

**Department:** English

**Revised:** April 2017

### **Mission Statement**

We are committed to fostering critical thinkers who synthesize information in order to become lifelong learners.

### **How We Will Achieve Our Mission**

- use a variety of texts & teaching approaches such as: active learning, Socratic Seminar, differentiation
- utilize inferencing throughout curriculum
- include a variety of writing
- keep consistency in all curriculum such as: MLA format
- allow mistakes to become teachable moments
- utilize scaffold-based instruction methods
- provide a safe and inclusive environment where relationships are made

### **Course: Literacy**

#### Reading Literature

RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

#### Reading Informational Texts

RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

#### Language

L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content choosing flexibility from a range of strategies.

## Writing

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Speaking and Listening

SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.