paragraph Three

- a. Topic sentence
- b. Quote/Paraphrase/Example
- c. Explanation or response to your quote or paraphrase. This is where the writer should connect the information to his/her argument or opinion.
- d. Transition sentence

5. Conclusion Paragraph

- a. Sum up your argument and restate any important points, such as your thesis.

- This is a basic format. The writer may wish to include more explanation or quotations in his/her body paragraphs.
- Remember that a 5-paragraph essay can easily expand to be a much longer, multi-paragraph essay.



Avoiding Plagiarism

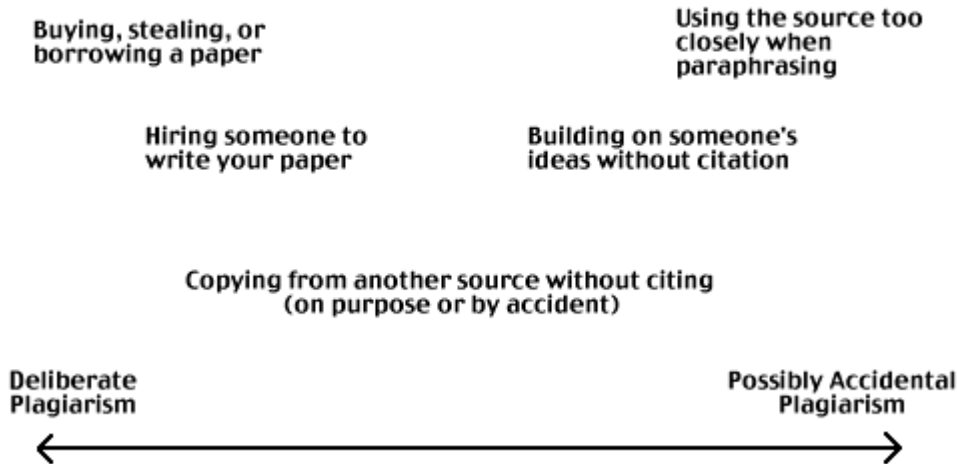
Brought to you by the Purdue University Online Writing Lab at <http://owl.english.purdue.edu>

Academic writing in American institutions is filled with rules that writers often don't know how to follow. A working knowledge of these rules, however, is critically important; inadvertent mistakes can lead to charges of **plagiarism** or the unacknowledged use of somebody else's words or ideas. While other cultures may not insist so heavily on documenting sources, American institutions do. A charge of plagiarism can have severe consequences, including expulsion from a university. This handout, which does not reflect any official university policy, is designed to help writers develop strategies for knowing how to avoid accidental plagiarism.

The Contradictions of American Academic Writing

<i>Show you have done your research</i>	---But---	<i>Write something new and original</i>
<i>Appeal to experts and authorities</i>	---But---	<i>Improve upon, or disagree with experts and authorities</i>
<i>Improve your English by mimicking what you hear and read</i>	---But---	<i>Use your own words, your own voice</i>
<i>Give credit where credit is due</i>	---But---	<i>Make your own significant contribution</i>

Actions that might be seen as plagiarism



Since teachers and administrators may not distinguish between deliberate and accidental plagiarism, the heart of avoiding plagiarism is to make sure you give credit where it is due. This may be credit for something somebody said, wrote, emailed, drew, or implied.

Choosing When to Give Credit

Need to Document	No Need to Document
<ul style="list-style-type: none"> • When you are using or referring to somebody else's words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium • When you use information gained through interviewing another person • When you copy the exact words or a "unique phrase" from somewhere • When you reprint any diagrams, illustrations, charts, and pictures • When you use ideas that others have given you in conversations or over email 	<ul style="list-style-type: none"> • When you are writing your own experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subject • When you are using "common knowledge" — folklore, common sense observations, shared information within your field of study or cultural group • When you are compiling generally accepted facts • When you are writing up your own experimental results

Making Sure You Are Safe

	Action during the writing process	Appearance on the finished product
<p>When researching, note-taking, and interviewing</p>	<ul style="list-style-type: none"> • Mark <i>everything</i> that is someone else's words with a big Q (for quote) or with big quotation marks • Indicate in your notes which ideas are taken from sources (S) and which are your own insights (ME) • Record all of the relevant documentation information in your notes 	<p>Proofread and check with your notes (or photocopies of sources) to make sure that <i>anything</i> taken from your notes is acknowledged in some combination of the ways listed below:</p> <ul style="list-style-type: none"> • In-text citation • Footnotes • Bibliography • Quotation marks • Indirect quotations
<p>When paraphrasing and summarizing</p>	<ul style="list-style-type: none"> • First, write your paraphrase and summary without looking at the original text, so you rely only on your memory. • Next, check your version with the original for content, accuracy, and mistakenly borrowed phrases 	<ul style="list-style-type: none"> • Begin your summary with a statement giving credit to the source: <i>According to Jonathan Kozol, ...</i> <p>Put any unique words or phrases that you cannot change, or do not want to change, in quotation marks: ... <i>"savage inequalities" exist throughout our educational system (Kozol).</i></p>

<p>When quoting directly</p>	<ul style="list-style-type: none"> • • Keep the person's name near the quote in your notes, and in your paper • Select those direct quotes that make the most impact in your paper -- too many direct quotes may lessen your credibility and interfere with your style 	<ul style="list-style-type: none"> • • Mention the person's name either at the beginning of the quote, in the middle, or at the end • Put quotation marks around the text that you are quoting • Indicate added phrases in brackets ([]) and omitted text with ellipses (. . .)
<p>When quoting indirectly</p>	<ul style="list-style-type: none"> • Keep the person's name near the text in your notes, and in your paper • Rewrite the key ideas using different words and sentence structures than the original text 	<ul style="list-style-type: none"> • Mention the person's name either at the beginning of the information, or in the middle, or at that end • Double check to make sure that your words and sentence structures are different than the original text

Deciding if Something is "Common Knowledge"

Material is probably common knowledge if . . .

- You find the same information undocumented in at least five other sources
- You think it is information that your readers will already know
- You think a person could easily find the information with general reference sources

Exercises for Practice

Below are some situations in which writers need to decide whether or not they are running the risk of plagiarizing. In the **Y/N** column, indicate if you *would* need to document (**Yes**), or if it is *not necessary* to provide quotation marks or a citation (**No**). If you do need to give the source credit in some way, explain how you would handle it. If not, explain why.

Situation	Y/N	If yes, what do you do? If no, why?
1. You are writing new insights about your own experiences.		
2. You are using an editorial from your school's newspaper with which you disagree.		
3. You use some information from a source without ever quoting it directly.		
4. You have no other way of expressing the exact meaning of a text without using the original source verbatim.		
5. You mention that many people in your discipline belong to a certain organization.		
6. You want to begin your paper with a story that one of your classmates told about her experiences in Bosnia.		
7. The quote you want to use is too long, so you leave out a couple of phrases.		
8. You really like the particular phrase somebody else made up, so you use it.		

(Adapted from Aaron)

Sources used in creating this handout:

Aaron, Jane E. The Little, Brown Essential Handbook for Writers. New York: HarperCollins, 1994.

Gefvert, Constance J. The Confident Writer, second edition. New York: Norton, 1988.

Heffernan, James A.W., and John E. Lincoln. Writing: A College Handbook, third edition. New York: Norton, 1990.

Howell, James F. and Dean Memering. Brief Handbook for Writers, third edition. Englewood Cliffs, NJ: Prentice Hall, 1993.

Leki, Ilona. Understanding ESL Writers: A Guide for Teachers. Portsmouth, NH: Boynton/Cook, 1992.

Lester, James D. Writing Research Papers, sixth edition. New York: HarperCollins, 1990.

Rodrigues, Dawn, and Myron C. Tuman. Writing Essentials. New York: Norton, 1996.

Swales, John, and Christine B. Feak. Academic Writing for Graduate Students. Ann Arbor, MI: University of Michigan Press, 1994.

Walker, Melissa. Writing Research Papers, third edition. New York: Norton, 1993.

The following information must remain intact on every handout printed for distribution.

This page is located at http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html

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<http://owl.english.purdue.edu/lab/contact.html> to find the right person to call or email.

To check for plagiarism from the Internet, follow these steps:

1. Log on to www.hotbot.com
 2. Next, choose the “advance search.” This will allow you to search three different databases.
 3. Fill in the subject line with the general subject of the paper: i.e. The Holy Grail.
 4. Next choose your search engine. I suggest starting with Google since that is the most popular with the students.
 5. For “Language,” choose English.
 6. Skip “Domain/Site” and “Region.”
 7. “Word Filter” is the most important part of search. You can add several more word filters if you need to. However, please remember that the more words you add, the more specific your search.
 - Within the word filter, you can choose to search for words, exclude words, and search for exact phrases.
 - Choose words or phrases from the student’s paper that seem out of place. In other words, what do you think the student may have copied?
 - Remember, the more specific the word or phrase, or the more obscure, the better the search.
 8. Skip “Date” and “Page Content.”
 9. Choose “Never” for “Block Offensive Content.” This way more sites will appear for your search.
 10. Last, click “Search Using Hotbot” (Google, Ask Jeeves).
- ❖ Usually, if a student has plagiarized all or parts of their paper, the sites that were copied will be within the first 10 listed.

Good Luck!



Paraphrase: Write it in Your Own Words

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Learn to borrow from a source without plagiarizing. For more information on paraphrasing, as well as other ways to integrate sources into your paper, see the Purdue OWL handout Quoting Paraphrasing, and Summarizing at http://owl.english.purdue.edu/handouts/research/r_quotprsum.html. For more information about writing research papers, see our workshop on this subject at <http://owl.english.purdue.edu/workshops/hypertext/ResearchW/index.html>.

A paraphrase is...

- your own rendition of essential information and ideas expressed by someone else, presented in a new form.
- one legitimate way (when accompanied by accurate documentation) to borrow from a source.
- a more detailed restatement than a summary, which focuses concisely on a single main idea.

Paraphrasing is a valuable skill because...

- it is better than quoting information from an undistinguished passage.
- it helps you control the temptation to quote too much.
- the mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

6 Steps to Effective Paraphrasing

1. Reread the original passage until you understand its full meaning.
2. Set the original aside, and write your paraphrase on a note card.
3. Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.
4. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
6. Record the source (including the page) on your note card so that you

can credit it easily if you decide to incorporate the material into your paper.

Some examples to compare

The original passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. Writing Research Papers. 2nd ed. (1976): 46-47.

A legitimate paraphrase:

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47).

An acceptable summary:

Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).

A plagiarized version:

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.

After reviewing this handout, try an exercise on paraphrasing at http://owl.english.purdue.edu/handouts/print/research/r_paraphrEX1.html.

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<http://owl.english.purdue.edu/lab/fairuse.html>.

Defining Works Cited, Bibliography, and Works Consulted

Works Cited:

A *Works Cited* page contains those works that you have referenced in your paper. This means the information gained directly from those sources appears in the final paper. This also means you should have at least one in-text (parenthetical) citation for each source that appears on your *Works Cited* page.

Bibliography:

Literary bibliography means “description of books”. Therefore, technically, a *Bibliography* contains only a list of books used within your paper. Since most research papers contain many other types of sources besides books, the title of *Works Cited* will usually be most appropriate.

Works Consulted:

This title means that you are listing both the works that are cited within your paper as well as those sources you consulted but do not appear within the paper.

SETTING UP A WORKS CITED/BIBLIOGRAPHY PAGE

1. When setting up the page, use the same format as for typing your paper: 1-inch margins on all sides (File→Page Setup→ Margins), 12-point font in Times New Roman (Format→Font), double-spaced (Format→ Paragraph→Line Spacing= Double), and page number in upper left-hand corner (Insert→Page Numbers→Position=Top of Page→ Alignment=Left)
 2. Page numbering is consecutive; the *Works Cited* page will be the last page(s) of your paper. (See example.).
 3. Center the heading *Works Cited* (or *Bibliography* or *Works Consulted* depending on which form you are using) one inch from the top of the page. You do not need to include your name, date, and course on this page since it will be attached to your paper.
 4. Do not number the entries! List your sources in alphabetical order by the author's last name (or if no author is listed, by the first important word in the title of the work). You should skip words such as a, an, or the.
 5. Begin each listing flush with the left margin. If the listing is longer than one, typed line, be sure to indent the remaining lines one tab or five spaces. This is referred to as a hanging indent.
 6. Don't forget to double-space the entire page.
 7. For each entry, follow the format you used for your bibliography cards; of course, the indentation will be different.
- * Please refer to the following *Works Cited Project Grading Key* for an example of correct formatting.

Works Cited Project

Prepare a Works Cited list by:

1. Rewriting each of the following fifteen entries using MLA guidelines.
2. Rearranging entries so that their order, layout, and spacing are correct.

For help in preparing your Works Cited list, see the following *Bibliographic Citations Instructions*.

Grading:

This project is worth a total of 100 points and will count as two daily grades.

1. 15 entries at 6 points each = 90 points
 - To receive full credit, each entry must follow MLA guidelines for correct information, order and punctuation.
2. Format = 10 points
 - Entries must be in the correct order = 5 points
 - Layout and spacing must be correct = 5 points

Entries for the Works Cited list:

A selection from an edited work:

Author: Joyce Carol Oates

Book title: Every Day, Everywhere: Global Perspectives on Popular Culture

Editors: Stuart Hirschberg and Terry Hirschberg

Place of publication: Boston

Essay title: On Boxing

Publisher: McGraw-Hill

Date of publication: 2001

Page numbers: 548-553

Bibliographic Citations Instructions

A newspaper article:

Newspaper: The Washington Post

Date: 28 January 2003

Page numbers: A1, continued on A15

Article title: Anger and Islam Rise in Jordan

Author: Anthony Shadid

A television program:

Program title: La Femme Nikita

Broadcast date: 8 March 1998

Episode: Approaching Zero

City: Columbia, SC

Network: USA

An article on a web site:

Date accessed: 1 February 2005

Electronic address: www.edc.org/hec/pubs/binge.htm

Site: Higher Education Center for Alcohol and Other Drug Prevention

Date posted: 11 October 2001

Authors: Henry Wechsler et al.

Article title: "Binge Drinking on Campus: Results of a National Survey"

A magazine article:

Date: December 2003

Magazine AOPA Pilot

Pages: 8

Article title: "Hangar Talk"

An article in an online newspaper:

Date posted: 9 March 2003

Author: Nancy A. Youssef

Newspaper: The State

Electronic Address:

www.thestate.com/mid/thestate/news/special_packages/iraq/5354392.htm

Title: "Human Shields" Flee Baghdad

Date accesses: 10 March 2003

A sound recording (compact disc):

Date: 1998

CD title: Wide Open Spaces

Distributor: Monument

Artist: Dixie Chicks

An article in an online magazine:

Date posted: 10 February 2003

Magazine: U.S. News & World Report

Date accessed: 10 March 2003

Electronic address:

www.usnews.com/usnews/issue/archive/030210/020030210039070_brief.php

Article title: "Making the Case for War"

Authors: Kenneth T. Walsh, Kevin Whitelaw, Mark Mazzetti, David S. Powell, William Boston

An encyclopedia article:

Encyclopedia title: Encyclopedia Americana

Edition: 1994

Article title: "Iraq"

An unpublished interview:

Date of interview: 15 May 2003

A film:

Date of release: 1995

Producers: Tim Bevan, Eric Feller, Meg Ryan, Kathryn F. Galan

Title: French Kiss

Director: Lawrence Kasden

Distributor: Twentieth Century Fox

Performers: Meg Ryan, Kevin Kline, Timothy Hutton

An article from an online news source:

Electronic address:

http://sportillustrated.cnn.com/inside_game/dr_z/news/2002/12/26/drz_insider/

Date accessed: 15 January 2003

Site: CNNSI

Date posted: 26 December 2002

Article title: "My All-Pro Team"

Author: Paul Zimmerman

A book by one author:

Place of publication: New York

Author: Joyce Carol Oates

Novel title: Big Mouth & Ugly Girl

Date of publication: 2002

Publisher: HarperCollins

A work from an online service to which your library subscribes:

Magazine: The Financial Times

Date posted: 7 March 2003

Access library: Midlands Technical College lib., Columbia, SC

Article title: "Special Forces 'Scouting Rivers' in Iraq War Planning"

Date accessed: 10 March 2003

Database: Infotrac

Authors: Mark Odell, Peter Spiegel

Online government publication:

Site: Occupational Outlook Handbook, 2002-2003 edition

Title: Physical Therapists

Date accessed: 21 January 2003

Sponsoring organization/agency: US Department of Labor Bureau of Labor Statistics

Electronic address: www.bis.gov/oco/ocos080.htm

Works Cited Project Grading Key

“Approaching Zero.” La Femme Nikita. USA. Columbia, SC. 8 March 1998.

Dixie Chicks. Wide Open Spaces. Monument, 1998.

French Kiss. Dir. Lawrence Kasdan. Prod. Tim Bevan, Eric Fellner, Meg Ryan, and Kathryn F. Galan. Perf. Meg Ryan, Kevin Kline, and Timothy Hutton. Twentieth Century Fox, 1995.

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Shadid, Anthony. “Anger and Islam Rise in Jordan.” The Washington Post 28 Jan. 2003: A1+.

US Department of Labor: Bureau of Labor Statistics. “Physical Therapists.” Occupational Outlook Handbook 2002-2003 ed. 21 Jan. 2003 www.bis.gov/oco/ocos080.htm.

Walsh, Kenneth T., et al. “Making the Case for War.” U.S. News & World Report 10 Feb. 2003. 10 March 2003
www.usnews.com/usnews/issue/archive/030210/20030210039070_brief.php.

Wechsler, Henry, et al. "Binge Drinking on Campus: Results of a National Survey." Higher Education Center for Alcohol and Other Drug Prevention 11 Oct. 2001. 1 Feb. 2003

<http://www.edc.org/hec/pubs/bing.htm>.

Youssef, Nancy A. "'Human Shields' Flee Baghdad." The State 9 March 2003. 10 March 2003

www.thestate.com/mld/thestate/news/special_packages/iraq/5354392.htm.

Zimmerman, Paul. "My All-Pro Team." CNN 26 Dec. 2002. 15 Jan. 2003

http://sportsillustrated.cnn.com/inside_game/dr_z/news/2002/12/26/dzr_insider/.

Works Cited Project Grading Sheet

Format:

- Entries in correct order = 5 points _____
- Layout and spacing correct = 5 points _____

Entries:

- Entry 1 = 6 points _____
- Entry 2 = 6 points _____
- Entry 3 = 6 points _____
- Entry 4 = 6 points _____
- Entry 5 = 6 points _____
- Entry 6 = 6 points _____
- Entry 7 = 6 points _____
- Entry 8 = 6 points _____
- Entry 9 = 6 points _____
- Entry 10 = 6 points _____
- Entry 11 = 6 points _____
- Entry 12 = 6 points _____
- Entry 13 = 6 points _____
- Entry 14 = 6 points _____
- Entry 15 = 6 points _____

Total _____

Bibliographic Citations

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Last revised 8/13/2006
E. Harrell, LHS

- I. Each of the following resource citations has three parts.
- a. **The first part is the type of resource (for example, "Book, one author"). The BOLD Comic Sans font in 14 pt identifies this part of each citation.**
 - b. The second part is a template containing the components needed to cite the resource. The grey boxes identify the template in each citation. This part is in 12 pt Times New Roman.
 - c. **The third part provides an actual example of a resource found in a Lexington County District One Library Media Center. The red font in 12 pt Times New Roman, double-spaced lines and hanging indent identify this part of each citation.**

-
- II. To use the citation template, highlight the template for the resource you need to cite, then copy and paste into your paper.

1st_Author's_LastName, 1st_Author's_FirstName, and 2nd_Author's_FirstName

2nd_Author's_LastName. Title. City_of_Publication: Publisher, Date_of_Publication.

- III. Select one of the grey boxes and type the correct information. As soon as you click on each grey box to select it, it is highlighted—do **not delete the grey box**—just start typing. Notice in the sample below, "Warhol" has replaced the grey box that said "1st_Author's_LastName" in Step II above.

Warhol, 1st_Author's_FirstName, and 2nd_Author's_FirstName 2nd_Author's_LastName. Title.
City_of_Publication: Publisher, Date_of_Publication.

IV. The punctuation, italics, and underlines will be inserted automatically as you type.

Warhol, Tom, and Chris Reiter. Eagles. Tarrytown: Marshall Cavendish, 2004.

V. Make sure that the lines of citations are double-spaced and that each citation has a "hanging" indent.

VI. Remember that a list of citations should be alphabetized by the first word in each citation (with the exception of "A", "An", or "The").

VII. The format for these citations is based primarily on MLA Handbook for Writers of Research Papers: Sixth Edition. Additional sources listed in section bibliography were consulted and used for clarification. Please consult your teacher and these resources for additional information.

If errors are noted in this Bibliographic Citation Guide, please contact Elizabeth Harrell eharrell@lexington1.net so corrections may be made.

Table of Contents (in Alphabetical order)

Source Type	Source Number
Advertisement	80
Article from a multi-volume work not in alphabetical order, article author listed	25
Article from a multi-volume work not in alphabetical order, article author not listed	26
Article, previously published, reprinted in a collection	13
Bible	10
Book in a series, volumes numbered	15
Book in a series, volumes unnumbered	16
Book, corporate or organization author	6
Book, Introduction or Preface	1
Book, no author or anonymous	2
Book, one author	3
Book, one editor	7
Book, three or more authors	5
Book, two authors	4
Book, two editors	8
Cartoon, online	72
Cartoons and comic strips, in print	79
DISCUS - Biography Resource Center	47
DISCUS - Business and Company Resource Center	48
DISCUS - Custom Newspapers	49
DISCUS - Encyclopedia Americana	50
DISCUS - Expanded Academic ASAP	51
DISCUS - General BusinessFile ASAP	52
DISCUS - General Reference Center	53
DISCUS - Grolier Multimedia Encyclopedia	54
DISCUS - Health and Wellness Resource Center	55
DISCUS - Health Reference Center Academic	56
DISCUS - InfoTrac OneFile	57
DISCUS - LegalTrac	58
DISCUS - Literature Resource Center	59
DISCUS - New Book of Knowledge	60
DISCUS - SC Newspapers	61
DISCUS - Scribners Writers Series	62
DISCUS - SIRS Discoverer Full Text Source	63
DISCUS - SIRS Discoverer Graphics & Media	64
DISCUS - SIRS Knowledge Source Full Text Article	65
DISCUS - SIRS Knowledge Source Government Document	66
Editorial, author listed	37
Editorial, no author listed	38
Email	73
Encyclopedia article on the web, Wikipedia	41
Entire reference work	24
Entry from a dictionary, directory, or other alphabetically arranged reference book	27
Film clip online	70
General encyclopedia article, in print, article author listed	17
General encyclopedia article, in print, article author not listed	18
Government publication, Congressional Record	28
Government publication, Federal	29
Government publication, State	30

Table of Contents (in Alphabetical order), continued

Source Type	Source Number
Image online (photograph, painting, or sculpture)	68
Interview conducted by someone other than you	82
Interview conducted by you	81
Letter to the Editor	39
Map or chart	84
Map or chart online	71
Magazine article, monthly, in print, author listed	33
Magazine article, monthly, in print, no author listed	34
Magazine article, weekly, in print, author listed	31
Magazine article, weekly, in print, no author listed	32
Newspaper article, daily, in print, author listed	35
Newspaper article, daily, in print, no author listed	36
Newspaper article on web, non-subscription, author listed	42
Newspaper article on web, non-subscription, no author listed	43
Online database provided by school	67
Online posting to newsgroup	74
Pamphlet	40
Photograph, painting or sculpture	83
Quotation, as quoted in a book	9
Recording on compact disc, audiocassette, other	77
Reference book article, [sole] author of book listed	21
Reference book article, no book author listed, book editor listed, article author listed	23
Reference book article, no book author listed, book editor listed, no article author listed	22
Sound recording online	69
Specialized encyclopedia article, author of article listed	19
Specialized encyclopedia article, author of article not listed	20
Specific song on a recording	78
Television or radio broadcast	76
Video or DVD recording	75
Web page, personal	44
Web page, professional or organizational, author listed	45
Web page, professional or organizational, no author listed	46
Work cited from one volume of a multi-volume work	14
Work in Anthology or Story Collection, one author for entire collection, no editor listed	11
Work in an Anthology or Story Collection, multiple authors represented, editor listed	12

Table of Contents (in Numerical order)

Source Type	Source Number
Book, Introduction or Preface	1
Book, no author or anonymous	2
Book, one author	3
Book, two authors	4
Book, three or more authors	5
Book, corporate or organization author	6
Book, one editor	7
Book, two editors	8
Quotation, as quoted in a book	9
Bible	10
Work in Anthology or Story Collection, one author for entire collection, no editor listed	11
Work in an Anthology or Story Collection, multiple authors represented, editor listed	12
Article, previously published, reprinted in a collection	13
Work cited from one volume of a multi-volume work	14
Book in a series, volumes numbered	15
Book in a series, volumes unnumbered	16
General encyclopedia article, in print, article author listed	17
General encyclopedia article, in print, article author not listed	18
Specialized encyclopedia article, author of article listed	19
Specialized encyclopedia article, author of article not listed	20
Reference book article, [sole] author of book listed	21
Reference book article, no book author listed, book editor listed, no article author listed	22
Reference book article, no book author listed, book editor listed, article author listed	23
Entire reference work	24
Article from a multi-volume work not in alphabetical order, article author listed	25
Article from a multi-volume work not in alphabetical order, article author not listed	26
Entry from a dictionary, directory, or other alphabetically arranged reference book	27
Government publication, Congressional Record	28
Government publication, Federal	29
Government publication, State	30
Magazine article, weekly, in print, author listed	31
Magazine article, weekly, in print, no author listed	32
Magazine article, monthly, in print, author listed	33
Magazine article, monthly, in print, no author listed	34
Newspaper article, daily, in print, author listed	35
Newspaper article, daily, in print, no author listed	36
Editorial, author listed	37
Editorial, no author listed	38
Letter to the Editor	39
Pamphlet	40
Encyclopedia article on the web, Wikipedia	41
Newspaper article on web, non-subscription, author listed	42
Newspaper article on web, non-subscription, no author listed	43
Web page, personal	44
Web page, professional or organizational, author listed	45

Table of Contents (in Numerical order), continued

Web page, professional or organizational, no author listed	46
DISCUS - Biography Resource Center	47
DISCUS - Business and Company Resource Center	48
DISCUS - Custom Newspapers	49
DISCUS - Encyclopedia Americana	50
DISCUS - Expanded Academic ASAP	51
DISCUS - General BusinessFile ASAP	52
DISCUS - General Reference Center	53
DISCUS - Grolier Multimedia Encyclopedia	54
DISCUS - Health and Wellness Resource Center	55
DISCUS - Health Reference Center Academic	56
DISCUS - InfoTrac OneFile	57
DISCUS - LegalTrac	58
DISCUS - Literature Resource Center	59
DISCUS - New Book of Knowledge	60
DISCUS - SC Newspapers	61
DISCUS - Scribner Writers Series	62
DISCUS - SIRS Discoverer Full Text Source	63
DISCUS - SIRS Discoverer Graphics& Media	64
DISCUS - SIRS Knowledge Source Full Text Article	65
DISCUS - SIRS Knowledge Source Government Document	66
Online Database, provided by school	67
Image online (painting, sculpture, or photograph)	68
Sound recording online	69
Film clip online	70
Map or chart online	71
Cartoon online	72
Email	73
Online posting to newsgroup	74
Video or DVD recording	75
Television or radio broadcast	76
Recording on compact disc, audiocassette, other	77
Specific song on a recording	78
Cartoons and comic strips	79
Advertisement	80
Interview conducted by you	81
Interview conducted by someone other than you	82
Photograph, painting or sculpture	83
Map or chart	84

1. Book, Introduction or Preface

Author's_LastName, Author's_FirstName. Name_of_Selection. Title. By Author_of_Book.

City_of_Publication: Publisher, Date_of_Publication.

Cox, Lynne. Prologue. Swimming to Antarctica: Tales of a Long-Distance Swimmer. By Cox.

Orlando: Harcourt, Inc., 2004.

2. Book, no author or anonymous

Title. City_of_Publication: Publisher, Date_of_Publication.

Go Ask Alice. New York: Avon, 1972.

3. Book, one author

Author's_LastName, Author's_FirstName. Title. City_of_Publication: Publisher,

Date_of_Publication.

Castner, James L. Layers of Life. New York: Benchmark Books, 2002.

4. Book, two authors

1st_Author's_LastName, 1st_Author's_FirstName, and 2nd_Author's_FirstName

2nd_Author's_LastName. Title. City_of_Publication: Publisher, Date_of_Publication.

Warhol, Tom, and Chris Reiter. Eagles. Tarrytown: Marshall Cavendish, 2004.

5. Book, three or more authors

1st_Author's_LastName, 1st_Author's_FirstName, et al. Title. City_of_Publication: Publisher, Date_of_Publication.

Canfield, Jack, et al. Chicken Soup for the Teenage Soul: 101 Stories of Life, Love and Learning. Deerfield Beach: Health Communications, Inc., 1997.

6. Book, corporate or organization author

Corporation's Name. Title. City_of_Publication: Publisher, Date_of_Publication.

Association for Library Service to Children. Newbery and Caldecott Awards: A Guide to the Medal and Honor Books. Chicago: American Library Association, 2002.

7. Book, one editor

Editor's_LastName, Editor's_FirstName, ed. Title. Edition, if any ed. City_of_Publication: Publisher, Date_of_Publication.

Goulart, Ron, ed. The Encyclopedia of American Comics. New York: Facts on File, 1990.

8. Book, two editors

Editor's_LastName, Editor's_FirstName, and Second_Editor_FirstName

Second_Editor_LastName, eds. Title of Book. Edition, if any ed. City_of_Publication: Publisher, Date_of_Publication.

Hanes, Sharon, and Richard C. Hanes, eds. Great Depression and New Deal: Primary Sources. Detroit: UXL, 2003.

9. Quotation, as quoted in a book

Last name, First name of person being quoted. As quoted in Author(s)_of_Book. Title of Book.

City_of_Publication: Publisher, Date_of_Publication.

Galo, George. As quoted in Tom Brokaw. An Album of Memories. New York: Random House, 2001.

10. The Bible

Title. City_of_Publication: Publisher, Date_of_Publication.

The Holy Bible: New International Version. Grand Rapids: Zondervan, 1989.

11. Work in Anthology or Story Collection, one author for entire collection, no editor listed

Author's_LastName, Author's_FirstName. "Title of Story." Title of Book. City_of_Publication:

Publisher, Date_of_Publication.

Crutcher, Chris. "In the Time I Get." Athletic Shorts. New York: Greenwillow Books, 1991.

12. Work in an Anthology or Story Collection, multiple authors represented, editor listed

Last Name of Author of work, First Name of Author of Work. "Title of Work." Title of Book.

Ed. Editor's_FirstName Editor's_LastName. City_of_Publication: Publisher,

Date_of_Publication.

Poe, Edgar Allen. "Annabel Lee." Poetry for Young People: Edgar Allen Poe. Ed. Brod Bagert. New York: Sterling Publishing Co., 1995.

13. Article, previously published, reprinted in a collection

Last Name of Author, First Name of Author. "Title of Article." Title of Journal: Volume # of

Journal (Date of Journal): Pages in Journal. Rpt. in Title of Book. Ed.

Editor's_FirstName Editor's_LastName. Vol. Volume #. City_of_Publication: Publisher,

Date_of_Publication. Page Numbers.

Hansen, Chadwick. "The Character of Jim and the Ending of 'Huckleberry Finn'." The Massachusetts Review: Vol. V, No. 1. (Autumn, 1963): 45-66. Rpt. in Twentieth-Century Literary Criticism. Ed. Dennis Poupard. Vol. 19. Detroit: Gale Research Company, 1986. 213-214.

14. Work cited from one volume of a multi-volume work

Article_Author's_LastName, Article_Author's_FirstName. "Title of Article." Title of Reference

Book. Ed. Editor's_FirstName Editor's_LastName. Edition_Number.

Number_of_volumes_in_set vols. City_of_Publication: Publisher, Date_of_Publication.

Adler, Richard. "Jonas Salk." Biographical Encyclopedia of Scientists. Ed. Richard Olson. 1. 5 vols. Tarrytown: Marshall Cavendish Corporation, 1998.

15. Book in a series, volumes numbered

Author's_LastName, Author's_FirstName. Title of Book. Title of Series. Series_Number.

City_of_Publication: Publisher, Date_of_Publication.

Rinaldi, Ann. The Blue Door. The Quilt Trilogy. 3. New York: Scholastic, 1996.

16. Book in a series, volumes unnumbered

Author's_LastName, Author's_FirstName. Title of Book. Title of Series. City_of_Publication:
Publisher, Date_of_Publication.

Steffoff, Rebecca. The Opening of the West. American Voices From. New York: Marshall
Cavendish, 2003.

17. General encyclopedia article, in print, article author listed

Author's_LastName, Author's_FirstName. "Title of Article." Encyclopedia Title. Copyright
Year ed.

Costello, Bonnie. "Frost, Robert Lee." The World Book Encyclopedia. 2000 ed.

18. General encyclopedia article, in print, article author not listed

"Title of Article." Encyclopedia Title. Copyright_Year ed.

"South Carolina." Compton's Encyclopedia. 2004 ed.

19. Specialized encyclopedia article, author of article listed

Article Author's_LastName, Article Author's_FirstName. "Title of Article." Title of Reference
Book. Ed. Editor's_FirstName Editor's_LastName. Edition_Number.

Number_of_volumes_in_set vols. City_of_Publication: Publisher, Date_of_Publication.

Bowers, Peter G. "Vapor Pressure." Macmillan Encyclopedia of Chemistry. Ed. Joseph J.
Lagowski. 1997. 3 vols. New York: Simon and Schuster Macmillan, 1997.

20. Specialized encyclopedia article, author of article not listed

“Title of Article.” Title of Reference Book. Ed. Editor’s_FirstName Editor’s_LastName.

Edition_Number. Number_of_volumes_in_set vols. City_of_Publication: Publisher,

Date_of_Publication.

“Aquaculture.” Encyclopedia of the Aquatic World. Ed. Marian Armstrong. 11 vols. New York: Marshall Cavendish, 2004.

21. Reference book article, [sole] author of book listed

Author’s_LastName, Author’s_FirstName. “Title of Article.” Title of Reference Book.

City_of_Publication: Publisher, Date_of_Publication.

Perkins, Dorothy. “Shanghai.” Encyclopedia of China: The Essential Reference to China, Its History and Culture. New York: Facts on File, 2000.

22. Reference book article, no book author listed, book editor listed, no article author listed

“Title of Article.” Title of Reference Book. Ed. Editor’s_FirstName Editor’s_LastName.

Edition_Number. Number_of_volumes_in_set vols. City_of_Publication: Publisher,

Date_of_Publication.

“Deportations.” Learning About the Holocaust: A Student’s Guide. Ed. Ronald M. Smelser. 3 vols. Farmington Hills: Gale Group, 2001.

23. Reference book article, no book author listed, book editor listed, article author listed

Article_Author's_LastName, Article_Author's_FirstName. "Title of Article." Title of Reference Book. Ed. Editor's_FirstName Editor's_LastName. Edition_Number.
Number_of_volumes_in_set vols. City_of_Publication: Publisher, Date_of_Publication.

Whitcombe, Todd W. "Einstein, Albert." Chemistry: Foundations and Applications. Ed. J.J. Lagowski. First Edition. 4 vols. New York: Macmillan Reference USA, 2004.

24. Entire reference work

Editor's_LastName, Editor's_FirstName, ed. Title. City_of_Publication: Publisher,
Date_of_Publication.

Matuz, Roger, ed. Contemporary Southern Writers. Detroit: St. James Press, 1999.

25. Article from a multi-volume work not in alphabetical order, article author listed

Author's_LastName, Author's_FirstName. "Article Title." Title. Vol. Vol_#. City_of_Publication: Publisher, Date_of_Publication. Number_of_volumes vols.

Morris, Pat. "Tiger." World of Animals. Vol. 2. Danbury: Grolier, 2003. 10 vols.

26. Article from a multi-volume work not in alphabetical order, article author not listed

Editor's_LastName, Editor's_FirstName. "Article Title." Title. Vol. Vol_#. City_of_Publication: Publisher, Date_of_Publication. Number_of_volumes vols.

Toon, Ann and Stephen B. "Tiger." Grzimek's Animal Encyclopedia. Vol. 14. Detroit: The Gale Group, Inc., 2003. 16 vols.

27. Entry from a dictionary, directory, or other alphabetically-arranged reference book

“Name of Entry.” Title Edition #. Year_of_Publication.

“Citation.” Merriam Webster’s Collegiate Dictionary 10th Edition. 1995.

28. Government Publication, Congressional Record

Cong. Rec. Day Month Year: Page Number(s).

Cong. Rec. 3 January 1980: 15.

29. Government Publication, Federal

Name of Government. Name of Agency. Title of Publication. Place_of_Publication: Publisher,
Date.

***Note:** Types of congressional publications include bills, resolutions (Res.), reports (Rept.) and documents (Doc.).

United States. U.S. Department of Labor. Occupational Outlook Handbook. Bureau of Labor
Statistics. Bulletin 2540. Indianapolis: JIST Publishing, Inc., 2003.

30. Government Publication, State

Name of State. Name of Agency. Title of Publication. Place_of_Publication: Publisher, Date.

South Carolina. 115th General Assembly of South Carolina. 2004 South Carolina Legislative
Manual. Columbia: General Assembly of South Carolina, 2004.

31. Magazine article, weekly, in print, author listed

Author's_LastName, Author's_FirstName. "Title of Article" Title of Magazine Day Month
Year.

Klarreich, Erica. "Pieces of Numbers" Science News 18 June 2005.

NOTE: The preferred format for dates is DATE MONTH YEAR. All months should be abbreviated except May, June, and July in the Works Cited List.

32. Magazine article, weekly, in print, no author listed

"Title of Article" Title of Magazine Day Month Year.

"Oprah Honors Her Heroes at Three-Day Bash in Santa Barbara, CA" Jet 6 June 2005.

33. Magazine article, monthly, in print, author listed

Author's_LastName, Author's_FirstName. "Title of Article" Title of Magazine Month Year.

Scheer, Roddy. "Ocean Rescue: Can We Head Off a Marine Cataclysm?" E: The Environmental Magazine July–Aug. 2005.

34. Magazine article, monthly, in print, no author listed

"Title of Article" Title of Magazine Month Year.

"Which Alternative Treatments Work?" Consumer Reports Aug. 2005.

35. Newspaper article, daily, in print, author listed

Author's_LastName, Author's_FirstName. "Title of Article" Name of Newspaper

[City_of_Publication] Day Month Year, Edition: Pages.

Halliburton, Suzanne. "Team's time-trial win puts Armstrong on top of standings" State
[Columbia] 3 July 2005, Capital Final: C1+.

36. Newspaper article, daily, in print, no author listed

"Title of Article" Name of Newspaper [City_of_Publication] Day Month Year, Edition: Pages.

"Foreigners cross U.S. borders with ease" State [Columbia] 5 July 2005, Capital Final: A1+.

37. Editorial, author listed

Author's_LastName, Author's_FirstName. "Title of Article" Editorial. Name of Newspaper
[City_of_Publication] Day Month Year, Edition: Pages.

Bolton, Warren. "New foundation chief impressed with organization, community" Editorial.
State [Columbia] 5 July 2005, Capital Final: A8.

38. Editorial, no author listed

"Title of Article" Editorial. Name of Newspaper [City_of_Publication] Day Month Year,
Edition: Pages.

"It shouldn't take lawyers to get state to meet basic needs" Editorial. State [Columbia] 5 July
2005, Capital Final: A8.

39. Letter to the Editor

Author's_LastName, Author's_FirstName. Letter. Name of Newspaper [City_of_Publication]
Day Month Year, Edition: Pages.

Matthews, Jim. Letter. State [Columbia] 5 July 2005, Capital Final: A8.

40. Pamphlet

Title of pamphlet. City_of_Publication: Publisher, Date_of_Publication.

Outstanding Books for the College Bound and Lifelong Learners. Atlanta: Young Adult Library Services Association, American Library Association, 2004.

41. Encyclopedia article on the web, Wikipedia

“Article Title.” Wikipedia: The Free Encyclopedia. Date of publication_or_revision.

Date_of_Access <http://en.wikipedia.org/wiki/Article_title_at_end_of_URL>.

“Emily Dickinson.” Wikipedia: The Free Encyclopedia. 30 June 2005. 5 July 2005
<http://en.wikipedia.org/wiki/Emily_Dickinson>.

42. Newspaper article on web, non-subscription, author listed

Author’s_LastName, Author’s_FirstName. “Title of Article.” Name of Newspaper

[City_of_Publication] Date_of_Newspaper. Date_of_Visit_to_Site <URL_of_Site>.

Weiss, Jeffrey. “Scientology: What it is and isn’t.” State [Columbia] 03 July 2005. 05 July 2005
<<http://www.thestate.com/mld/thestate/news/nation/12045227.htm>>.

43. Newspaper article on web, non-subscription, no author listed

“Title of Article.” Name of Newspaper [City_of_Publication] City. Date_of_Newspaper.

Date_of_Visit_to_Site <URL_of_Site>.

“Tropical storm heads toward Louisiana.” State [Columbia] 05 July 2005. 05 July 2005
<<http://www.thestate.com/mld/thestate/12053281.htm>>.

44. Web page, personal

Author's_LastName, Author's_FirstName. "Title of Page." Date_Published_or_Last_Revision.

Date_of_Visit_to_Site <URL_of_Site>.

Valenza, Joyce. "The Neverending Search". 05 Sept 2004. 05 July 2005

<<http://www.joycevalenza.com/>>.

45. Web page, professional or organizational, author listed

Author's_LastName, Author's_FirstName. "Title or Description of Page."

Date_of_publication_or_revision. Name of Institution or Organization.

Date_of_Visit_to_Site <URL_of_Site>.

Kooser, Ted. "American Life in Poetry: Column 014." 2005. The Poetry Foundation. 05 July

2005 < <http://www.americanlifeinpoetry.org/columns/014.html> >.

46. Web page, professional or organizational, no author listed

"Title or Description of Page." Name of Institution or Organization.

Date_of_publication_or_revision. Date_of_Visit_to_Site <URL_of_Site>.

"Supreme Court clarifies *Sony* decision, fair use preserved." American Library Association. 27

June 2005. 05 July 2005

<<http://www.ala.org/ala/pressreleases2005/june2004abc/groksterdec.htm>>.

***General Information about World Wide Web citations:

- Basic information required is:
Author's_Name. "Title_of_Document." Information_about_print_publication.
Information_about_electronic_publication. Access_information

Standards for citing electronic sources have not been firmly established and will likely change as often as technology changes.

47. DISCUS - Biography Resource Center

Author's_LastName, Author's_FirstName. "Article Title." Original Publication Name.

Original_Date_of_Publication: Page_Number/Range. Biography Resource Center. Gale

Group Databases. Sample High School Library. Date_of_Access.

<<http://infotrac.galegroup.com/>>.

"Sandra Day O'Connor." American Decades. 1998: Biography Resource Center. Gale Group

Databases. Gilbert High School Library. 30 June 2005. <<http://infotrac.galegroup.com/>>.

***Note - Author and Page_Number/Range were omitted because information was not included.**

48. DISCUS - Business and Company Resource Center

Author's_LastName, Author's_FirstName. "Article Title." Original Publication Name.

Original_Date_of_Publication: Page_Number/Range. Business and Company Resource

Center. Gale Group Databases. Sample High School Library. Date_of_Access.

<<http://infotrac.galegroup.com/>>.

Kang, Stephanie. "Barefoot(ish) in the park: Nike shoe is like not wearing one." Wall Street

Journal Eastern Edition. 3 June 2005: B1+. Business and Company Resource Center.

Gale Group Databases. Pelion High School Library. 5 June 2005.

<<http://infotrac.galegroup.com/>>.

49. DISCUS - Custom Newspapers

Author's_LastName, Author's_FirstName. "Article Title." Original Publication Name
[City_of_Publication] Original_Date_of_Publication: Page_Number/Range. Custom
Newspapers. Gale Group Databases. Sample High School Library. Date_of_Access.
<<http://infotrac.galegroup.com/>>.

Watts, Judy. "Hugo survivors vow they won't stick around for hurricane." Post and Courier
[Charleston] 2 Sept. 2004: A8. Custom Newspapers. Gale Group Databases. Gilbert High
School Library. 5 June 2005. <<http://infotrac.galegroup.com/>>.

50. DISCUS - Encyclopedia Americana

Author's_LastName, Author's_FirstName. "Article Title." Encyclopedia Americana. Grolier
Online, 2002. Sample High School Library. Date_of_Access. <<http://ea.grolier.com/>>.

Christiansen, Donald. "Kilby, Jack St. Clair" Encyclopedia Americana. Grolier Online, 2002.
Lexington High School Library. 12 June 2005. <<http://ea.grolier.com/>>.

51. DISCUS - Expanded Academic ASAP

Author's_LastName, Author's_FirstName. "Article Title." Original Publication Name.
Original_Date_of_Publication: Page_Number/Range. Expanded Academic ASAP. Gale
Group Databases. Sample High School Library. Date_of_Access.
<<http://infotrac.galegroup.com/>>.

Wisely, Steven R. "Meeting the needs of students through the library media center." Multimedia
Schools. Sept. 2003: 6+. Expanded Academic ASAP. Gale Group Databases. White
Knoll High School Library. 12 Nov 2004. <<http://infotrac.galegroup.com/>>.

52. DISCUS - General BusinessFile ASAP

Author's_LastName, Author's_FirstName. "Article Title." Original Publication Name

Original_Date_of_Publication: Page_Number/Range. General BusinessFile ASAP. Gale Group Databases. Sample High School Library. Date_of_Access.

<<http://infotrac.galegroup.com/>>.

Consoli, John. "Big Nascar ratings pressure partners: racing body officials looking to maximize TV rights fees on next deal." Mediaweek 27 June 2005: 4+. General BusinessFile ASAP. Gale Group Databases. Pelion High School Library. 2 July 2005.

<<http://infotrac.galegroup.com/>>.

53. DISCUS - General Reference Center

Author's_LastName, Author's_FirstName. "Article Title." Original Publication Name

Original_Date_of_Publication: Page_Number/Range. General Reference Center. Gale Group Databases. Sample High School Library. Date_of_Access.

<<http://infotrac.galegroup.com/>>.

Stacks, John F. "June 17, 1972: Not Just Any Burglary." Time 31 Mar 2003: A54. General Reference Center. Gale Group Databases. Pelion High School Library. 4 Aug 2004.

<<http://infotrac.galegroup.com/>>.

54. DISCUS - Grolier Multimedia Encyclopedia

Author's_LastName, Author's_FirstName. "Article Title." Grolier Multimedia Encyclopedia.
Scholastic Library Publishing, Publication_Year. Sample High School Library.
Date_of_Access. <<http://ea.grolier.com>>.

Wilson, Robert E. "Tsunami." Grolier Multimedia Encyclopedia. Scholastic Library Publishing,
2005. White Knoll High School Library. 3 Apr 2005. <<http://ea.grolier.com>>.

55. DISCUS - Health and Wellness Resource Center

Author's_LastName, Author's_FirstName. "Article Title." Original Publication Name
Original_Date_of_Publication: Page_Number/Range. Health and Wellness Resource
Center. Gale Group Databases. Sample High School Library. Date_of_Access.
<<http://infotrac.galegroup.com/>>.

Norrgard, Carolyn. "Caring for Someone with Alzheimer's Disease." Clinical Reference Systems
1 Jan 2004: 569. Health and Wellness Resource Center. Gale Group Databases. White
Knoll High School Library. 18 Mar 2005. <<http://infotrac.galegroup.com/>>.

56. DISCUS - Health Reference Center Academic

Author's_LastName, Author's_FirstName. "Article Title." Original Publication Name.
Original_Date_of_Publication: Page_Number/Range. Health Reference Center
Academic. Gale Group Databases. Sample High School Library. Date_of_Access.
<<http://infotrac.galegroup.com/>>.

Fraser, Stephen. "Smoke screen: sweet-sounding cigarettes are 'candy-flavored cancer!'" Current
Health 2. Dec 2004: 15+. Health Reference Center Academic. Gale Group Databases.
Lexington High School Library. 2 Feb 2005. <<http://infotrac.galegroup.com/>>.

57. DISCUS - InfoTrac OneFile

Author's_LastName, Author's_FirstName. "Article Title." Original Publication Name.

Original_Date_of_Publication: Page_Number/Range. InfoTrac OneFile. Gale Group
Databases. Sample High School Library. Date_of_Access.

<<http://infotrac.galegroup.com/>>.

Stillwell, Mary K. "When a walk is a poem: Winter Morning Walks, a chronicle of survival, by
Ted Kooser." Midwest Quarterly. Summer 2004: 399+. InfoTrac OneFile. Gale Group
Databases. Gilbert High School Library. 5 Oct 2004. <<http://infotrac.galegroup.com/>>.

58. DISCUS - LegalTrac

Author's_LastName, Author's_FirstName. "Article Title." Original Publication Name.

Original_Date_of_Publication: Page_Number/Range. LegalTrac. Gale Group Databases.
Sample High School Library. Date_of_Access. <<http://infotrac.galegroup.com/>>.

LaMay, Craig L. "America's censor: Anthony Comstock and free speech." Communications and
the Law. Sept 1997: 1-59. LegalTrac. Gale Group Databases. White Knoll High School
Library. 14 Feb 2004. <<http://infotrac.galegroup.com/>>.

59. DISCUS - Literature Resource Center

Author's_LastName, Author's_FirstName. "Article Title." Original Publication Name, v. _#.

Original_Date_of_Publication: Page_Number/Range. Literature Resource Center. Gale
Group Databases. Sample High School Library. Date_of_Access.

<<http://infotrac.galegroup.com/>>.

Hanning, Robert W. "Beowulf and Anglo-Saxon Poetry." European Writers, v. 1. 1983: 51-88.
Literature Resource Center. Gale Group Databases. Lexington High School Library. 11
Jan 2006. <<http://infotrac.galegroup.com/>>.

60. DISCUS - New Book of Knowledge

Author's_LastName, Author's_FirstName. "Article Title." New Book of Knowledge. Scholastic Library Publishing, Date_of_Publication. Sample High School Library. Date_of_Access. <<http://ea.grolier.com>>.

Davis, Francis. "Jazz." New Book of Knowledge. Scholastic Library Publishing, 2005. Gilbert High School Library. 4 Mar 2004. <<http://ea.grolier.com>>.

61. DISCUS - SC Newspapers

Author_LastName, Author_FirstName. "Article Title." Name of Newspaper [City_of_Publication] Date_of_Publication, Edition, Section: Page_(or_number_of_paragraphs_if_unavailable). Newsbank. Sample High School Library. Date_of_Access. <<http://infoweb.newsbank.com>>.

Monk, John. "Speeches Show How Senator Changed Over Time." State [Columbia] 2 July 2003, Final, Front: A6. Newsbank. Lexington High School Library. 10 May 2004. <<http://infoweb.newsbank.com>>.

62. DISCUS - Scribner Writers Series

Author's_LastName, Author's_FirstName. "Article Title." Original Publication Name. Original_Date_of_Publication: Page_Number/Range. Scribner Writer Series. Gale Group Databases. Sample High School Library. Date_of_Access. <<http://infotrac.galegroup.com/>>.

"Gary Paulsen." Writers for Young Adults. 1997. Scribner Writer Series. Gale Group Databases. Lexington High School Library. 17 May 2005. <<http://infotrac.galegroup.com/>>.

***Note: Author and page numbers omitted in this citation because information was not provided.**

63. DISCUS - SIRS Discoverer Full Text Source

Author's_LastName, Author's_FirstName. "Article Title." Original Publication Name
Original_Date_of_Publication: Page_Number/Range. *Sirs Discoverer ProQuest*
Information and Learning. *Sample High School Library*. Date_of_Access.
<<http://discoverer.sirs.com>>.

Coleman, Joseph. "Kyoto Global Warming Pact Takes Effect." Shawnee News-Star 16 Feb
2005: *Sirs Discoverer ProQuest Information and Learning*. *Lexington High School*
Library. 4 Mar 2005. <<http://discoverer.sirs.com>>.

64. DISCUS - SIRS Discoverer Graphics & Media

"Title of graphic." Graphic Type. Copyright Holder. *Sirs Discoverer ProQuest Information and*
Learning. *Sample High School Library*. Date_of_Access. <<http://discoverer.sirs.com>>.

"Statue of Liberty." Image. *Recreation.gov*. *Sirs Discoverer ProQuest Information and Learning*.
Pelion High School Library. 4 July 2005. <<http://discoverer.sirs.com>>.

65. DISCUS - SIRS Knowledge Source Full Text Article

Author's_LastName, Author's_FirstName. "Article Title." Original Publication Name
Original_Date_of_Publication: Page_Number/Range. *Sirs Knowledge Source ProQuest*
Information and Learning. *Sample High School Library*. Date_of_Access.
<<http://sks.sirs.com>>.

Grossman, Cathy Lynn. "Pope's Health Raises Questions About Life Support." USA Today 24
Feb 2005: *Sirs Knowledge Source ProQuest Information and Learning*. *White Knoll High*
School Library. 10 May 2005. <<http://sks.sirs.com>>.

66. DISCUS - SIRS Knowledge Source Government Document

Name of government. Name of department. Name of agency. "Article Title."

Author's_LastName, Author's_FirstName. Date_of_Access. <Retrieved_URL>. SIRS Knowledge Source ProQuest Information and Learning. Sample High School Library. Date_of_Access. <<http://sks.sirs.com>>.

United States. State Department. Bureau of International Information Programs. "Confirmation Hearings Begin for Bush's Cabinet Nominees." Rose, Warner. 7 Jan 2005. <<http://usinfo.state.gov>>. SIRS Knowledge Source ProQuest Information and Learning. Pelion High School Library. 18 July 2005. <<http://sks.sirs.com>>.

67. Online Database - provided by school

"Article Title." Original Publication Name. Publisher_of_Original_Publication, Original_Date_of_Publication. Name of Electronic Resource. Electronic Resource Vendor. Sample High School Library. Date_of_Access. <URL_provided_by_school>.

"Gamma ray." U*X*L Encyclopedia of Science. 2nd ed. U*X*L, 2002. Student Resource Center. Thomson Gale. Gilbert High School Library. 20 July 2005. <<http://galenet.galegroup.com/servlet/SRC>>.

Note: See school library media specialist for password information and URL for online database.

68. Image online (painting, sculpture, or photograph)

Artist_LastName, Artist_FirstName. Title of image. Physical_location_of_Image,

City_of_Location. Web_Page_Title. Date_of_Access <URL>.

Vermeer, Jan. Girl with Pearl Earring. Mauritshuis, The Hague. Jan Vermeer 1632-1675. 3 Apr 2004 <<http://www.mystudios.com/art/bar/vermeer/vermeer-girl-with-earring.html>>.

69. Sound recording online

Artist_LastName, Artist_FirstName. "Title of Recording." Title of Work. Broadcast_Source.

Date_of_Broadcast. Date_of_Access <URL>.

Nafisi, Azar. "Mysterious Connections that Link Us Together." This I Believe. NPR. 18 July 2005. 19 July 2005 <<http://www.npr.org/templates/story/story.php?storyId=4753976>>.

70. Film clip online

Title of Film. By Author_FirstName Author_LastName. Publisher, Date_of_Publication. Web site title. Date_of_Access <URL>.

Elements of Chemistry: Atoms: The Building Blocks of Matter. United Learning, 2003. United Streaming. 22 Nov 2004 <<http://www5.unitedstreaming.com/index.cfm>>.

NOTE: Author information not available so was omitted in citation.

71. Map or chart online

“Title of graphic.” Graphic Type. Coyright Holder. Name of site providing graphic. Publisher.
Date_of_Access <URL>.

“People with Problem Drinkers in the Family.” Chart. The Robert Wood Johnson Foundation.
PBS. National Health Center for Health Statistics. 09 Feb 2005
<<http://www.pbs.org/wnet/closetohome/policy/html/alcohol.html>>.

72. Cartoon online

Cartoonist's LastName, Cartoonist's FirstName. “Title of Cartoon.” Cartoon. Publication Title
Date_of_Publication. Date_of_Access <URL>.

Matson, R. J. “Johnny Carson Show in Heaven.” Cartoon. New York Observer 26 Jan 2005. 05
May 2005 <<http://www.politicalcartoons.com>>.

73. Email

Writer's_LastName, Writer's_FirstName. “Title of Message.” Email to Recipient's Name.
Date_of_Email.

Boltjes, Janet. “Re: district research guide.” Email to Elizabeth Harrell. 31 May 2005.

74. Online posting to newsgroup

Writer's_LastName, Writer's_FirstName. “Title of Message.” Online Posting Date_of_Posting.
Name of Forum. Date_of_Access <URL>.

Russell, Carrie. “Re: copyright and fair use.” Online Posting 4 May 2005. LM_NET. 12 June
2005 <http://www.eduref.org/plweb-cgi/fastweb?getdoc+listservs+LM_NET+443344+0+wAAA+copyright>.

75. Video or DVD recording

Title of Film. Dir. Director's Name. Perf. Performers Names. Format. Distributor,
Date_of_Publication.

Andrew Lloyd Webber's The Phantom of the Opera. Dir. Joel Schumacher. Perf. Gerard Butler,
Emmy Rossum, Patrick Wilson, and Minnie Driver. DVD. Warner Bros., 2004.

76. Television or radio broadcast

"Title of episode." By Author's_FirstName Author's_LastName. Perf. Performer_FirstName
Performer_LastName. Title of Program. Title of Series. Name_of_network.
Call_letters_of_local_station, City_of_local_station. Broadcast_date.

"Publish and Perish." By Tom Szentgyorgi. Perf. Dennis Farina, Michael Imperioli, S. Epatha
Merkerson, Sam Waterson, Bryan Hyman, Kaleo Griffith, and Guy Boyd. Law and
Order. NBC. WIS, Columbia. 20 Apr 2005.

77. Recording on compact disc, audiocassette, other

Artist LastName, Artist FirstName. Title of recording. Perf. Performer_FirstName
Performer_LastName. Format. Publisher, Date_of_Publication.

Farmer, Nancy. House of The Scorpion. Perf. Robert Ramirez. CD. Recorded Books, 2003.

78. Specific song on a recording

Artist LastName, Artist FirstName. "Title of song." Perf. Name_of_Performer(s). Title of recording. Perf. Performer_FirstName Performer_LastName. Format. Publisher, Date_of_Publication.

Holst, Gustav. "Mars, the Bringer of War." Perf. New York Philharmonic. The Planets. Cond. Leonard Bernstein. CD. CBS Records, 1985.

NOTE: Citation information depends on the desired emphasis. Composer, performer, conductor, etc. may be necessary.

79. Cartoons and comic strips

Artist's_LastName, Artist's_FirstName. "Title of cartoon or comic strip."Format. Name of Publication Date_of_Publication.

Schulz, Charles. "Classic Peanuts." Comic strip. State 17 July 2005.

80. Advertisement

Product. Advertisement. Publication Date_of_Publication.

Tropicana Orange Juice. Advertisement. Better Homes and Gardens July 2005.

81. Interview conducted by you

Name of person interviewed. Personal interview. Date_of_Publication.

Bagert, Brod. Telephone interview. 22 Nov 2004.

NOTE: The type of interview should be designated, i.e., Personal interview, Telephone interview, E-mail interview.

82. Interview conducted by someone other than you

Name of person interviewed. Interview with Interviewer's name. Source of Interview.

Publication source. Publication City. Date_of_Publication.

Rowling, J.K. Interview with Katie Couric. Dateline NBC. WIS. Columbia. 17 July 2005.

83. Photograph, painting or sculpture

Artist's_LastName, Artist's_FirstName. Title. Institution housing the work, City_of_Institution.

Title of source in which art appears. By Author of source material. City_of_Publication:

Publisher, Date_of_Publication.

Toulouse-Lautrec, Henri de. At the Circus: Trained Pony and Baboon. Art Institute of Chicago,

Chicago. Toulouse-Lautrec: The Moulin Rouge and the City of Light. By Robert

Burleigh. New York: Harry N. Abrams, Inc., 2005.

84. Map or chart

Title of Map or chart. Description[Map or Chart]. City_of_Publication: Publisher,

Date_of_Publication.

Visitor Transit Map. Map. Chicago: Regional Transportation Authority, 2004.

Works Consulted

- Gibaldi, Joseph. MLA Handbook for Writers of Research Papers: Sixth Edition. New York: The Modern Language Association of America. 2004.
- “How to Prepare Bibliographic Citations: Modern Language Association (MLA).” Georgia Southern University. 07 Jul 2005 <<http://library.georgiasouthern.edu/libref/mlacite.pdf>>.
- “MLA Style Bibliographic Citation Guide.” Seattle Central Community College. 07 Jul 2005 <http://dept.sccd.ctc.edu/cclib/Research_Tools/Citation_Style_Guides/mlacite.asp>.
- “Noodle Tools.” Noodle Tools, Inc. 07 Jul. 2005 <<http://www.noodletools.com/>>.
- Warlick, David. “Landmarks Citation Page.” The Landmark Project. 07 Jul. 2005 <<http://citationmachine.net/>>.

MLA Format for Papers

MUST USE:

- 1-inch margins on all sides, except for page numbers...Go to *File* → *Page Setup* → *Margins*
- 12 font...Go to *Format* → *Font*
- Times New Roman...Go to *Format* → *Font*
- Double space the entire paper...Go to *Format* → *Paragraph* → *Line Spacing* = *Double*
- First line indented in each paragraph...Go to *Format* → *Paragraph* → *Special* → *First line*
- Page number in upper right corner; the computer will automatically place this correctly...Go to *Insert* → *Page Numbers* → *Position* = *Top of Page* → *Alignment* = *Right*
- Header: Name, date, and course title in upper left corner of *first page only*
- Title centered at top of first page, but below header

An example would look like this:

Your Name Here

1

8/18/04

Course Title – Block #

Title

Always remember to indent the first line of each paragraph. Check to make sure that you are using the correct font type and size. Many of the requirements can be set up before you begin typing. Do not bold or increase the size of the title, and **never** underline it or put it in quotation marks!

IN-TEXT (PARENTHETICAL) DOCUMENTATION

When using materials from another writer, you must document the source. One method is to use in-text documentation (parenthetical documentation), where you list the source in parentheses after the paraphrased, summarized, or quoted material. Follow these guidelines:

In-text Citations:

- Print Sources with an author or editor: (author's last name page #)
 - Example: (Smith 240)
- Print Sources without an author or editor: (Title page #)
 - Example: (Talking with Dirt 249)
- Electronic Sources with an author: (author's last name)
 - Example: (Smith)
- Electronic Sources without an author: ("Title")
 - Example: ("Digging up the Dirt")
- If a title is particularly long (more than four words), shorten the title within the in-text citation.
 - Example: (*Narrative of the Life...* 67)

Remember, do not use commas to separate the page number from the name or title.

Using in-text citations with quoted material:

- *Paraphrase* = Has no quotation marks, but it must still include a citation.
_____ (Smith 240).
- *Direct quote* = " _____ " (Smith 240).
- Example:
 - Scholars also point to the emergence of women's rights that permeated the turn of the century as a reason that nineteenth-century writers focused on the themes of "the individual's search for selfhood, identity, and a relationship with society and the universe" (Lattin 222).

Quoting two or more sources (with different authors) in one paraphrase:

If you paraphrase two or more sources in one paragraph, use a semicolon to divide the entries in the in-text citation.

- Example: (Lehman 45; Smith 67-69)

Quoting Two Sources, Same Author:

When you use two or more works by the same author, you should list the title of the specific work being referenced in addition to the author's last name.

- Example: (Lehman, "Shakespeare the Bard" 65)

Omitting information in a direct quote:

When you need to omit part of a direct quote, use ellipses to denote that you have left a section of the quote out of your paper.

- Example: In fact, Shakespeare has created the story of *Romeo and Juliet* to be unbelievable, because "Juliet, [only] eighteen years old in Bandello's version and sixteen in [Arthur] Brooke's, is depicted as only thirteen..." (866) in Shakespeare's version.

Making changes in a direct quote:

If you need to make a change in a quote, such as making a correction, changing a tense, lowercasing a letter, etc, use brackets to denote where you made the change. Remember, these changes should be grammatical only; you may not do anything to alter the original meaning of the quote.

- Example: By focusing the beginning of the play on one of these revels, Shakespeare begins to show how "[t]heir revels maintain the momentum of heightened passion; but at the same time preclude any deepening knowledge of the other. Thus, their passion repeats itself but does not develop" (Alvis 189).

A quote within a quote:

To show a quote within another quote, use single quotation marks around the inside quotation.

- Example: As stated in Lehman, "Shakespeare wrote about, 'many different characters of varying class rank'" (34).

Block Quotation:

1. Use when there are four or more typed lines of a direct quote
2. Do not use quotation marks
3. Period goes before the citation
4. You must introduce the quote using a complete sentence and a colon

5. Indent only on the left side

- Example of a block quotation:

Cleopatra, when her politics are included, becomes a duplicitous and round character:

What counts most, though, is the way in which Shakespeare has used the materials to create the life of Cleopatra. Her yearning for Antony, her seeking in her play to catch him to her again, leads into the imaginative recreation of remembered events, which recaptures the momentary fullness of their life together. Shakespeare intertwines the imaginative play of recollection and the lovers' play that is being recollected to portray the force of this woman and the way of life to which she calls Antony.

(Rothschild 421)

Continue with paragraph.

Quoting Poetry:

- Citations for quoting poetry are slightly different than regular citations. You will need to still give the author's last name if you are quoting from several different poets. The citation will still include a page number. However, it will also include a line number.
- For example, it will be written as such:
 - (Dickinson 248 ln. 5-6)
 - "ln" is the abbreviation for "line"
- Slashes denote where a line of poetry ends when writing in sentence form.
 - For example:
"Well, son, I'll tell you:/Life for me ain't been no crystal stair./It's had tacks in it,/And splinters,/And boards torn up,/And places with no carpet on the floor-
/Bare" (Hughes 508 ln. 1-6)

Quoting Drama:

- Quoting Shakespeare, or any other plays written using verse, requires a slightly different citation. A citation would include the act number, scene number and line number.
- For example:
 - (Shakespeare 2.3.66-68)
 - Act 2, scene 3, lines 66-68

INTEGRATING QUOTATIONS

S.Register, LHS 2005

When quoting information in any paper, you must integrate the quotations with your own words. There are various ways to achieve this. Also, by integrating quotations, you may or may not need to change the way you document using your in-text citation.

- **QUOTES NEVER STAND ALONE AS THEIR OWN SENTENCE OR PARAGRAPH. FURTHERMORE, NO TWO, SEPARATE DIRECT QUOTATIONS CAN BE BACK-TO-BACK**

1. An Introducing Phrase or Orienter plus the Quotation:

- Gatsby is not to be regarded as a personal failure: “Gatsby turned out to be all right at the end” (Fitzgerald 176), according to Nick.
- this method uses a sentence to first set up the quotation. However, the quote begins the next sentence and is integrated by pointing out the character who spoke the line from the novel.
- Stoll says, “...the chief thing is that we should be made to feel the greatness of their love and then in each of them find warrant for it” (43). So the question remains, where do we find the evidence to support this young love?
- In this method, the sentences are reversed. The quote comes first, followed by the argument sentence.
- Because the author’s name is stated in the introducing phrase, you will not need to repeat the author’s name in the citation. Simply include the page number.

2. An Assertion of Your Own and a Colon plus the Quotation:

- In fact, Shakespeare probably knew little more about the lives of Antony and Cleopatra than Plutarch: “To what extent he was aware that Plutarch had written with a severe *cultural* bias we cannot know, though an understanding of cultures as definable and varying was beginning to emerge in the Renaissance” (Rothschild 418).
- In this method, the writer introduces the quotation using his/her own complete argument sentence. Since it is a complete sentence, you must use a colon to introduce the quotation.

3. An Assertion of Your Own with Quoted Material Worked in:

- In fact, Shakespeare has created the story of *Romeo and Juliet* to be unbelievable because “Juliet, [only] eighteen years old in Bandello’s version and sixteen in [Arthur] Brooke’s, is depicted as only thirteen...” (866) in Shakespeare’s version.

- By focusing the beginning of the play on one of these revels, Shakespeare begins to show how “[t]heir revels maintain the momentum of heightened passion; but at the same time preclude any deepening knowledge of the other. Thus, their passion repeats itself but does not develop” (Alvis 189).
- These methods combine the writer’s original words in the argument sentence with a quoted phrase.
- Satan’s motion is many things; he “rides” through the air (63), “rattles” (65), and later explodes, “wanders and hovers” like a fire (293).

Although a bit more complicated, this method is the same as above.

APA Style

Like MLA, APA is an editorial style used to present written material. It is the style endorsed by the American Psychological Association for the uniform presentation of research by professionals and students in the social and behavioral sciences. The APA style is used in all print publications of the American Psychological Association. More information about this particular editorial style can be found at <http://www.apastyle.org/styletips.html>

Documentation of internet sources is more specific when using APA style. Because technology is constantly changing, please refer to the following website for current guidelines: <http://www.thewritesource.com/APA/APA.HTM>

CONVENTIONS FOR WRITING ABOUT LITERATURE

1. Use the present tense when discussing any type of literature. Even though *The Odyssey* was written thousands of years ago, Odysseus continues to “do” and “say” things in the text: “The character of Odysseus **does** not consider his actions prideful.”
2. Use past-tense verbs when discussing historical events, when presenting historical or biographical data, or when identifying events that occurred prior to the time of the story’s main action.
3. Always refer to a text by its correct genre title: novel, short story, essay, poem, or non-fiction. Short stories are not essays, for example.
4. Titles:

Titles in Italics or Underlined	Titles in Quotation Marks
Books	Chapters Short Stories Essays
Poetry Collections	Poems
Book-length Poems	
Plays	Acts
Magazines and Journals	Articles
Newspapers	Articles
Encyclopedia	Articles
Song Albums	Songs
Television Series	Episodes
Movies	
Ships, aircraft, and spacecraft	
Pamphlet or Brochure	
Paintings	
Sculptures	

- Exception: You do not apply underlining and quotation marks to sacred writings such as the Bible or the Koran.

5. The first time you refer to a literary author, use his/her first and last names (Jane Austen). In subsequent references, refer to the author by his/her last name (Austen). Never refer to an author by his/her first name and do not address them as “Mrs./Miss./Ms.” or “Mr.”
6. When referring to a character from a text, use their first name.
7. Capitalize the first letter of all words in a title except articles (a, an, the), short prepositions (of, at, in, etc), and conjunctions (and, but, or). Also capitalize the first word after a colon (*Edgar Allan Poe: An Anthology of Short Stories*).
8. DO NOT underline, italicize, or put in quotation marks the titles of your own work. Simply center your title on the page. Do not bold or enlarge the font in any way.
9. Voice: The voice in a poem is called a speaker. The voice in a work of fiction is called a narrator. Do not assume that the voice of the speaker or narrator is the author of the text.
10. Analytical writing should be in the third person (he/she/it, they, writers, authors, etc.). Otherwise, it is not an analysis. IN OTHER WORDS, DO NOT USE “I”.
11. Avoid unnecessary plot summary. If a plot detail supports a point you wish to make, a brief summary is acceptable. Plot summary is not a substitute for analysis.

Sources:

Blackmon, Samantha. Consuming the Body. “Writing About Literature: The Basics.” Dept. of English, Purdue University. 9 Dec. 2004. www.sla.purdue.edu/people/engl/blackmon/engl36004/writing.html.

“Conventions to Use When Writing an Analysis of Written Material .” 9 Dec. 2004. ww.campusedge.bc.ca/CEC_ConventionsForWritingAboutLiterature.htm.

Rich , Elizabeth, Dr. “Conventions for Writing about Literature.” Dept. of English, Saginaw Valley State University. 9 Dec. 2004. www.svsu.edu/~rich/courses/conventions.html.

Common Proofreading Symbols

Look for these markings in the text of the paper.

Symbol	Meaning	Example
?	Confusing. I can't understand your argument. Try to clarify.	Carl ran to her car.
=	Capitalize	The president of the United States is a Texan.
↗	Insert a comma	The mayor's brother, I tell you, is a crook.
↘	Apostrophe or single quotation mark	I wouldn't know where to put this vase.
^	Insert something	I know it, in fact, everyone knows it. ;
↵ ↵	Use double quotation marks	My favorite poem is "Design."
⊙	Use a period here	This is a declarative sentence ⊙
~	Delete	The elephant's trunk is is really its nose.
~	Transpose elements	He only picked the one he likes.
○	Close up this space	Jordan lost his favorite basket ball.
¶	Begin new paragraph	"I knew it," I said. ¶ "I thought so," she replied.
No ¶	No paragraph	"I knew it, she said. No ¶ "He's no good."
○	Spelling	Please go to the library cheke out our new materials.
R /	Lower case	She will make a great President one day.
/	separate	He will make the changes and let's know.

Common Proofreading Abbreviations

(The abbreviation would appear in the margin, probably with a line or arrow pointing to the offending element.)

Abbreviation	Meaning	Example
ambig	Ambiguous. Your statement is open to multiple interpretations. Clarify your meaning.	Carrying a heavy stack of papers, her foot caught on a step.
Ab	A faulty abbreviation	She had earned a Phd along with her M.D.
Agr <small>See also P/A and S/V</small>	Agreement problem: subject/verb or pronoun/antecedent	The piano as well as the guitar need tuning. The student lost their book.
Awk	Awkward expression or construction	The storm had the effect of causing millions of dollars in damage.
Cap	Faulty capitalization	We spent the Fall in Southern Spain.
circular	Circular reasoning. You're using the conclusion to prove the assumption or premise.	The businessman is about to give evidence against the murderer, whom he dislikes.
cliché	An overused phrase."	"The voters need a real shot in the arm.
CS	Comma splice	Raoul tried his best, this time that wasn't good enough
DICT	Faulty diction	Due to the fact that we were <u>wondering</u> as to whether it would rain, we stayed home.
Dgl	Dangling construction	Working harder than ever, this job proved to be too much for him to handle.
- ed	Problem with final <i>-ed</i>	Last summer he walk all the way to Birmingham.
empty	Empty statement. The construction may be correct, but the idea contributes nothing to the paper. Make every statement count. Example:	"There are many difficult problems facing the world today."

Frag	Sentence fragment	Depending on the amount of snow we get this winter and whether the towns buy new trucks.
non-seq	Non -sequitor. The conclusion does not follow from the assumptions or premises.	“Voters today are angry, so politicians have increased power.”
 	Problem in parallel form	My income is bigger than my wife.
P/A	Pronoun/antecedent agreement	A student in accounting would be wise to see their advisor this month.
passive	Unnecessary use of passive voice.	The exam was failed by over half of the English class. (<u>Active Voice</u> : <i>Over half of the English Class failed the English exam.</i>)
poss	Improper expression of possessives.	It’s muzzle was preventing the dog from barking.
Pron	Problem with pronoun	<ul style="list-style-type: none"> • My aunt and my mother have wrecked her car. • The committee has lost their chance to change things. • You'll have to do this on one's own time.
Rep	Unnecessary repetition	The car was blue in color.
R-O	Run-on sentence	Raoul tried his best this time that wasn't good enough.
rd	Redundant. The same idea is stated twice.	Doctor Jones specializes in sports medicine. She treats players who encounter injury while playing sports.
Sp	Spelling error	This sentence is flaude with two misspellings.
- s	Problem with final -s	He wonder what these teacher think of him.
STET	Let it stand	The proofreader uses this Latin term to indicate that proofreading marks calling for a change should be ignored and

		the text as originally written should be "let stand."
S/V	Subject/verb agreement	The problem with these cities are leadership.
T	Verb tense problem	He comes into the room, and he pulled his gun.
vague	Your meaning is cloudy. Express the idea more concretely and specifically.	Mary worked for a retail store last summer, which may be her career choice
Wdy	Wordy	Seldom have we perused a document so verbose, so ostentatious in phrasing, so burdened with too many words.
WW	Wrong word; improper word choice	What affect did the movie have on Sheila? She tried to hard to analyze its conclusion.

The Learning Center. "Common Proofreading Marks." Capitol Community College. 15 December 2004. <http://webster.commnet.edu/writing/symbols.htm>.

C.Honeycutt, LHS

PowerPoint Rubric

Name: Block:	Date:	Slide #	Points Earned
<i>Minimal requirements for final Power Point presentation:</i>		N/A	
Eight (8) slides including Title and Credit slides [two (2) points per slide—sixteen (16) points max]		N/A	____/16
One (1) clip art from Power Point Clip Art [one (1) point]			____/1
One (1) image from Internet (give credit—see below for format) [two (2) points for image and two(2) points for citation – four (4) points max]			____/4
One (1) scanned image (give credit—include title of book or magazine, date of publication, page #-no citation necessary for personal photographs) [two (2) points for image and one (1) point for citation – three (3) points max]			____/3
One (1) WordArt image [two (2) points]			____/2
Appropriate font choices (color, size, and style) and effective use of color scheme and design layout [six (6) points max]			____/6
Animated text on two(2) slides [four (4) points]			____/4
Animated graphic on two (2) slides [two (2) points each—four(4) max]			____/4
Sound associated with one (1) animation [two (2) points]			____/2
Use of correct punctuation, grammar, and spelling [six (6) points max]			____/6
Information is relevant and interesting eight (8) points max]			____/8
Presentation is fluent from beginning to end [four (4) points max]			____/4
Link to pertinent Internet site on (2) two slides [five (5) each—ten (10) max]			____10
Total		n/a	____170

Description of Pathfinders

Pathfinders & Research Guides are very similar to directories, but are subject specific. They are usually compiled by experts in a field or subject-specialist librarians who search the Internet, evaluate web sites, and compile lists for a specific field, subject, discipline, etc. Many libraries, companies, and professional organizations offer online pathfinders and research guides. (explanation from Tarleton State University Libraries' Internet Search Tools at http://www.tarleton.edu/~library/library_module/unit3/3internetsearch_lm.html).

They can also be used to help students explore their school library media center for resources needed for projects. When students develop Pathfinders, they develop a good awareness of available resources. Teachers and media specialists also develop Pathfinders to help guide students to appropriate resources in the media center. The following page is a suggested format for a Pathfinder. Text within brackets would be changed with each Pathfinder created.

[PATHFINDER TITLE]

A Pathfinder for [GRADE LEVEL]

INTRODUCTION - [brief description of topic]

If you would like to learn more about [YOUR TOPIC], follow the links on this pathfinder. It will help you find information in your school library media center, on the Internet, and in the community about [YOUR TOPIC].

Print Resources-Books and Magazines

There are several excellent books about [TOPIC]. A few of the books are listed below. To locate more books, use the suggested keywords and phrases below to search the online library catalog.

- NONFICTION BOOKS
- FICTION BOOKS
- REFERENCE BOOKS
- MAGAZINES

Dewey Decimal Numbers to Browse

If you want to browse the shelves in the library to locate information about [TOPIC], look for these numbers:

Videos, CD-ROM, Laserdiscs, DVDs, etc.

Our library has the following multimedia resources on your topic:

Online Resources--Internet Sites and Online Databases

The Web sites listed below have been previewed and selected for this topic. If additional information is needed, use the suggested keywords and phrases to search the Internet.

Keywords and Phrases for Searching

Do you need additional information? Try using these words and phrases to search *DISCUS*, the library online catalog, or the Internet:

Community Resources-People and Places

The following community contacts may help you with your topic:

E.Harrell, LHS

WebQuests

The following information was copied from the web page

http://webquest.sdsu.edu/about_webquests.html entitled "Some Thoughts About WebQuests" by [Bernie Dodge](#), San Diego State University. Bernie Dodge, with Tom March, developed the web quest model in early 1995 at San Diego State University.

Definitions

A WebQuest is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet, optionally supplemented with videoconferencing. There are at least two levels of WebQuests that should be distinguished from one another.

Short Term WebQuests

The instructional goal of a short term WebQuest is knowledge acquisition and integration, described as Dimension 2 in Marzano's (1992) Dimensions of Thinking model. At the end of a short term WebQuest, a learner will have grappled with a significant amount of new information and made sense of it. A short-term WebQuest is designed to be completed in one to three class periods.

Longer Term WebQuest

The instructional goal of a longer term WebQuest is what Marzano calls Dimension 3: extending and refining knowledge. After completing a longer term WebQuest, a learner would have analyzed a body of knowledge deeply, transformed it in some way, and demonstrated an understanding of the material by creating something that others can respond to, on-line or off-. A longer term WebQuest will typically take between one week and a month in a classroom setting.

Critical Attributes

WebQuests of either short or long duration are deliberately designed to make the best use of a learner's time. There is questionable educational benefit in having learners surfing the net without a clear task in mind, and most schools must ration student connect time severely. To achieve that efficiency and clarity of purpose, WebQuests should contain at least the following parts:

1. An **introduction** that sets the stage and provides some background information.
2. A **task** that is doable and interesting.
3. A set of **information sources** needed to complete the task. Many (though not necessarily all) of the resources are embedded in the WebQuest document itself as anchors pointing to information on the World Wide Web. Information sources might include web documents, experts available via e-mail or realtime conferencing, searchable databases on the net, and books and other documents physically available in the learner's setting. Because pointers to resources are included, the learner is not left to wander through webspace completely adrift.
4. A description of the **process** the learners should go through in accomplishing the task. The process should be broken out into clearly described steps.
5. Some **guidance** on how to organize the information acquired. This can take the form of guiding questions, or directions to complete organizational frameworks

such as timelines, concept maps, or cause-and-effect diagrams as described by Marzano (1988, 1992) and Clarke (1990).

6. A **conclusion** that brings closure to the quest, reminds the learners about what they've learned, and perhaps encourages them to extend the experience into other domains.

Some other non-critical attributes of a WebQuest include these:

1. WebQuests are most likely to be **group activities**, although one could imagine solo quests that might be applicable in distance education or library settings.
2. WebQuests might be enhanced by wrapping **motivational elements** around the basic structure by giving the learners a role to play (e.g., scientist, detective, reporter), simulated personae to interact with via e-mail, and a scenario to work within (e.g., you've been asked by the Secretary General of the UN to brief him on what's happening in sub-Saharan Africa this week.)
3. WebQuests can be designed within a **single discipline** or they can be **interdisciplinary**. Given that designing effective interdisciplinary instruction is more of a challenge than designing for a single content area, WebQuest creators should probably start with the latter until they are comfortable with the format.

Longer term WebQuests can be thought about in at least two ways: what thinking process is required to create them, and what form they take once created.

Thinking skills that a longer term WebQuest activity might require include these (from Marzano, 1992):

- | | |
|--------------------------|---|
| 1. Comparing: | Identifying and articulating similarities and differences between things. |
| 2. Classifying: | Grouping things into definable categories on the basis of their attributes. |
| 3. Inducing: | Inferring unknown generalizations or principles from observations or analysis. |
| 4. Deducing: | Inferring unstated consequences and conditions from given principles and generalizations. |
| 5. Analyzing errors: | Identifying and articulating errors in one's own or others' thinking. |
| 6. Constructing support: | Constructing a system of support or proof for an assertion. |

7. Abstraction: Identifying and articulating the underlying theme or general pattern of information.

8. Analyzing perspectives: Identifying and articulating personal perspectives about issues.

The forms that a longer term WebQuest might take are open to the imagination, since we have few existing exemplars to go by. Some ideas:

1. A searchable database in which the categories in each field were created by the learners.
2. A microworld that users can navigate through that represents a physical space.
3. An interactive story or case study created by learners.
4. A document that describes an analysis of a controversial situation, takes a stand, and invites users to add to or disagree with that stand.
5. A simulated person who can be interviewed on-line. The questions and answers would be generated by learners who have deeply studied the person being simulated. Putting the results of their thinking process back out onto the internet serves three purposes: it focuses the learners on a tangible and hi-tech task; it gives them an audience to create for; and it opens up the possibility of getting feedback from that distant audience via an embedded e-mail form.

<http://webquest.sdsu.edu/> The Web Quest Page
<http://webquest.sdsu.edu/materials.htm> training materials

Area Libraries

Lexington County residents have access to several area libraries. Students and teachers can take advantage of their school library media center. Although the hours of operation will differ from school to school, all Lexington District One schools use the same library automation software from Follett Library Resources. As students move from school to school, they are familiar with the OPAC (Online Public Access Catalog) and the Dewey Decimal classification system.

The main branch of the Lexington County Library is located at 5440 Augusta Rd in Lexington, SC. There are several branches located in surrounding communities. For information about hours and services of all locations the web address is www.lex.lib.sc.us. The phone number for the main branch is (803) 808-2600. Services of the public library are free to Lexington County residents.

The library at Midlands Technical College (Airport Campus) is located on the second floor of the Academic Center. The phone number is (803) 822-3530. For information about services and hours visit www.midlandstech.edu/library.htm.

The Richland County Public Library is located at 1431 Assembly St in Columbia, SC. All out-of-county residents must pay a \$55.00 fee to check out any items RCPL. For information about services and hours the phone number is (803) 799-9084 and the web address is www.richland.lib.sc.us.

For information about the Thomas Cooper Library at the University of South Carolina in Columbia, SC visit www.sc.edu/library/hours.html. A map of the USC campus can be viewed at www.sc.edu/library/tcllocate.html.

Evaluation: Fall 2006

Please evaluate and comment on the usefulness of the following sections from the District Research Guide using the following scale:

- 1 Not Useful
- 2 Somewhat Useful
- 3 Very Useful

These comments will be used in making changes and additions to the District Research Guide for 2006-2007.

Annotated Bibliography: _____
Comments:

Expository Research Paper: _____
Comments:

Argumentative/Persuasive Research Paper: _____
Comments:

Multigenre Research Project: _____
Comments:

Senior Project: _____
Comments:

Writing Portfolio: _____
Comments:

Choosing a topic: _____
Comments:

Writing a thesis statement: _____
Comments:

Gathering Information:

Types of Resources: _____
Comments:

Format of Resources: _____
Comments:

Note Taking: _____
Comments:

Organization

Outlining: _____
Comments:

Topic Sentences and Transitions: _____
Comments:

Paragraphing: _____
Comments:

Plagiarism and Paraphrasing: _____
Comments:

Structure of Research Paper Using MLA Format

MLA Format for Works Cited: _____
Comments:

MLA Format for Papers: _____
Comments:

In-Text (Parenthetical) Citations: _____
Comments:

Integrating Quotations: _____
Comments:

Conventions for Writing about Literature: _____
Comments:

Proofreading and Editing: _____
Comments:

Additional Research Projects: _____
Comments:

Appendix: _____
Comments:

August 2006

Evaluation: Spring 2007

Please evaluate and comment on the usefulness of the following sections from the District Research Guide using the following scale:

- 1 Not Useful
- 2 Somewhat Useful
- 3 Very Useful

These comments will be used in making changes and additions to the District Research Guide for 2007-2008.

Annotated Bibliography: _____
Comments:

Expository Research Paper: _____
Comments:

Argumentative/Persuasive Research Paper: _____
Comments:

Multigenre Research Project: _____
Comments:

Senior Project: _____
Comments:

Writing Portfolio: _____
Comments:

Choosing a topic: _____

Comments:

Writing a thesis statement: _____

Comments:

Gathering Information:

Types of Resources: _____

Comments:

Format of Resources: _____

Comments:

Note Taking: _____

Comments:

Organization

Outlining: _____

Comments:

Topic Sentences and Transitions: _____

Comments:

Paragraphing: _____

Comments:

Plagiarism and Paraphrasing: _____

Comments:

Structure of Research Paper Using MLA Format

MLA Format for Works Cited: _____
Comments:

MLA Format for Papers: _____
Comments:

In-Text (Parenthetical) Citations: _____
Comments:

Integrating Quotations: _____
Comments:

Conventions for Writing about Literature: _____
Comments:

Proofreading and Editing: _____
Comments:

Additional Research Projects: _____
Comments:

Appendix: _____
Comments:

August 2006

Evaluation Requirements for District Research Guide English I

Projects

1. Annotated Bibliography consisting of a minimum of 3 to 5 sources on a topic related to English 1 readings (list generated by classroom teacher and library media specialist).

Comments:

2. A well constructed, well supported, and well developed multi-paragraph **Compare & Contrast research paper** (using a minimum of 2 sources from Annotated Bibliography) that **focuses on evaluation of research resources**—i.e., reliable website vs. unreliable website or primary vs. secondary sources or source written with bias vs. impartial source or coverage of current event in two different publications.

*Teacher will provide students with rubrics for and a checklist of all required items to be submitted for grading, including Works Cited page.

**For students having difficulty with structure or organization, the 5x5 model may be advisable.

***Honors-level students will also produce a Multigenre Research Project. The teacher will provide students with rubrics for and a checklist of all required items to be submitted for grading.

Comments:

Evaluation Requirements for District Research Guide English II

Projects

1. Annotated bibliography consisting of a minimum of 5 to 7 sources on a topic related to English 2 readings (list generated by classroom teacher and library media specialist).

Comments:

2. A 3- to 5-page **Compare & Contrast research paper** (using a minimum of 3 sources from Annotated Bibliography) that **focuses on a theme or topic related to English 2 readings**—i.e., compare the themes of two short stories or compare a literary character in text with a movie or comic book hero or contrast an issue in assigned reading with the same issue in our lives today or contrast a character in assigned reading at beginning of story with same character at end of story (character development).

*Teacher will provide students with rubrics for and a checklist of all required items to be submitted for grading, including bibliography, Works Cited page, all notes taken, 1st and 2nd drafts of paper, comments from peer-editing sessions, etc.

**Honors-level students will also produce a Multigenre Research Project. The teacher will provide students with rubrics for and a checklist of all required items to be submitted for grading

Comments:

<p style="text-align: center;">Evaluation Requirements for District Research Guide English III</p>

Projects

1. Annotated bibliography of a minimum of 8 to 10 sources on a theme or issue found in English 3 readings (list generated by classroom teacher and library media specialist).

Comments:

2. A 5- to 7-page **Persuasive/Argumentative or Cause & Effect research paper** (using a minimum of 5 sources from Annotated Bibliography) **focusing on a theme or issue found in English 3 readings**—i.e., argue that intolerance reflected in assigned reading still exists today or determine the reason(s) a character in assigned reading behaved as he/she did or examine the impact a certain event in history had on characters in assigned reading.

*Teacher will provide students with rubrics for and a checklist of all required items to be submitted for grading, including bibliography, Works Cited page, all notes taken, 1st and 2nd drafts of paper, comments from peer-editing sessions, etc.

**Honors-level students will also produce a Multigenre Research Project. The teacher will provide students with rubrics for and a checklist of all required items to be submitted for grading.

Comments:

Evaluation Requirements for District Research Guide English IV

Projects

1. Annotated bibliography of a minimum of 10 to 15 sources on a theme or issue found in English 4 readings (list generated by classroom teacher and library media specialist).

Comments:

2. A 6- to 8-page **research paper focusing on literacy criticism** (using a minimum of 7 sources from the Annotated Bibliography) **based on a theme or issue found in English 4 readings**--i.e., discuss how the author of an assigned reading reveals the social structure of the time period in which the story is set or examine how a certain group of people in the assigned reading react against the status quo or evaluate how the author of an assigned reading manipulates his/her readers' responses through literary devices.

*Teacher will provide students with rubrics for and a checklist of all required items to be submitted for grading, including bibliography, Works Cited page, all notes taken, 1st and 2nd drafts of paper, comments from peer-editing sessions, etc.

**Honors-level students will also produce a Multigenre Research Project. The teacher will provide students with rubrics for and a checklist of all required items to be submitted for grading.

Comments:

August 2006